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## Equal Opportunity Policy 1-101

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### Scope:

This policy applies to:

1. Employees: Equal employment and advancement opportunities within the District.
2. Students: Equal access to education, programs, and activities.
3. Community and Parents: Equal treatment in services, communications, and interactions with the District.

### Board Policy:

#### 1. Equal Opportunity for Students

- Access to Educational Programs
  - Prohibition of discrimination based on race, gender, disability, sexual orientation, or religion in all educational programs, as per California Education Code §§ 200-220.
  - Commitment to accessibility and appropriate accommodations for students with disabilities under IDEA and Section 504.
- Bullying and Harassment Prevention
  - Anti-bullying initiatives and clear reporting mechanisms.
  - Support programs and resources for underrepresented and vulnerable student populations.

#### 2. Equal Opportunity for Employees

- Fair Employment Program
  - Commitment to a fair recruitment process that is clear and transparent.
  - Annual review and update of employment goals (see *Administrative Procedures* below).
- Fair Employment Training
  - Regular training on fair employment practices that are transparent and promote the hiring of the best individual for the position.

### Purpose

The District is committed to fostering an environment of equal opportunity and respect for all members of the school community, including employees, students, parents, and community partners. This policy outlines our commitment to preventing discrimination and promoting inclusivity across all interactions with the District.



- Protection against workplace discrimination and harassment based on protected characteristics.

### **3. Equal Treatment for Parents, Community, and District Partners**

- Inclusive Communication and Services
  - Ensure that all District services, resources, and communications are accessible to individuals regardless of race, gender, disability, sexual orientation, religion, language, or disability.
  - Use of ADA-compliant formats for communications and resources where applicable.
- Engagement and Representation
  - Encourage feedback and involvement from a diverse range of community members.
  - Foster relationships with community organizations that represent underrepresented groups.



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## Administrative Regulations

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### **Review:**

1. Annual Reporting: Each year, the District will assess progress in workforce diversity, student access, and community engagement.
2. Outreach and Partnerships: Develop partnerships to enhance diverse recruitment, broaden student opportunities, and improve community representation.
3. Regular Training and Awareness: Conduct regular training sessions for staff and provide students with resources to understand their rights and responsibilities under this policy.

### **Periodic Evaluation and Updates:**

This policy will be reviewed every five years or as required to address legal updates and community needs.

### **County Support Eligibility for Small Districts:**

Eligible districts may receive support from their County Office of Education to meet affirmative action and equal opportunity goals, as appropriate to ADA requirements (elementary school districts with fewer than 901 ADA, for high school districts with fewer than 301 ADA, and for unified districts with fewer than 1501 ADA). When developing and implementing affirmative action employment programs, the District is entitled to assistance from the County Office of Education. (Ed. Code, §§ 44100 *et seq.*; 5 CCR § 30, 31.)

### **Complaint and Grievance Procedure:**

#### **1. Filing a Complaint**

- Who Can File: Employees, students, parents, and community members.
- Method of Filing: Complaints may be submitted in writing, in person, or through an online form (if available). The District encourages the use of the Uniform Complaint Form for filing a complaint.
- Contact Information: Contact details for the Equal Opportunity Officer or designated District representative responsible for handling complaints.

#### **2. Timeline and Initial Response**

- Acknowledgment: Complaints will be acknowledged within 5 business days.
- Investigation Timeline: The District aims to complete investigations within 30 business days of receiving a complaint, with extensions communicated if necessary.

*Adopted on:*

*Revised on:*

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### 3. Investigation Process

- Confidentiality: The District will maintain confidentiality to the greatest extent possible.
- Interviews and Evidence Collection: Involves interviewing relevant parties and collecting evidence in an impartial manner.
- Rights of the Complainant and Respondent: Both parties are informed of their rights, including the right to present evidence.

### 4. Resolution and Remedies

- Findings: Upon conclusion, the District will provide a written summary of findings and any recommended actions.
- Remedies: If discrimination or harassment is found, the District will implement corrective actions, such as training, policy changes, or other remedies.

### 5. Appeals Process

- Initial Appeal to the District Board
  - Right to Appeal: If a complainant disagrees with the outcome of the investigation, they may file an appeal to the School District Board within 15 days of receiving the decision.
  - Board Review: The Board will review the appeal and provide a written decision within 30 days.
- Escalation to the California Department of Education (CDE)
  - State-Level Appeal: If the complainant is not satisfied with the Board's decision, they may submit an appeal to the CDE or another relevant state or federal agency, where applicable. The complainant will be informed of their rights to pursue this option and the appropriate procedures for doing so.

### Additional Provisions:

- Non-Retaliation: Retaliation against individuals who file complaints or participate in investigations is strictly prohibited.
- Annual Training: The District will conduct training for all staff and students to promote awareness of equal opportunity policies and the complaint procedure.
- Recordkeeping: All complaints and investigation documents will be securely stored and retained per state and federal requirements.

### Legal References:

- California Education Code §§ 200-220, 44100 et seq.

Adopted on:

Revised on:

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- California Code of Regulations (5 CCR § 30, 31)
- Title IX of the Education Amendments Act
- Individuals with Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act

*Adopted on:*  
*Revised on:*

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## Anti-Discrimination, Anti-Harassment, Anti-Intimidation, and Anti-Bullying Policy 1-102

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### Scope:

This Policy applies to current, former or potential students of the school district and to any and all acts related to a District activity or attendance that occur in a District school or District sponsored event. The Policy also applies to all acts and activities of the governing board of the District and the Superintendent of the District.

The District prohibits discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

1. Age
2. Disability
3. Gender
4. Gender identity
5. Gender expression
6. Ancestry or Nationality
7. Race or Ethnicity:
8. Religion
9. Sex or Sexual orientation
10. Immigration Status

*Adopted on:*

*Revised on:*

### Purpose

The District is committed to providing equal educational opportunities without regard to actual or perceived race (including natural hairstyle or hair texture related thereto); color, national origin (including possessing a driver's license under Vehicle Code § 12801.9); ethnicity or ancestry; age (40 and over); sex, gender, sexual orientation, gender identity, gender expression, transgender, sex stereotypes, sex characteristics; current, potential, or past pregnancy or related conditions; reproductive health decision-making, parental, family, or marital status, physical or mental disability, or perceived physical or mental potential disability; medical condition (including cancer-related physical or mental health impairment or history of same); citizenship, military and veteran status, genetics, characteristics; political affiliation; religious belief or practice; or any other classifications protected by applicable federal, states, or local laws and ordinance ("Protected Class" or "Protected Classes") or association with a person or group with one or more of these actual or perceived characteristics.

These Protected classes include any combination of the above-stated characteristics or a perception that a person has any of the above-stated characteristics or a combination of them.



### **Protection of All Individuals:**

This policy applies to any prohibited discrimination, harassment, or bullying directed against any current student, employee, or other individuals participating in a District program or District activity, to the extent permitted by law.

### **Investigation of Complaints:**

Any complaints of prohibited discrimination, harassment, intimidation, and/or bullying shall be received and investigated in accordance with the District's uniform complaint procedures set forth in Board Policy 2-204.

### **Public Notification of this Policy:**

To promote awareness of this policy, the District shall do all of the following:

1. On or before that start of each school year, the District shall notify students and parents/guardians of this policy as well as any related District policies.
2. Every school site and public space within the District shall prominently post an anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying notice including, but not limited to, the following:
  - A clear statement of this policy and/or its intent
  - A clear reference to this policy and ant related District policies
  - How to obtain additional information regarding the District's policy; and
  - Contact information and instructions for filing a complaint alleging a violation of this policy
  - The Superintendent shall approve all notification or posting pursuant to this policy
3. Provide training to District staff regarding this policy and how to effectively identify,

*Adopted on:*

*Revised on:*

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prevent, reduce and/or eliminate unlawful discrimination, harassment, intimidation, and bullying.

4. Strongly encourage students, teachers, and other District staff to positively promote this policy through awareness campaigns, poster contests, artwork, or other appropriate school-related activities.

**Legal References:**

- California Educational Code § 220, 221, 234.1
- California Penal Code § 422.5
- California Government Code § 11135
- Title 5, California Code of Regulations. § 4610



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## Prohibition of Sexual Harassment and Sexual Violence Policy 1-103

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### Scope:

This policy applies to all students, employees, parents, community members, and third parties involved in District activities, whether on or off campus.

Sexual violence includes rape, sexual assault, sexual battery, and sexual coercion, as defined in this policy.

### Prohibition Conduct:

The District defines discrimination as including, but not limited to, any adverse action based on sexual orientation, gender identity, or sex characteristics.

Retaliation against any individual who files a complaint, participates in investigations, or opposes discriminatory practices is strictly prohibited and will result in disciplinary action.

Prohibited sexual harassment includes, but is not limited to, unwelcomed sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against a person of the same or opposite sex in the workplace or education setting, when made on the basis of sex and under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, or of a student's academic status or progress
2. Submission to or rejection of the conduct by the individual is used as the basis for an employment decision or academic decision affecting the individual.

*Adopted on:*  
*Revised on:*

### Purpose

The District is committed to maintaining an educational environment and workplace that is free from harassment and discrimination. Sexual harassment and sexual violence against students, employees, or job applicants are strictly prohibited in all District educational programs and activities. Retaliation against any individual involved in the complaint process is also prohibited.

The District defines sexual harassment as unwelcome conduct of a sexual nature that meets one or more of the following criteria:

- Submission to such conduct is a condition of employment, academic status, or benefits.
- Rejection or acceptance of such conduct is used as a basis for decisions affecting the individual.
- The conduct creates an intimidating, hostile, or offensive environment.

Sexual violence includes rape, sexual assault, sexual battery, and sexual coercion, as defined in California Penal Code Sections 243.4 and 261, et seq.

Conduct that falls within the jurisdiction of the Title IX shall be handled under the Title IX procedures set forth herein.



3. The conduct has a purpose or effect of having a negative impact on an individual's work or a student's academic performance or has the purpose or effect of creating an intimidating, hostile, or offensive work or educational environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is so severe, pervasive, and objectively offensive that it denies equal educational access.
4. Submission to or rejection of the conduct by an employee or student is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through any District program or activity.

Examples of the types of conduct which are prohibited at the District and which may constitute sexual harassment whether committed by a supervisor, a coworker, a student, or a non-employee include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Pressure to engage in sexual activity.
3. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, innuendoes, or sexually degrading descriptions.
4. Graphic verbal comments about an individual's body.
5. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, graffiti, or computer-generated images of sexual nature.
6. Spreading sexual rumors.
7. Teasing or making sexual remarks about students enrolled in a predominantly single-sex class.
8. Unwelcome physical contact such as massaging, grabbing, fondling, stroking, or brushing the body.
9. Touching an individual's body or clothes in a sexual way.
10. Cornering, leaning over, impeding, or blocking normal movements or any other physical interference with school activities when directed at an individual on the basis of sex.
11. Displaying sexually suggestive objects.

*Adopted on:*

*Revised on:*

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## Administrative Regulations

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### Complaint and Reporting Procedures:

1. Filing a Complaint: Any individual who experiences or witnesses sexual harassment or violence should report the incident promptly to the Title IX Coordinator or any District employee.
  
2. Title IX Coordinator Contact:
  - Name: [Insert Name]
  - Title: Superintendent
  - Address: [Insert Address]
  - Phone: [Insert Phone Number]
  - Email: [Insert Email Address]
  
3. Confidentiality: All complaints will be handled confidentially, except as necessary to investigate and resolve the issue or comply with legal requirements.

### Investigation and Resolution:

1. The grievance process will include clear timelines for resolution, options for informal resolution when appropriate, and training for decision-makers to ensure neutrality.
2. All parties will be provided with access to supportive measures during the process.
3. All complaints will be investigated promptly and thoroughly under the District's Uniform Complaint Procedures.
4. If a violation is confirmed, corrective actions will be taken to address the misconduct and prevent recurrence.

Adopted on:  
Revised on:

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### **Training and Education:**

1. Employees will receive training on sexual harassment policies and procedures upon hiring and periodically thereafter.
2. Supervisors will undergo specialized training every two years.
3. Students will receive age-appropriate instructions on identifying and reporting sexual harassment and violence.

### **Disciplinary Actions:**

1. For Students: Disciplinary measures may include suspension or expulsion for students in grades 4-12.
2. For Employees: Disciplinary actions may range from warnings to dismissal, depending on the severity of the misconduct.

### **Notifications and Accessibility:**

1. This policy, along with Civil Rights Department Poster, will be displayed prominently:
2. At all district facilities and included in employee handbooks and student code of conduct materials.
3. Be provided to every employee when hired, and at the beginning of each school year.
4. Be included in any publication that sets forth the District's comprehensive rules, regulations, procedures, and standards of conduct, including the annual notice provided to students at the start of each school year.
5. District website will feature detailed information on Title IX rights and complaint procedures.

### **Recordkeeping:**

The Title IX Coordinator will maintain records of all complaints, investigations, and outcomes for no less than seven years.



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*Revised on:*

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## **Sexual-Specific Regulations on Sexual Harassment And Sexual Violence**

### **Student Instructions:**

The District will provide reasonable accommodations for pregnant and parenting students, including access to clean and private lactation spaces, modified attendance policies, and excused absences for childbirth or related medical appointments. Please see policy 5-401 Childbirth, Parenting, and Lactation Accommodations.

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

1. What acts and behaviors constitute sexual harassment or sexual violence, including the fact that sexual harassment can occur between people of the same sex.
2. A clear message that sexual harassment and sexual violence are unacceptable and that students do not have to tolerate such behavior.
3. Encouragement to report instance of sexual harassment and sexual violence, even when the victim of the harassment/violence has not complained.
4. The person(s) to whom complaints of sexual harassment and sexual violence should be made.
5. Information about the District's process for investigating complaints.

Any student who feels that he/she is being or has been sexually harassed or a victim of sexual violence perpetrated by a school employee, another student, or a non-employee, in the school's educational program or activity, should immediately contact his or her teacher or any other District employee. An employee who receives such a complaint shall report it using the District's Uniform Complaint Procedures ("UCP") policy. The District's Title IX Coordinator shall ensure that any complaints regarding sexual harassment and sexual violence are immediately investigated in accordance with the District's UCP policy. When the District's Title IX Coordinator has determined that harassment or violence has occurred, the Coordinator shall take prompt, appropriate action to end the harassment or violence and to address its effects on the victim.

California Penal Code makes it a crime to annoy or molest a child. (Can Penal Code 647.6). Any report of a molestation or annoyance should be immediately reported to the Superintendent.

*Adopted on:*

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*Revised on:*



## **Student Disciplinary Actions**

Any Student who engages in sexual harassment of or sexual violence against anyone at school or at a school-sponsored or school-related activity is in violation of this Policy and shall be subject to disciplinary action. For specifics on appropriate levels of discipline, employees should consult the Superintendent and/or legal counsel.

## **Employee-Specific Regulations on Sexual Harassment and Sexual Violence**

The Superintendent or his/her designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment and sexual violence, including but not limited to:

1. Providing training to employees in accordance with law and this Policy.
2. Publicizing and disseminating the District's Sexual Harassment and Sexual Violence policy to staff.
3. Ensuring prompt, thorough, and fair investigation of complaints.
4. Taking timely and appropriate corrective action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of behavior.

Any employee or job applicant who feels that he or she has been sexually harassed or who has knowledge of any incident of sexual harassment or sexual violence by or against another employee, a job applicant, or a student, shall immediately report the incident to his or her supervisor, or the Superintendent. A supervisor, or other administrator who receives a complaint of sexual harassment or sexual violence shall promptly notify the Superintendent or designee.

## **Training and Education**

1. Employee will receive training on sexual harassment policies and procedures upon hiring and periodically thereafter.
2. Supervisor will undergo specialized training every two years.
3. Students will receive age-appropriate instruction on identifying and reporting sexual harassment and violence.

*Adopted on:*

*Revised on:*

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### **Sexual Harassment Training shall include:**

1. The definition of sexual harassment under the Fair Employment and Housing Act and Title VII of the federal Civil Rights Act of 1964.
2. The statutes and case-law on prohibiting and preventing sexual harassment.
3. The types of conduct that can be sexual harassment.
4. The remedies available for victims of sexual harassment.
5. Strategies to prevent sexual harassment.
6. Supervisors' obligation to report harassment.
7. Practical examples of harassment.
8. The limited confidentiality of the complaint process.
9. Resources for victims of sexual harassment, including to whom they should report it.
10. How employers must correct harassing behavior.
11. For supervisors, what to do if the supervisor is personally accused of harassment.
12. The elements of an effective anti-harassment policy and how to use it.
13. "Abusive conduct" under Government Code § 12950.1 (g)(2).

The Superintendent shall retain the records of any training provided to supervisory employees for no less than seven years. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider.

### **Employee Disciplinary Actions**

Any employee who engages in or participates in sexual harassment or sexual violence, or who aids, abets, incites, compels, or coerces another to commit sexual harassment or sexual violence against an employee, job applicant, or student is in violation of this Policy and is subject to disciplinary action, up to and including dismissal.

### **Notifications and Accessibility**

*Adopted on:*

*Revised on:*

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1. All District employees will receive annual Title IX training, which includes the expanded definitions of harassment, reporting obligations, and updates to grievance procedures.
2. This policy and related resources will be prominently displayed on the District's website and provided in multiple languages as needed.
3. This policy will be displayed prominently at all District facilities and included in employee handbooks and student code of conduct materials.
4. The District's website will feature detailed information on Title IX rights and complaint procedures.
5. The District shall post the following information on its website:
  - The Title IX Coordinator's name, title, phone number, and email address
  - The rights of the students and members of the public, and the responsibilities of the District, under Title IX, including internet links to relevant resources.
  - Instructions on how to file a complaint under Title IX, including timelines, investigation procedures, and links to federal complaint forms.

### **Recordkeeping**

The Title IX Coordinator will maintain records of all complaints, investigations, and outcomes for no less than seven years.



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## Prohibition of Derogatory Native American Terms as School or Athletic Team Names, Mascots, or Nicknames Policy 1-104

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### Scope:

The Governing Board is committed to promoting equity, inclusion, and respect for all communities. In compliance with the California Racial Mascots Act (AB 3074), the district prohibits the use of derogatory Native American terms as school or athletic team names, mascots, or nicknames to honor the diverse cultures and histories within our community

### Definitions:

#### **Derogatory Native American Terms as Defined by the**

**State of California:** Terms, symbols, or imagery that perpetuate stereotypes, cultural appropriation, or disrespect toward Native American communities, including their traditions, history, or identity. These terms include, but are not limited to, names such as Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Savages, Squaw, and Tribe. Additional terms may be identified by the Superintendent or designee as necessary to uphold this policy's purpose.

### Prohibitions:

1. Effective July 1, 2026, all schools in the district shall cease the use of any derogatory Native American term as a school or athletic team name, mascot, or nickname.
2. Schools must refrain from the following activities related to derogatory Native American terms:
  - Purchasing or acquiring uniforms, yearbooks, newspapers, programs, or other materials that include or bear the prohibited term.

### Purpose

The intent of this policy is to promote equity, inclusion, and respect for all communities. In compliance with the California Racial Mascots Act (AB3074), the District prohibits the use of derogatory Native American terms as school or athletic team names, mascots, or nicknames to honor the diverse cultures and histories within our community.

*Adopted on:*

*Revised on:*

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- Constructing new or replacement fixtures, including marquees, signs, and gymnasium floors, that display the prohibited term.
3. Schools may continue to use uniforms purchased before July 1, 2026, under the following conditions:
    - The school selects a new name, mascot, or nickname.
    - Uniforms with the prohibited term may be replaced up to 20% of the total number used during the 2025–26 school year to account for damage or loss until January 1, 2028.

### **Implementation:**

1. Transition Plan:

Each school currently using a prohibited term shall develop a transition plan, approved by the Superintendent, that includes:

- Selection of a new name, mascot, or nickname
- Timeline for phasing out the prohibited term in compliance with legislative requirements.
- Budget and timeline for updating materials and fixtures.

2. Community Engagement:

The District encourages input from students, parents, and community members in selecting a new name, mascot, or nickname.

3. Exceptions:

- Schools operated by an Indian tribe or tribal organization are exempt from this policy.
- Schools may continue to use a derogatory Native American term, as defined by the State of California, if written consent is obtained from a local federally recognized tribe.

4. Uniform Complaint Procedures:

Complaints regarding violations of this policy may be filed using the District's Uniform Complaint Procedures.

### **Compliance:**

This District will ensure compliance with all state requirements, including:

1. Removal of prohibited names, mascots, and nicknames from all materials and fixtures no later than the next scheduled maintenance or replacement cycle.

*Adopted on:*

*Revised on:*

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2. Completion of all transitions before the 2028-2029 school year.

**Accountability and Monitoring:**

The Superintendent or designee shall oversee the implementation of this policy, ensuring adherence to timelines and legislative requirements. Regular updates will be provided to the Board regarding the status of compliance efforts.

**Legal References:**

- California Education Code § 221.3
- California Racial Mascots Act (AB 3074)



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## Board Responsibilities and Authority

### Policy 2-100

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#### Scope & Authority:

The Board may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established, unless otherwise limited by law.

(Ed. Code § 35160; T.H. v. San Diego Unified School Dist. (2004) 122 Cal.App.4th 1267).

#### Purpose

The governing board plays a crucial role in setting the vision and direction for the school district, ensuring it operates in the best interest of the students and the community it serves.

Under California law, the governing board of a public school district serves as the policy-making body responsible for ensuring the educational needs of the community are met in alignment with state and federal regulations. Its primary purposes include:

#### 1. Policy Development:

- Establishes policies to guide the district's operations, educational programs, and overall management.
- Ensure policies comply with state and federal laws, including California Education Code and Federal Title IX.

#### 2. Educational Oversight:

- Ensure high-quality education for all students by adopting and monitoring curriculum, standards, and instructional materials, as presented by the Superintendent of the district.
- Focus on improving student achievement and addressing diverse educational needs.

#### 3. Fiscal Responsibility:

- Approve and monitor the district budget, ensuring financial stability and accountability.
- Allocate resources effectively to support district goals and priorities.

Adopted on:  
Revised on: N/A

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#### **4. Personnel Management:**

- Hire, evaluate, and oversee the Superintendent, who acts as the chief executive officer of the district.
- Establish and approve policies and contracts governing district staff.

#### **5. Community Representation:**

- Represent the interests of students, parents, and the broader community in decisions affecting the district.
- Provide opportunities for public input and maintain transparency in governance.

#### **6. Compliance and Accountability:**

- Ensure district operations comply with legal requirements, including California Education Code, Title IX, and other applicable laws.
- Monitor district performance as represented in the Local Control & Accountability Plan and hold administrators accountable for achieving district goals.

#### **7. Advocacy:**

- Advocate for the needs of the district and its students at the local, state, and federal levels.
- Build partnerships with community organizations, businesses, and governmental entities.

#### **Board Meeting**

The Board shall call and conduct regular and special meetings in accordance with the law, ensuring transparency and adherence to established protocols.

1. Regular Meetings: Scheduled meetings will occur at predetermined intervals to address the district's operational and policy matters.
2. Special Meetings: May be called as necessary to address urgent or extraordinary issues requiring immediate attention.

The agenda for all meetings shall be posted at least 72 hours in advance for regular meetings and 24 hours in advance for special meetings, as required by law. Meetings shall be conducted in



compliance with the Ralph M. Brown Act to guarantee public access and participation, except when closed sessions are authorized by law.

### **Minutes**

The Board shall maintain detailed minutes of its meetings, documenting every official act.

1. A journal of proceedings will be preserved as the official record of Board actions.
2. The minutes shall be accessible to the public and comply with requirements under Education Code § 35163.

### **Hearings**

The Board shall conduct hearings as mandated by law.

1. Hearings may be held in open or closed session, depending on the subject matter and legal requirements.
2. The Board will provide appropriate notice to ensure transparency and compliance with due process.

### **Property Management**

The Board has the authority to hold, lease, and convey property for the benefit of the district.

1. Legal Authority: The Board may sue and be sued concerning district property (Ed. Code § 35162).
2. Leasing and Renting: Vacant classrooms and other spaces may be leased or rented, prioritizing:
  - Educational agencies conducting special education programs.
  - Other educational agencies, with exclusions for private institutions offering K12 education.

Agreements may include leases with governmental units, nonprofit organizations, community agencies, and businesses, provided such arrangements align with Education Code § 17527.

### **District Budget**

On or before July 1 each year, the Board shall fulfill its fiscal responsibilities as follows:

1. Public Hearing:

*Adopted on:*  
*Revised on: N/A*

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- Hold a public hearing in compliance with Education Code § 42103 to present and review the proposed budget.
- Post the agenda for the hearing at least 72 hours in advance, including the location for public inspection of the budget.

## 2. Budget Adoption:

- Adopt the annual budget in accordance with Education Code § 42126.
- File the adopted budget with the County Superintendent of Schools within five days or by July 1, whichever is sooner.
- Ensure the budget supports the implementation of the Local Control and Accountability Plan (LCAP) or its annual update.

### **Local Control and Accountability Plan (LCAP)**

The Board shall adopt a Local Control and Accountability Plan using the State Board of Education's approved template.

1. The LCAP shall align with the district's budget and address state priorities as outlined in Education Code § 52060 et seq.
2. Annual updates or revisions to the LCAP shall be conducted in consultation with stakeholders, including parents, staff, and community members.

### **Employee Administration**

The Board is the official employer for all District employees, with responsibilities that include:

1. Selecting, hiring, and evaluating the Superintendent. All other employees will be recommended to the Board for hire by the Superintendent.
2. Ensuring adherence to employment laws and collective bargaining agreements.
3. Establishing policies to manage and support district personnel effectively.



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## Governing Board Meetings Policy 2-101

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### Scope:

This policy applies to all meetings of the Governing Board and its committees.

### Policy:

#### 1. Regular Meetings:

- The Board shall hold regular meetings at a time and place determined annually and communicated to the public.
- Agendas for regular meetings shall be posted at least 72 hours before the meeting in a location accessible to the public and on the district's website.

#### 2. Special Meetings:

- Special meetings may be called as needed and must adhere to the 24-hour public notice requirement, including agenda posting and notification to Board members and the media upon request.

#### 3. Emergency Meetings:

- Emergency meetings may be called only in situations involving an urgent need for immediate action due to a disruption or threatened disruption of public facilities.
- Notice requirements for emergency meetings shall comply with Government Code § 54956.5.

#### 4. Closed Sessions:

- The Board may conduct closed sessions only for purposes expressly permitted by law, such as personnel matters, litigation, and labor negotiations.

### Purpose

The Governing Board recognizes its obligation to conduct business in an open and transparent manner to maintain public trust and ensure accountability. This policy establishes the Governing Board's commitment to adhering to the Ralph M. Brown Act (Governing Code § 54950 et seq.), which mandates open meeting for local governmental bodies, including public school boards.



- Prior to and after a closed session, the Board shall publicly disclose the nature of the items discussed and any action taken, as required.

5. Public Participation:

- The Board shall provide an opportunity for members of the public to address the Board during meetings on any item within the Board's jurisdiction.
- Time limits for public comments shall be established to ensure orderly conduct of meetings.

6. Meeting Records:

- Minutes of all meetings shall be recorded and made available to the public promptly.
- Audio or video recordings, when created, shall be retained in compliance with district policies and applicable laws.

7. Compliance and Training:

- Board members and staff shall receive periodic training on the Ralph M. Brown Act to ensure ongoing compliance.



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## Administrative Regulations

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### Implementation of the Ralph M. Brown Act

#### 1. Agenda Preparation and Posting:

- The Superintendent or designee shall prepare the agenda for all Board meetings in consultation with the Board President.
- Agendas must include a brief description of each item of business and clearly indicate whether items are for discussion, information, or action.
- Posting Requirements:
  - Regular Meetings: Post agendas at least 72 hours in advance.
  - Special Meetings: Post agendas at least 24 hours in advance.
  - Emergency Meetings: Provide notice per Government Code § 54956.5.
- Members of the public may request to place matters directly related to district business on the agenda for regular Board meetings. Requests must be submitted in writing at least five school days before the meeting and include enough detail for the District to determine relevance. The District may decline requests unrelated to its business, outside the Board's authority, or items that have been recently decided by the Board.

#### 2. Public Comment Procedures:

- At regular meetings, members of the public may address the Board on any item within the Board's jurisdiction, whether or not the item is on the agenda. At special or emergency meetings, public comment shall be limited to items listed on the agenda, consistent with the Ralph M. Brown Act.
- The Board may adopt reasonable regulations limiting the total time for public input and the time allocated to individual speakers.
- Speaker cards or other methods of registration may be used to manage the order of public comments.

#### 3. Closed Sessions:

Adopted on:  
Revised on: N/A

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- The agenda for a closed session must include a brief general description of the items to be discussed, citing the specific statutory authority under which the session is being held.
- The Board shall report in open session any actions taken in closed session, as required by law. No minutes of closed session discussions shall be taken, in order to preserve confidentiality and compliance with the Ralph M. Brown Act.

#### 4. Meeting Minutes and Records:

- The Superintendent or designee shall ensure the accurate recording of all Board actions and votes in the meeting minutes.
- Audio or video recordings, if made, shall be retained for at least 30 days and made available for public inspection.

#### 5. Training Requirements:

- Newly elected or appointed Board members shall receive training on the Ralph M. Brown Act within the first six months of taking office.
- Ongoing training for all Board members and relevant staff shall be conducted every two years.

#### 6. Public Notification:

- Meeting notifications and materials shall be posted on the district's website and physically at the district office in a location accessible to the public.
- Upon request, the district shall make reasonable accommodations for individuals with disabilities to participate in Board meetings.

### **Legal References**

- Government Code §54950 et seq. (Ralph M. Brown Act)
- Education Code §35145, § 35146

### **Implementation and Enforcement:**

The Superintendent or designee is responsible for implementing this regulation and ensuring all Board activities comply with the Ralph M. Brown Act.

Adopted on:  
Revised on: N/A

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## Governing Board Member Incompatible Office and Activities Policy 2-102

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### Scope:

This policy establishes guidelines to prevent conflicts of interest and maintain the integrity of Board operations by identifying incompatible offices and activities.

#### 1. Incompatible Offices

Board members shall not hold any office or position, public or private, that is incompatible with their duties as a member of the Governing Board. An office is deemed incompatible if:

- Its functions conflict with or interfere with the proper discharge of Board duties.
- Holding the office creates divided loyalties or compromises the Board member’s ability to act in the best interests of the District.
- The position involves supervision or oversight of the District in any capacity.

Examples of incompatible offices include, but are not limited to:

- Employment with the District or a contractor doing business with the District.
- Membership on another board or commission that directly governs or regulates the District.
- Holding any public office where the duties involve decision-making authority over matters affecting the District.

#### 2. Incompatible Activities

### Purpose

The Governing Board is committed to upholding the highest standards of ethical conduct and ensuring that Board members act in the best interest of the District.



To preserve the integrity of the Board's role, members shall avoid engaging in activities that conflict with their responsibilities or compromise public trust. The following activities are deemed incompatible with Board service:

- Financial Interests:
  - Accepting compensation, gifts, or other benefits in excess of statutory limits and FPPC rules from entities that do business with or seek to influence the District.
- Advocacy for Personal or Outside Interests:
  - Using their position on the Board to promote personal, political, or financial interests unrelated to the District's mission.
- Confidentiality Breaches:
  - Disclosing or misusing confidential information obtained through Board service for any reason, including personal gain or to benefit others.
- Nepotism and Favoritism:
  - Participating in decisions or discussions involving relatives, close associates, or entities in which they have a financial or personal interest.
- Interference with District Operations:
  - Undermining the authority of the Superintendent or staff by attempting to direct day-to-day operations outside of Board meetings.
- Outside Employment or Contracts:
  - Engaging in employment, consulting, or other contractual agreements with organizations that conflict with or overlap District business.
- Representation without Authorization:
  - Representing the District in any capacity without prior authorization from the Board.

## **Enforcement**

Board members found to be in violation of this policy may face censure, removal from committees, or other appropriate actions as determined by the Governing Board.

Adopted on:  
Revised on: N/A

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### **Implementation and Review:**

The Superintendent or designee shall ensure all Board members are informed of this policy and its requirements during orientation and periodically thereafter.

### **Legal References:**

- Government Code §§ 1090, 1126
- Education Code §§ 35107, 35230
- California Constitution Article IV, Section 20



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## Board Policy Regarding Transportation Policy 2-103

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### Scope:

The purpose of this Board Policy is to ensure that the District complies with State regulations regarding the information related to transporting students within the district. The information shall be readily available for inspection by the Superintendent of Public Instruction.

### Availability of Required Transportation Information

In the event that transportation is provided to District students, the District shall prepare and maintain the following information for presentation to the Superintendent of Public Instruction upon request:

1. A description of the District’s transportation services policy (the limits within which transportation is offered to pupils and the distance pupils are required to walk to school or to a regularly established bus stop).
2. A map of the District’s boundaries displaying each bus route and stop, or a route schedule with an itinerary of the bus route and each stop.
3. A list of salaries paid for supervision, clerical or administrative purposes.
4. If any classes offered within the District may require additional transportation for students enrolled in the class, a schedule of such classes.
5. Logs of trips made other than between home and school by each bus. The log will include the miles traveled and number of children transported.

### Purpose

The District intends to offer transportation to students [describe the limits within which transportation is offered to students]. The District’s provision of transportation and location of bus stops may require students to walk to [#,#] miles to school or to regularly established bus stop.

### References:

(Title 5, Cal. Code Regs. §§ 15253 et seq.)

Adopted on:  
Revised on: N/A

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## Parental Involvement & Engagement in the District Policy 2-201

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### Scope:

The Purpose of this policy is to ensure that the parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children.

### The Policy

The Governing Board, parents, guardians, school staff, and pupils are committed to continuing the intellectual, physical, emotional, and social development and well-being of students at each school site by engaging in the following shared commitments:

1. The active and present engagement of the parent or guardian is the student's attendance, schoolwork, homework and participation in school activities is the most productive way to support the student to achieve academic and other standards of excellence of the school.
2. The District and its school(s) are committed to providing the highest quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school.
3. Parents/Guardians may best support the learning environment of their student by:
  - Monitoring and ensuring regular attendance and on-time arrival at school.
  - Ensuring all homework is completed and turned in on a timely basis.
  - Students are offered and participate in extracurricular activities.

### Purpose

The Governing Board has made this policy available to public on [Insert Date] for the purpose of eliciting feedback and conducting a meeting to develop this Policy that outlines the manner in which parents or guardians of pupils, school staff, and pupils may share the responsibility for continuing the intellectual, physical, emotional, social development, and well-being of pupils at each school site. Input was received and a meeting was held on [Insert Date] to jointly develop this policy.



- Monitoring and regulating the amount of screen time, including television, viewed by their children.
- Working with their children at home in learning activities that extend learning in the classroom.
- Volunteering in their children’s classrooms, or for other activities at the school.
- Participating, as appropriate, in decisions relating to the education of their own child or the total school program.

### **Parent/Guardian’s Rights & Responsibilities**

A parent/guardian of a child enrolled or being enrolled in the school shall have the following rights and responsibilities with respect to their children/student:

1. Within a reasonable period of time following making the request, to observe the classroom or classrooms in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled in accordance with the requirements of any intradistrict or interdistrict pupil attendance policies or programs.
2. Within a reasonable time of their request, to meet with their child’s teacher or teachers and the principal of the school in which their child is enrolled.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher. Although volunteer parents may assist with instruction, primary instructional responsibility shall remain with the teacher.
4. To be notified on a timely basis if their child is absent from school without permission. It is the responsibility of the parent or guardian to ensure regular attendance of the student.
5. To receive the results of their child’s performance on standardized tests and statewide tests and information on the performance of the school that their child attends on standardized statewide tests.
6. To request a particular school for their child, and to receive a response from the school district. This paragraph does not obligate the school district to grant the parent’s request.
7. To have a school environment for their child that is safe and supportive of learning.

Adopted on:  
Revised on: N/A

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8. To examine the curriculum materials of the class or classes in which their child is enrolled.
9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Section 48980, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, school site council, or site based management leadership team, in accordance with any rules and regulations governing membership in these organizations. In order to facilitate parental participation, school site councils are encouraged to schedule a biannual open forum for the purpose of informing parents about current school issues and activities and answering parents' questions. Prior notice should be provided to parents.
15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable pursuant to Section 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

(c) All schools that participate in the High Priority Schools Grant Program established pursuant to Article 3.5 (commencing with Section 52055.600) of Chapter 6.1 of Part 28 and that maintain kindergarten or any of grades 1 to 5, inclusive, shall jointly develop with parents or guardians for all children enrolled at that school site, a school-parent compact pursuant to Section 6319 of Title 20 of the United States Code.

(d) This section does not authorize a school to inform a parent or guardian, as provided in this section, or to permit participation by a parent or guardian in the education of a child, if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued

Adopted on:  
Revised on: N/A

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by a court of competent jurisdiction. (Amended by Stats. 2004, Ch. 896, Sec. 46. Effective September 29, 2004.)

*Adopted on:*  
*Revised on: N/A*

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## **Administrative Regulations**

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The District recognizes that parental involvement and support in the education of their children is integral to improving their children’s academic success. The District shall establish and maintain a program for increasing parent involvement. (Ed. Code, § 11500.)

In order to achieve its goal of increasing parents’ positive engagement in their children’s education, the District may do each of the following:

**1. Help Parents Develop Skills**

Help parents develop skills, such as understanding state academic standards and assessments, that they may use at home in support of their children’s academic efforts at school. Help parents to develop skills that will allow them to better support their children’s development as responsible future members of our society.

**2. Provide Information**

Provide parents with specific techniques and strategies which they may use to improve their children’s academic success and assist their children in learning at home.

**3. Communication**

Build and maintain consistent and effective communication between the home and the school so that parents may know when and how they might assist their children in support of classroom learning activities.

**4. Staff Training**

Provide teachers, administrators and instructional support personnel with information on how to communicate more effectively with parents.

**5. Integration in the Local Control & Accountability Plan (LCAP)**

The District’s parent involvement programs and policies shall be integrated with the school’s Local Control & Accountability Plan (LCAP) (Ed. Code, § 11502.)



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## Student Records Policy 2-202

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### Scope:

The policy applies to any and all official student records maintained by the District on any current or former student of the District.

### Policy Definitions

1. **Student:** “Student” means any individual who is or has been in attendance in the District and regarding whom the District maintains education records. “Attendance” includes, but is not limited to, in person, or virtually by other means, including correspondence, videoconference, satellite, Internet, or other technologies used when a student is not in the classroom, and also includes students who are enrolled in a District work-study program.
2. **Parent:** “Parent” means a natural parent, legal guardian, or an individual acting as a parent of a student in the absence of a parent or a guardian.
3. **Student Record/Pupil Record:** “Student Record” or “Pupil Record” means any item of information directly related to an identifiable student, other than directory information, that is maintained by the District or required to be maintained by a District employee in the performance of his or her duties whether recorded by handwriting, print, tapes, film, microfilm, or other means. Student records do not include any of the following:
  - Informal notes related to a student compiled by a District officer or employee that remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.
  - Directory Information collected and/or maintained by the District in accordance with District Board Policy 2-203.
  - Law Enforcement Records of the law enforcement unit of the District.

### Purpose

The purpose of this policy is to ensure proper student records are maintained on each student of the District and provide proper parent access to student records while preventing any unauthorized release of student information.



- Employee Records related exclusively to a District employee's capacity as an employee.
- Records created or received by the District after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student in the District; and
- Grades on peer-graded papers before they are collected and recorded by a teacher.

(Ed. Code § 49061; 5 Cal Code of Regs. § 430; 34 C.F.R. § 99.3.)

### **The District's Custodian of Records**

The Board hereby designates the Superintendent [or designate other] as the District's Custodian of Records. The Custodian of Records is responsible for implementing the Board's policies regarding student records throughout the entire District. The Custodian of Records shall ensure that each school-site representative is properly implementing the District's policies at their designated site.

### **School-Site Representatives**

The principal of each school-site or a certificated employee designated by the principal shall be the school-site representative responsible for implementing any District policies regarding student records at that school-site.

### **Authorized Access to Student Records**

Any authorized person shall be guaranteed access to student records within 5 day of the date they make their request.

### **Authorized access shall be as follows:**

#### **1. Absolute Right to Access:**

- For students under 18 years of age, the parents of currently enrolled or former students have an absolute right to access to any and all student records related to their children that are maintained by the District. The District shall not edit or withhold any record unless it is permitted to by law;
- If an individual with exceptional needs has reached age of 18 and has been determined to be incompetent under State law, the parent/guardian or caretaker shall be granted absolute access;

Adopted on:  
Revised on: N/A

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- Students who have reached 18 years of age or are attending an institution of postsecondary education; and
- Pursuant to a judicial order for records.

## **2. Access Based on Legitimate Educational Interest**

The District shall grant access to student records without parental consent or a judicial order where there is a “Legitimate Educational Interest” authorized by law.

The District shall only grant access to those particular records relevant to the legitimate educational interests of the requester as defined by Education Code § 49076(a)(1). The District shall develop rules and procedures specifying those individuals who qualify as having a legitimate educational interest justifying their access to student records.

All requests for access to student records shall be reviewed by the Custodian of Records and/or the School-Site Representative prior to the approval of any request. The individual making the request shall be responsible for providing documentation showing that he/she is authorized to access the requested records.

## **3. Access by Law Enforcement or Immigration Authorities**

The District shall not provide any student records, personally identifiable information, or other data maintained by the District to law enforcement or immigration enforcement officers without a valid judicial warrant, subpoena, or court order.

If any officer requests access to student records or seeks information about a student, staff must immediately refer the request to the Custodian of Records or the Superintendent. District personnel are prohibited from sharing or verifying student information, enrollment data, or class schedules for immigration enforcement purposes. The Superintendent or designee shall verify the officer’s identity and legal authority before taking any action.

The Superintendent/Custodian of Records shall verify the legal authority of any such request and maintain a written log describing:

- The name and agency of the requesting officer
- The purpose of the request
- The type of records requested, and
- The District’s response and disposition



The District shall notify the student’s parent/guardian as soon as practicable, unless prohibited by law, when student records have been requested or disclosed under this section.

Staff shall receive periodic training on these requirements as part of the District’s annual compliance review.

#### **4. Conditional Access**

The District also has the discretion to grant “Conditional Access” to information contained in a student record pursuant to Education Code § 49076(a)(2).

The District shall develop rules and procedures specifying the circumstances under which the District may release specified information from student records consistent with the law.

All requests for access to or information from student records shall be reviewed by the Custodian of Records and/or the School-Site Representative prior to the approval of any request. The individual or agency making the request shall be responsible for providing documentation showing that he/she is authorized to access the requested records.

#### **Procedures for Parent Access to Student Records**

The District shall maintain all student records at the following location (1) School Site Office for current students enrolled at the school, and (2) District Office for any former student no longer enrolled at a school site. Parents requesting to copy, inspect, and/or review student records shall make their request at this location during regular business hours.

The requested access shall be provided within 5 days of the date of the request. If a parent has requested to review or inspect student records, the District staff shall provide them access to the records in a manner that ensures the continued integrity and privacy of the records being inspected or reviewed.

If a parent is seeking copies of records, the District may charge the parents for the actual cost of copying the records.

#### **Security of Records**

The Custodian of Records shall be responsible for the security of student records maintained by the District and shall coordinate with the School-Site Representatives to devise procedures for assuring that access to such records is limited to authorized persons.



Records for each individual student shall be maintained in a central file at the school attended by the student, or when records are maintained in different locations a notation in the central file as to where such other records may be found is required.

The Custodian of Records shall ensure that all site personnel are trained annually regarding restrictions on the release of student information to law enforcement or immigration agencies. Procedures shall emphasize that no disclosure or cooperation occurs without verification of proper legal authority.

### **Types of Records Collected and Maintained By District**

The principal of each school shall keep on file a record of enrollment and scholarship for each Student currently enrolled in said school.

The District shall not compile any other student records except “mandatory” or “permitted” records as defined as follows:

1. **“Mandatory Permanent Pupil Records”** are those records which the District is required by law to compile. The District shall maintain indefinitely all mandatory permanent pupil records or an exact copy thereof for every student who was enrolled in a District program. The mandatory permanent pupil record or a copy thereof shall be forwarded by the District whenever the District receives a request for student records from a public or private school in which the student has enrolled or intends to enroll.
2. **“Permitted Records”** are those student records which the District may maintain for appropriate educational purposes and may include:
  - Objective counselor and/or teacher ratings
  - Standardized test results older than three years
  - Routine discipline data
  - Verified reports of relevant behavioral patterns
  - All disciplinary notices
  - Attendance records not required for State funds, to ensure compliance with compulsory attendance laws, and/or to ensure a student is regularly attending school.

### **Student Records Required to Be Signed**

Adopted on:  
Revised on: N/A

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All anecdotal information and assessment reports maintained as a student record shall be dated and signed by the individual who originated the data.

### **Annual Notice to Parents**

The District shall notify parents in writing at least annually of their rights in regard to student records as required by Education Code § 49063.

### **When Parent's Primary Language is Not English**

When a parent's primary language is not English, the District shall make an effort to:

1. Provide interpretation of the pupil record in the primary language of the parent; or
2. Assist the parent(s) in securing an interpreter.

### **The District May Not Withhold Student Records**

Neither the pupil record, nor any part thereof, shall be withheld from the parent or eligible pupil requesting access.

### **Contracts for Digital Storage, Management, and Retrieval of Student Records**

The District may enter into a contract with a third party (1) to provide services, including cloud-based services, for the digital storage, management, and retrieval of student records, or (2) to provide digital educational software that authorizes a third-party provider of such software to access, store, and use student records in accordance with specified contractual provisions. When entering into a contract, the District will comply with all Federal and State law and will ensure that the third-party provider is bound to said compliance.

### **Legal References**

#### Federal:

- 20 U.S.C. § 1232g – *Family Educational Rights and Privacy Act (FERPA)*
- 34 C.F.R. Part 99 – *Regulations Implementing FERPA*
- 8 U.S.C. § 1373 – *Communication with Federal Immigration Authorities (limiting conditions)*
- U.S. Constitution, Amend. XIV – *Due Process and Equal Protection*

#### State:

- California Constitution, Article I, § 1 – *Right to Privacy*
- Education Code §§ 49060–49079 – *Pupil Records; Access and Privacy*
- Education Code § 49076.5 – *Access to Student Records; Immigration Enforcement Restrictions (AB 49, 2025)*

Adopted on:

Revised on: N/A

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- Education Code §§ 32280–32289 – *Comprehensive School Safety Plans*
- SB 98 (2025) – *Schoolsite Notification of Immigration Enforcement Presence*
- Title 5, California Code of Regulations § 430 – *Pupil Records*

*Adopted on:*  
*Revised on: N/A*

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## Release of Directory Information Policy 2-203

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### **Directory Information:**

Directory information refers to any information contained in the education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, information regarding a student's:

1. Name
2. Address
3. Telephone number
4. Email address
5. Photograph(s)
6. Date and place of birth
7. Grade level
8. Dates of attendance
9. Participation in officially recognized activities and sports
10. Weight and height of members of athletic teams
11. Degrees, honors, and awards received; and
12. Most recent educational agency or institution attended. (Ed. Code § 49061 (c); 34 C.F.R. § 99.3.)

### **Purpose**

The purpose of this policy is to identify the categories of directory information that may be released and the restrictions on releasing that information.

### **Social Security Numbers Not Directory Information**

Directory information does not include a student's social security number. (Ed. Code § 49061 (c); 34 CFR § 99.3.)

*Adopted on:*

*Revised on:* N/A

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## **Student ID Numbers**

Student ID numbers or any other unique personal identifiers used on student badges and/or used to access electronic systems may only be released as directory information under the following conditions:

1. The information may not be released if it would allow someone to gain access to education records.
2. The information may be released when access to educational records requires additional information to authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user. (Ed. Code § 49061 (c); 34 C.F.R. § 99.3.)

## **Parent Notification**

When a student enrolls in the District, and at the beginning of each school year, the District shall provide parents/guardians written notification in their home language of each of the following:

1. The types of student records and information contained therein which are directly related to students and maintained by the District.
2. The categories of information which the District has designated as “Directory Information”.
3. The process by which a parent may notify the District that they do not want their child’s directory information to be released. (Ed. Code, § 49063.)

## **Parent Withdrawal of Consent to Release Directory Information**

The District shall not release directory information on a student if parent notifies the District that they do not want the information disclosed.

If a parent has notified the District that they do not want information released, the District shall obtain parent consent before any subsequent release of information. (Ed. Code, § 49073.)

## **Homeless Students**

If a student is identified as “homeless” as defined in Title 42, U.S. Code § 11434a(2) (Section 725 of the McKinney-Vento Homeless Assistance Act), his/her directory information shall not be released unless the District has received written consent from the parent, or the holder of parent’s rights. (Ed. Code, § 49073; 42 USC § 11434a(2); 20 USC § 1232g.)

*Adopted on:*  
*Revised on: N/A*

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## Uniform Complaint Procedure Policy 2-204

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### Scope:

This policy applies to all complaints related to:

1. Discrimination, harassment, intimidation, and bullying based on protected characteristics, including but not limited to race, color, ancestry, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression.
2. Violations of state or federal laws in educational programs, including child nutrition programs, expanded learning opportunities program, and other categorical programs.
3. Any noncompliance with laws related to Local Control and Accountability Plans (LCAPs), pupil fees, and instructional materials.

### Purpose

The Governing Board is committed to ensuring compliance with applicable state and federal laws and regulations governing educational programs, services, and activities. The Board hereby provides a uniform system of complaint procedures to address allegations of unlawful discrimination, harassment, intimidations, bullying, and noncompliance with laws and regulations. These procedures shall promote and prompt an equitable resolution of complaints to foster a safe and inclusive learning environment.

Complaints related to sufficiency of textbooks, instructional materials, teacher vacancies or misassignments, or emergency or urgent facilities conditions that pose a health or safety threat shall be investigated and resolved in accordance with the Williams Act Uniform Complaint Procedures. (Education Code 8235.5, 35186)

Complaints about Special Education services shall be handled in accordance with the Individuals with Disabilities Act (IDEA).

In the event that a complaint falls within the scope of a different policy or different state or local agency, the District staff will assist the complainant with filing the complaint under the appropriate policy or agency.

Adopted on:  
Revised on: N/A

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**The Board prohibits retaliation against any individual who files a complaint, participates in the complaint investigation process, or reports a concern.**

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## **Administrative Regulations**

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### **Definitions**

1. **Complaint:** A written and signed statement alleging a violation of law or regulation, discrimination, harassment, intimidation, or bullying.
2. **Complainant:** An individual, including a student, parent/guardian, employee, or community member, who files a complaint under this policy.
3. **Respondent:** The person or entity alleged to have violated policy, law, or regulation.

### **Complaint Process:**

#### **1. Filing a Complaint**

- Complaints must be filed in writing using the district's Uniform Complaint Form, available on the District's website. Verbal complaints will be accepted in cases of inability to submit a written complaint.
- Complaints must be submitted to the Superintendent or designee within six months of the alleged violation or the date the complainant became aware of the issue. Extensions may be granted upon request.

#### **2. Acknowledgment and Review**

- The Superintendent or designee will acknowledge receipt of the complaint in writing within five business days.
- A preliminary review will determine whether the complaint falls under UCP or another district policy.

#### **3. Investigation**

- An impartial investigation will be conducted within 60 calendar days of receipt, unless an extension is agreed upon by all parties.
- The investigation will include interviews, document reviews, and other relevant fact-finding steps.

*Adopted on:*  
*Revised on: N/A*

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#### **4. Resolution**

- The Superintendent or designee will issue a written decision within 60 calendar days of receipt of the complaint. The decision will include:
  - Findings of fact
  - Conclusion of law
  - Disposition of the complaint
  - Corrective actions, if warranted
  - Notification of appeal rights
- If dissatisfied with the district's decision, the complainant may appeal to the California Department of Education within 15 calendar days.

#### **Confidentiality**

Confidentiality shall be maintained to the extent possible without interfering with the investigation process or the district's legal obligations. All parties involved in a complaint are expected to respect the privacy of others.

#### **Annual Notice**

The district shall annually notify all students, parents/guardians, employees, and other interested parties of its UCP policy and procedures. The notice shall be provided in English and any other language spoken by 15% or more of the student population.

#### **Recordkeeping**

The Superintendent or designee shall maintain all complaint records in accordance with state and federal law. Records shall include:

1. Copies of complaints
2. Investigation materials
3. Final decision letters
4. Any corrective actions taken

*Adopted on:*  
*Revised on: N/A*

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## **Compliance References**

1. California Code of Regulations, Title 5, Sections 4600-4687
2. Education Code Sections 234.1, 32289, 49010-49013, 51210, 52075
3. Title IX of the Education Amendments of 1972

## **No Retaliation**

The District prohibits retaliatory behavior or action against any person who complains, testifies, assists, or otherwise participates in the complaint process. However, disciplinary action may be taken against any person who is found to have made a complaint that he or she knew to be false.



## Uniform Complaint Procedures (UCP) Complaint Form

**[School District Name]**

**Address: [Insert Address]**

**Phone: [Insert Phone Number]**

**Website: [Insert Website]**

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### Uniform Complaint Form

This form is to be used to file a complaint under the district's Uniform Complaint Procedures (UCP). For assistance in completing this form, please contact [Contact Name/Title] at [Phone Number] or [Email Address].

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### Complainant Information

• Name: \_\_\_\_\_

• Address: \_\_\_\_\_  
\_\_\_\_\_

• Phone Number: \_\_\_\_\_

• Email Address: \_\_\_\_\_

### Student Information (if applicable)

• Student Name: \_\_\_\_\_

• Grade Level: \_\_\_\_\_

• School Name: \_\_\_\_\_

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### Details of the Complaint

1. Date of Incident: \_\_\_\_\_

Adopted on:  
Revised on: N/A

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2. Location of Incident: \_\_\_\_\_
3. Describe the specific issue or incident. (Include names of individuals involved, dates, and any other relevant information. Attach additional pages if necessary.)

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4. What steps have you taken, if any, to resolve this issue prior to filing this complaint?

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5. What specific remedy or resolution are you seeking?

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**Optional Demographic Information**

Adopted on:  
Revised on: N/A



Providing this information is voluntary and will not affect the investigation of your complaint.

- Ethnicity: \_\_\_\_\_
- Gender: \_\_\_\_\_
- Primary Language: \_\_\_\_\_

**Acknowledgment and Signature**

By signing below, I affirm that the information provided in this complaint is true and correct to the best of my knowledge.

- Signature: \_\_\_\_\_
- Date: \_\_\_\_\_

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**For District Use Only**

- Date Received: \_\_\_\_\_
- Received By: \_\_\_\_\_
- Complaint Number: \_\_\_\_\_
- Assigned To: \_\_\_\_\_

**Notes:**

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## School Volunteers Policy 2-205

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### Scope:

This policy applies to all volunteers who perform services on behalf of the district, whether in classrooms, on field trips, in extracurricular activities, or other school-related functions.

### Policy Statements

1. Volunteers are encouraged to participate in District programs to enrich students' educational experiences.
2. Volunteers serve under the direct supervision of a certificated staff member or an administrator at the school site and shall not replace or displace District employees.
3. Volunteers must adhere to all District rules, maintain confidentiality, and serve as positive role models for students.
4. The Superintendent or designee shall develop and implement administrative regulations consistent with this policy, including screening, training, and assignment procedures.

### Purpose

The Governing Board recognizes the valuable contributions of parents, guardians, and community members who volunteer their time and expertise to support the education of our students. This policy establishes clear categories and requirements to ensure a safe, productive, and respectful environment for volunteers, staff, and students while maintaining compliance with state and federal laws.



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## Administrative Regulations

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### Volunteer Categories

#### One-Time or Short-Term Supervised Volunteers

**Definition:**

Community members, parents, or guests who visit classrooms or activities for a single event or limited educational presentation under the direct supervision of a certificated or administrative employee. Examples: guest readers, one-day speakers, career day presenters, educational program providers.

**Requirements:**

- Must sign in/out at the school office and wear District identification while on campus.
- Must remain under certificated, administrative or district staff supervision at all times and have no unsupervised or one-on-one interaction with students.
- Fingerprint or TB clearance not required unless the Superintendent determines otherwise for safety reasons.

#### Occasional or Periodic Volunteers

**Definition:**

Parents or community members who assist at school functions or classrooms on an occasional basis, with limited and supervised student contact, less than 16 hours per month or 32 hours per year. Examples: school event volunteers, classroom assistants, library support.

**Requirements:**

- Completion of Volunteer Application and acknowledgment of this policy.
- Sign-in/out and visible identification while on campus.
- Volunteers may not have unsupervised contact with students.
- TB clearance may be required for those serving in close or repeated contact with students.
- Fingerprint/Live-Scan not required if under continuous staff supervision.



## **Regular or Frequent Volunteers (AB 506 “Regular Volunteer”)**

### **Definition:**

Any volunteer who has supervisory or regular direct contact with students, or who serves 16 or more hours per month or 32 or more hours per year. Examples: athletic coaches, regular classroom helpers, field-trip chaperones with unsupervised contact, long-term mentors.

### **Requirements:**

- Completion of Volunteer Application and approval by the site principal or Superintendent/designee.
- Fingerprint-based DOJ/FBI background check pursuant to Penal Code § 11105.3 and Education Code § 35021.
- Mandated Reporter Training for Child Abuse Prevention in compliance with AB 506 prior to service.
- TB clearance per Education Code § 49406.
- Adherence to the District’s written Child Abuse Prevention and Supervision Policies consistent with AB 506.
- Renewal of volunteer clearance at least every four years or as otherwise required.

### **Orientation & Conduct**

1. Volunteers shall attend an orientation or receive written guidelines covering:
  - Student confidentiality and FERPA compliance.
  - Appropriate conduct and maintain professional boundaries.
  - Mandatory reporting of suspected abuse or neglect for Regular or Frequent Volunteers.
  - Emergency procedures and safety protocols.
  - Appropriate dress protocols
2. Volunteers shall sign in and out at the school office and wear identification while on campus.
3. Volunteers shall follow the direction of school staff at all times and shall not discipline students.

### **Field Trip & Student Transportation**

1. Volunteers **who transport students in a private vehicle** for school-sponsored field trips or events are considered regular or frequent volunteers and must:

Adopted on:  
Revised on: N/A

Page 3 of 7



- Submit a copy of a valid driver’s license.
  - Submit proof of current automobile liability insurance that meets or exceeds the minimum state requirements.
  - Comply with all district policies and procedures related to “frequent volunteers” (above) and policies and procedures related to student transportation.
  - Approval by the Superintendent or designee prior to transporting students.
2. The district reserves the right to deny transportation duties if these requirements are not met or if concerns arise regarding the volunteer’s ability to safely transport students.

### **Prohibited Activities**

Volunteers shall **not**:

1. Have unsupervised, one-on-one interactions with students unless approved and cleared.
2. Access or disclose confidential student records.
3. Perform instructional duties without staff supervision.
4. Engage in discriminatory, inappropriate, or unsafe behavior.

### **Termination of Volunteer Service**

The Superintendent or his/her designee may suspend or discontinue volunteer services at any time if the volunteer’s conduct, performance or circumstances are inconsistent with district policies or the safety and needs of the school.

### **Legal References**

- Education Code §§ 35021, 49406, 44814, 44815
- Family Educational Rights and Privacy Act (FERPA)
- Title VI, Title IX, Section 504, ADA
- California Penal Code & Megan’s Law

Adopted on:  
Revised on: N/A

Page 4 of 7



## School Volunteer Application

**Thank you for your interest in volunteering with our schools!**

Please complete this form and return it to the school office. Volunteers must comply with district policies, including background checks, TB clearance (if applicable), and orientation.

### Personal Information

Field	Response
Full Name	
Address	
Phone Number	
Email Address	
Emergency Contact Name & Phone	

### Volunteer Role

- Classroom Helper
- Field Trip Chaperone
- Library/Office Support
- Coaching/After-School Activities
- Tutoring/Mentoring
- Other (please specify): \_\_\_\_\_



**Availability**

**Day(s) Available Time(s) Available:**

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**Experience & Skills (optional)**

Please briefly describe any experience or skills relevant to volunteering:

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**Screening Requirements**

1. Have you ever been convicted of a felony or misdemeanor?

No  Yes (If yes, please explain): \_\_\_\_\_

2. Are you currently required to register as a sex offender?

No  Yes

3. Have you had a TB test or risk assessment within the last 4 years?

Yes (attach proof)  No (you will be contacted if required)

**Confidentiality & Conduct**

By signing below, I acknowledge and agree to:

\_\_\_ Maintain the confidentiality of student information.

Adopted on:  
Revised on: N/A



- \_\_\_ Serve under the supervision of school staff and follow their directions.
- \_\_\_ Refrain from disciplining students.
- \_\_\_ Report suspected child abuse or unsafe behavior to staff immediately.
- \_\_\_ Comply with all district rules and safety procedures.

**Signature & Acknowledgment**

I certify that the information provided on this application is true and complete. I understand that volunteering is at the discretion of the district and may be terminated at any time.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Documents to Attach:**

- Copy of government-issued photo ID
- Proof of TB clearance (if applicable)
- Proof of fingerprint/background check (if required)



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## School Site Council Policy

### Policy 2-300

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#### Scope:

This policy applies to all schools receiving state or federal categorical funds, including Title I. Requirements vary slightly depending on whether the district is elementary-only, secondary-only, or unified.

#### 1. Responsibilities of the School Site Council (SSC)

Each SSC shall:

- Recommend the SPSA to the governing board for approval only when material changes to academic programs occur, consistent with Education Code § 64001(i).
- Ensure that categorical funds are used to supplement, not supplant, base funding and that resource allocation supports equity across sites.
- Develop, approve, and annually review the Single Plan for Student Achievement (SPSA).
- Ensure the SPSA is aligned with the school’s goals, student performance data, and the district’s LCAP.
- Recommend the SPSA to the governing board for approval.
- Monitor implementation of SPSA goals and evaluate their effectiveness.
- Advise on the use of state and federal categorical funds.

#### 2. Membership Composition

- SSC membership shall maintain parity between school staff (Group A) and parent/community/student representatives (Group B). If either group exceeds the other in number, the council shall take steps to equalize representation.

#### Purpose

The District recognizes the critical role of the School Site Council (SSC) in ensuring effective school planning, family engagement, and alignment of resources with student needs. This policy establishes the formation, responsibilities, and operating procedures for SSCs at each school site in accordance with California Education Code and federal Title I requirements.



- Teachers shall comprise the majority of school staff representatives on the SSC.
- Employees who are also parents may serve as parent representatives only at schools other than the one where they are employed.

SSC membership must be evenly divided between school personnel and non-school personnel:

- Elementary Schools:
  - 1 principal
  - Teachers (selected by teachers)
  - Classified staff (selected by peers)
  - Parents/community members (elected by parents)
- Secondary Schools:
  - Same as elementary, plus students (elected by the student body)
- Unified District Sites:
  - Each site follows rules based on its grade configuration (K–6 = elementary model; 7–12 = secondary model)

### **3. Elections and Terms**

- All SSC members shall be elected by their peers.
- Membership terms shall be two years, staggered to ensure continuity.
- Elections shall occur annually, with open nomination processes and written ballots when feasible.

### **4. Meeting Requirements**

- SSCs must meet at least four times per year.
- Meetings are open to the public and conducted in accordance with the Brown Act.
- Agendas must be posted at least 72 hours in advance at the school site.

Adopted on:  
Revised on: N/A

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- Meeting minutes must be kept and made available to the public upon request.

## **5. Alignment with Federal Title I Requirements**

In Title I schools, the SSC also serves as the school's Parent and Family Engagement Committee, responsible for:

- Developing and reviewing the school's Parent and Family Engagement Policy
- Participating in the development of the School-Parent Compact
- Advising on Title I expenditures

## **6. District Advisory Committees (DACs)**

If the district has multiple Title I schools or receives supplemental state funds:

- A District Advisory Committee shall be established.
- The DAC will review and comment on each SPSA and promote alignment with the district's LCAP.
- DAC meetings shall include representation from each SSC.

## **7. Annual Training and Support**

- The District shall provide annual training to SSC members on their roles and responsibilities, SPSA development, and compliance with applicable laws.
- Training shall include interpretation services and accessible materials.

## **8. Policy Review**

This policy shall be reviewed annually and updated as needed to reflect changes in state and federal law.



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## Administrative Regulations

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### 1. SSC Formation and Elections

- The principal shall inform all staff, parents, and students of SSC responsibilities and encourage participation.
- The principal or designee shall initiate SSC elections no later than September 30 of each school year.
- Notices shall be distributed to all stakeholder groups explaining the role of the SSC and how to submit nominations.
- Elections must be held separately for each stakeholder group (e.g., teachers, parents, students) and documented accordingly.
- Election results and member rosters shall be submitted to the superintendent or designee and retained for at least three years.

### 2. SSC Operations and SPSA Development

- Each SSC shall adopt internal rules and procedures, including council size, officer selection and terms, and conduct of meetings, consistent with Education Code § 65000.
- SSCs shall begin SPSA development no later than October 31 and finalize a draft for board review by February.
- SPSAs must include measurable goals, funding alignments, and evidence-based strategies.
- SSC minutes must reflect review and approval of the SPSA before submission to the board.
- Revisions to the SPSA may be made mid-year with SSC and board approval if funding or needs change.

### 3. Meeting Procedures

- SSC meetings shall be scheduled at times convenient for stakeholders and held at least four times per year.



- Agendas shall be posted in a publicly visible area and online (if possible) at least 72 hours before the meeting.
- A quorum (majority of members) is required to take action.
- Minutes must include date, time, members present, actions taken, and votes. Minutes shall be posted and archived.

#### **4. Title I Requirements**

- Title I SSCs must annually review and revise the Parent and Family Engagement Policy and School-Parent Compact.
- SSCs shall ensure that Title I expenditures align with input from parents and support identified SPSA goals.
- Documentation of these discussions must be retained for compliance reviews.

#### **5. District Advisory Committee Representation**

- Each school shall appoint at least one SSC member to represent the site on the DAC.
- DAC representatives are responsible for sharing site feedback and reporting DAC discussions back to the SSC.

#### **6. Training and Support**

- The district shall provide annual SSC training by October 15, including SPSA development, roles and responsibilities, and meeting procedures.
- Training shall be offered in languages spoken by significant portions of the school community.

#### **Legal References:**

- California Education Code §§ 52850–52863 (School-Based Program Coordination Act)
- California Education Code § 64001 (SPSA requirements and DACs)
- California Education Code § 35147 (Open meeting requirements for school councils)

Adopted on:  
Revised on: N/A

Page 5 of 6



- 20 U.S.C. § 6318 (Title I Parent and Family Engagement)



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## Budgeting & Financial Transparency Policy 2-301

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### Scope:

This policy outlines the school district’s framework for budget development, fiscal oversight, public transparency, and compliance with state and federal requirements.

### 1. Budget Adoption and Public Hearing

In compliance with Education Code § 42127, the Governing Board shall adopt a balanced annual budget by July 1 of each year, following a public hearing. The budget shall align with the district’s Local Control and Accountability Plan (LCAP) and support student learning and operational priorities.

### 2. Budget Transparency

The adopted budget shall be posted publicly on the district website in accordance with Education Code § 42140. Budget reports shall be presented in a format that promotes accessibility and understanding for the community.

### 3. Fiscal Oversight and Monitoring

The Board shall receive at least two interim financial reports per fiscal year, as required by Education Code §§ 42130–42131. These reports shall indicate whether the district can meet its financial obligations in the current and two subsequent years.

### 4. Budget and LCAP Alignment

The budget shall be aligned to goals and actions identified in the LCAP, and the LCAP Budget Summary shall be included in all public presentations of the budget (Ed. Code § 52070; 5 C.C.R. § 15494–15497).

### Purpose

The District is committed to responsible fiscal management and transparency in alignment with California Education Code, Title 5 regulations, and applicable federal requirements. This policy establishes procedures for adopting, monitoring, and reporting the district’s budget to ensure financial solvency, legal compliance, and community engagement.



## **5. Use of Restricted Funds**

Restricted funds (e.g., Title I, Title II, Title III, ESSER, and special education) shall be used only for their intended purpose and shall comply with applicable federal and state rules. Categorical funds must supplement, not supplant, base program funding.

## **6. County Office Review**

The district shall submit its adopted budget, interim reports, and unaudited actuals to the County Superintendent of Schools for review and oversight, per Ed. Code § 42127 and § 42131.

## **7. Fiscal Reserve and Solvency**

The district shall maintain a minimum reserve for economic uncertainties as required by law. The Board may adopt a higher local reserve threshold for long-term planning and financial stability.

## **8. Reporting of Per-Pupil Expenditures**

The district shall include per-pupil expenditures by school site in the School Accountability Report Card (SARC), consistent with 20 U.S.C. § 6311(h)(1)(C)(iii).



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## Administrative Regulations

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### 1. Budget Development Timeline

- January–March: Preliminary budget planning begins in alignment with LCAP goals.
- May: Governor’s May Revision reviewed and incorporated.
- June: Proposed budget and LCAP presented for public hearing.
- By July 1: Final budget adopted by the Board.

### 2. Interim and Year-End Reporting

- First Interim Report (due December 15): Financial activity through October 31.
- Second Interim Report (due March 15): Financial activity through January 31.
- Unaudited Actuals (due September 15): Year-end actuals for prior fiscal year.

### 3. Public Engagement and Accessibility

- All public budget hearings shall be advertised in advance.
- Budget documents, including the LCAP and budget summary, shall be available in multiple languages as needed.

### 4. Federal Compliance

- Federal funds shall comply with Uniform Guidance (2 C.F.R. Part 200), including procurement, time and effort, and supplement-not-supplant rules.
- Maintenance of effort (MOE) and comparability rules shall be applied to special education and Title programs.

### 5. Oversight and Internal Controls

- The Superintendent or designee shall implement internal controls to monitor expenditures, reconcile accounts, and detect fraud.
- Fiscal procedures and access to funds shall be clearly delineated in the district’s fiscal manual.

Adopted on:  
Revised on: N/A

Page 3 of 4



## 6. Annual Independent Audit

- The district shall obtain an annual audit conducted by an independent certified public accountant (CPA) in accordance with Education Code § 41020 and the California K–12 Audit Guide.
- The governing board shall select the auditor by April 1 of each year.
- The audit report shall be submitted to the County Superintendent, CDE, and State Controller’s Office by December 15.
- The audit shall be reviewed by the Board in a public meeting, and the Superintendent shall prepare a corrective action plan for any findings, to be submitted within 45 days.
- If the district expends \$750,000 or more in federal funds, the audit shall include a Single Audit as required by 2 C.F.R. § 200.501.
- The Superintendent or designee shall implement internal controls to monitor expenditures, reconcile accounts, and detect fraud.
- Fiscal procedures and access to funds shall be clearly delineated in the district’s fiscal manual.

### Legal References:

- California Education Code § 41020 (Annual independent audit requirements)
- California Education Code §§ 42100, 42127, 42130–42131, 42140
- California Education Code §§ 52060–52077 (LCAP)
- 5 C.C.R. §§ 15440–15497 (LCAP and budget transparency)
- 2 C.F.R. Part 200 (Uniform Guidance)
- 20 U.S.C. § 6311(h)(1)(C)(iii) (Per-pupil expenditure reporting)
- Title 5, C.C.R. § 17195 (School bonds and capital projects)



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## Contracting and Purchasing of Supplies and Equipment Policy 2-302

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### Scope:

This policy governs all purchasing and contracting activities conducted by the District ensuring fiscal responsibility, legal compliance, and equitable procurement practices across the district. It applies to all district personnel involved in the requisition, approval, and execution of purchases and contracts for goods, services, public works, and professional or special services, regardless of the funding source.

### 1. Delegation of Authority

Pursuant to Education Code §§17604, 17605, 42623, and 42632, the Board delegates to the Superintendent or designee the authority to purchase supplies, materials, equipment, and services within budgeted appropriations and within limits set by law or Board resolution. The Superintendent shall ensure purchases do not exceed statutory bidding thresholds and comply with applicable laws. The Board shall designate specific employees as authorized Purchasing Agents.

### 2. Competitive Bidding Requirements

All contracts for the purchase of materials, supplies, or equipment in excess of the amount specified in Public Contract Code § 20111 shall be let to bid. Formal bidding shall also be used for public works projects exceeding \$15,000, unless the district has adopted the Uniform Public Construction Cost Accounting Act (UPCCAA).

The Board may award contracts based on:

- Lowest responsible bidder (PCC § 20111)

### Purpose

The District recognizes its fiduciary responsibility to ensure that public funds are used effectively and efficiently to support high-quality educational programs. The District shall adopt policies and procedures to ensure all purchases and contracts are executed in compliance with applicable state and federal law, including but not limited to the California Education Code, Public Contract Code, Government Code, and applicable federal regulations.



- Best value, where allowed (PCC § 20118.1) Identical bids shall be resolved by drawing lots to determine the awardee.

### **3. Technology and Software Purchases**

The District may procure technology, software, and related services using best value evaluation (PCC § 20118.1), provided evaluation criteria are clearly documented and consistent with district goals.

### **4. Professional and Special Services**

Contracts for professional services such as legal, financial, engineering, or architectural services shall follow qualifications-based selection (Government Code §§4525–4529.5) or be entered into under GC § 53060 for special services. Such contracts require Board approval if they exceed limits set by Board resolution.

### **5. Food Services and Nutrition Program Purchases**

Purchases made on behalf of nutrition programs shall comply with Education Code § 38000 et seq. and ensure the best quality food and service at the lowest price (EC § 38110), and must follow federal procurement standards under 2 CFR Part 200 when federal funds are used. Perishable food purchases are exempt from competitive bidding (EC § 38083, PCC § 20660).

### **6. Emergency Contracts**

In cases of emergency, the Superintendent may act to repair or replace facilities or equipment without bidding, in accordance with PCC § 22050, provided that the Board ratifies such action at its next meeting.

### **7. Piggyback and Cooperative Purchasing**

The District may utilize contracts of other public agencies for purchases of goods or services in accordance with PCC § 20118, when the original contract allows for piggybacking and offers equal or better value. (Ed. Code § 17595; Gov. Code § 14931)

### **8. Payment Authorization and Board Oversight**

Pursuant to Education Code § 42631, no order for payment shall be drawn unless authorized by law and approved by the Board. All contracts must be properly approved and documented. Payments made without Board approval or legal authority are not permitted. Unauthorized purchases shall be the personal obligation of the individual making the purchase.

*Adopted on:*

*Revised on:* N/A

*Page 2 of 7*



## **9. Federal Procurement Standards**

When federal funds are used, the District shall follow procurement methods and thresholds as set in 2 CFR Part 200.320:

- Micro-purchases:  $\leq$  \$10,000
- Small purchases:  $\leq$  \$250,000
- Sealed bids or proposals:  $>$  \$250,000 All federal procurements must maintain documentation and conflict of interest disclosures.

Expenditures of federal surplus property may be made without bidding (Ed. Code § 17602).

## **10. Educational Materials**

Supplementary textbooks, library books, test materials, instructional software, and similar educational materials may be purchased in any amount without competitive bidding. (PCC § 20118.3; EC § 81651)




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## Administrative Regulations

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### 1. General Purchasing Procedures

- Purchases must be pre-approved and included in the adopted budget.
- Staff must submit purchase requisitions to the business office, detailing the vendor, justification, funding source, and estimated cost.
- The business office shall verify budget availability, appropriate funding code, and compliance with legal requirements.
- The Superintendent or designee shall approve the purchase order within their delegated authority.
- Board approval is required for contracts and purchases above the statutory or Board-adopted threshold.
- No purchases shall be split to circumvent bidding or approval thresholds.
- Employees not designated as Purchasing Agents shall not contact vendors, make purchases, or imply authority to enter contracts.

### 2. Procurement Thresholds and Procedures

Type	Threshold	Procedure
Public Works	> \$15,000	Formal bidding (PCC § 20111); bid notice, prequalification, sealed bids, Board award
Supplies/Equipment	> \$114,500 (2024)	Formal bidding (PCC § 20111); written specs, advertise bid, bid opening, board award
Supplies/Equipment	≤ \$5,000	1 quote required; ensure fair/reasonable pricing



Supplies/Equipment	\$5,001 – \$25,000	2–3 informal quotes recommended; document comparison
Supplies/Equipment	\$25,001 – \$114,500	Informal or formal bid process based on complexity; must document process and rationale
Technology	Any	Best value permitted (PCC § 20118.1); criteria-driven selection, board approval
Prof. Services	Any	RFQ/RFP required; select by qualifications (GC § 4525), or Board-approved special services (GC § 53060)
Emergency	Any	Declare emergency (PCC § 22050); document conditions, notify Board, obtain ratification
Food Services	Federal funds	Follow 2 CFR Part 200; obtain multiple quotes, ensure competition, document decisions

### 3. Piggyback and Cooperative Purchasing

- Verify original contract permits piggybacking (PCC § 20118).
- Ensure pricing and specifications match district needs.
- Submit piggyback request to Board with documentation.

### 4. Surplus and Disposal

- Site administrator or department head identifies surplus or obsolete items.
- Submit surplus request to business office.
- Superintendent presents surplus list to Board (EC § 17545).

Adopted on:  
Revised on: N/A



- Dispose by auction, sale, recycling, or donation (GC § 54202).

## **5. Federal Funds Compliance**

- Apply correct procurement method per 2 CFR 200.320.
- Document rationale, vendor selection, and pricing.
- Check for conflicts of interest (2 CFR 200.318).
- Confirm vendors are not suspended/debarred.
- Retain records for at least 3 years post-closeout.

## **6. Payment Processing**

- After goods/services received, staff submits invoice and receiving docs.
- Business office verifies invoice and PO alignment.
- Superintendent certifies claims.
- Board approves payment register (EC § 42631).
- Unauthorized or unapproved payments are prohibited.

## **7. Ethics and Conflict of Interest**

- Purchasing staff file Form 700 if designated.
- Disclose financial interests and recuse from decisions (GC § 1090).
- Maintain separation of duties in procurement process.

## **8. Training and Monitoring**

- Superintendent/designee provides regular procurement training.
- Business office conducts periodic compliance reviews.

## **9. Vendor Protest Procedure (Formal Bids Only)**

- Unsuccessful bidders may protest within 10 business days of posting.

Adopted on:  
Revised on: N/A

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- Protest must be in writing, signed, and cite legal/policy grounds.
- Purchasing Agent may modify award if protest has merit.
- If unresolved, Board will hear protest at a public meeting.
- Board decision is final and binding.



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# Facilities Project Review and Environmental Compliance Policy 2-303

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## Scope:

This policy governs the review and approval of facilities projects undertaken by the District, ensuring compliance with the California Environmental Quality Act (CEQA) and other applicable planning and environmental regulations. It applies to all proposed construction, modernization, site acquisition, and facility modification projects, regardless of funding source or project size. The policy establishes procedures for environmental review, agency coordination, due diligence in property acquisition, and public engagement. It also provides flexibility for smaller-scale projects to ensure cost-efficiency and procedural simplicity. This policy is intended to guide District staff, consultants, and decision-makers in responsibly managing facilities development while safeguarding environmental and community interests.

## Purpose

The District is committed to responsible stewardship of district resources and compliance with applicable environmental and planning laws when considering facilities projects. This policy is designed to ensure that all projects undertaken by the District are reviewed for potential environmental impacts and aligned with district goals, while maintaining simplicity and cost-efficiency suitable for a small school district.

## 1. Applicability of Policy

This policy applies to any proposed facilities project, including but not limited to:

- New construction or additions to school facilities
- Modernization or major alterations
- Site acquisition or expansion
- Installation of modular classrooms or portable buildings

## 2. Environmental Review (CEQA Compliance)

In accordance with the California Environmental Quality Act (CEQA):

Adopted on:  
Revised on: N/A

Page 1 of 4



- The District shall serve as the "Lead Agency" for its own projects.
- The Superintendent or designee shall determine whether a project is exempt, requires a Negative Declaration (ND), Mitigated Negative Declaration (MND), or full Environmental Impact Report (EIR).
- CEQA review must be completed before project approval, contract execution, or site acquisition.

### **3. Site Acquisition and Environmental Assessments**

Prior to acquiring property for school use:

- A Phase I Environmental Site Assessment (ESA) shall be completed (Ed. Code § 17212).
- If the site is potentially contaminated, oversight from the Department of Toxic Substances Control (DTSC) shall be obtained (Ed. Code § 17213).

### **4. Coordination with State Agencies**

The Superintendent or designee shall coordinate as needed with:

- California Department of Education (CDE) for site and plan approvals
- Office of Public School Construction (OPSC) for state-funded projects
- Local planning, zoning, and fire authorities as required

### **5. Board Oversight and Public Involvement**

- All CEQA documents requiring Board certification or adoption (e.g., ND, MND, EIR) shall be presented to the Board for action.
- The public shall be notified and invited to comment on applicable projects in accordance with CEQA guidelines.
- The Board may hold public hearings as appropriate.



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## Administrative Regulations

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### 1. Initial Project Review

- When a facilities project is proposed, the Superintendent or designee shall:
  - Confirm project scope and timeline
  - Determine CEQA applicability
  - Identify required permits or approvals

### 2. CEQA Process

- Determine project type:
  - Categorical Exemption (minor alterations, small additions)
  - Initial Study leading to ND, MND, or EIR
- Prepare appropriate documentation or engage consultant support if needed
- File notices (e.g., Notice of Exemption or Intent) with County Clerk and State Clearinghouse if required
- Maintain record of public comments and responses

### 3. Site Acquisition and Due Diligence

- Conduct Phase I ESA before purchasing any property (EC § 17212)
- If hazardous materials are found, complete a Preliminary Endangerment Assessment (PEA) and consult DTSC (EC § 17213)

### 4. Agency Coordination

- Submit CEQA clearance and site plans to CDE and OPSC if required
- Notify and coordinate with local authorities (planning, fire, utilities)
- Confirm zoning and general plan consistency

### 5. Board Actions and Recordkeeping

Adopted on:  
Revised on: N/A

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- Present all CEQA findings and site acquisition decisions to the Board for approval
- Maintain official project and environmental records in the District Office for public review
- Ensure all CEQA deadlines, notices, and filing requirements are met

#### **6. Small District Flexibility**

- For projects under \$1 million or involving minor improvements, the Superintendent may:
  - Use streamlined CEQA exemptions where legally applicable
  - Seek shared service arrangements (e.g., COE legal/environmental support)
  - Request Board waiver of consultant use if in-house documentation is sufficient

#### **Legal References:**

- Public Resources Code § 21000 et seq.
- 14 CCR § 15000 et seq. (CEQA Guidelines)



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## Use of School Facilities and Grounds (Civic Use Act Policy) Policy 2-400

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### Scope:

This policy is designed to balance public access with protection of district assets, especially in small districts with limited staff and facilities.

### 1. Legal Authority and Community Purpose

Pursuant to Education Code § 38130 et seq., the Board authorizes the use of school facilities and grounds by the community for purposes deemed to be in the best interest of the community, including:

- Public, literary, scientific, recreational, educational, or public agency meetings
- The discussion of matters of general or public interest
- Temporary use for religious services by churches or religious organizations lacking suitable space
- Child care or day care programs for preschool or elementary students
- Supervised recreational activities, including those run by religious groups
- Veterans' ceremonies, patriotic celebrations, or related educational assemblies
- Use by nonprofit organizations (EC § 38134)
- Community youth centers
- Administration of examinations or training for public agencies
- Other community purposes as approved by the Board

### Purpose

The District recognizes that district school facilities are a vital community resource and affirms its commitment to making facilities available for community use in accordance with the California Civic Center Act, while ensuring that use does not interfere with school programs or pose undue burdens on the district.



## 2. Priority of Use

The use of school facilities for school-related activities shall take precedence over any community use. Other uses shall be granted in the following priority:

- Local nonprofit youth organizations
- Local government or civic agencies
- Other nonprofit community organizations
- For-profit or private uses (as space and staff capacity allows)

## 3. Prohibited Uses

Use of facilities shall not be granted for activities that:

- Violate law, Board policy, or public safety
- Include alcohol or tobacco use on school grounds
- Cause damage to school property or disrupt school activities
- Involve commercial advertising unless approved by the Board

**Note:** The District may permit the consumption or sale of alcoholic beverages at special events if the sponsoring organization obtains the required permits under the Alcoholic Beverage Control Act (Bus. & Prof. Code § 25608), and if students are not present.

## 4. Fees and Charges

The Board shall establish a fee schedule for different categories of use as permitted by Education Code § 38134 and Title 5 CCR §§ 14037–14042:

- Free Use: Granted to school-sponsored activities, PTAs, district-affiliated nonprofits, or other groups as approved by the Board.
- Direct Cost Recovery: Nonprofit groups using facilities for civic, educational, or recreational purposes.



- Fair Rental Value: For-profit users or activities that charge admission and are not for the benefit of district students.

**Operational direct costs may include:**

- Utilities, janitorial services, staffing, and supplies

**Capital direct costs may include:**

- Proportional wear and tear, maintenance, repair, and refurbishment

Funds collected for capital direct costs shall be deposited into **Fund 40**, a special fund used exclusively for facility maintenance and capital improvements.

**5. Application and Approval**

All users must submit a facility use request form. The Superintendent or designee shall approve applications based on:

- Availability
- Priority level
- Adequate supervision and insurance

Use may be denied if the applicant has previously failed to comply with district policies, caused property damage, or if the activity is not aligned with district priorities. The Board may deny use if proposed fundraising does not benefit youth or public school activities (EC § 38134(a)(2)).



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## Administrative Regulations

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### 1. Application Procedures

- Submit completed facility use application at least 10 business days in advance.
- Application must include:
  - Date, time, and purpose of use
  - Expected attendance
  - Responsible adult supervisor (21+)
  - Insurance certificate (naming district as additional insured)

### 2. Scheduling and Availability

- The site administrator or Superintendent's designee shall maintain the calendar for each site.
- School activities take precedence. Community use may be rescheduled due to school needs with reasonable notice.

### 3. Supervision and Security

- The user must provide responsible adult supervision at all times.
- If district personnel (e.g., custodian) are required, the user will be charged for associated labor costs.
- Keys or security codes shall not be issued to outside groups.

### 4. Insurance and Liability

- All non-district users must provide evidence of liability insurance.
- Users are financially responsible for any property damage or extra cleaning.
- A hold harmless agreement must be signed as part of the application.
- The District is responsible for injuries due to its own negligence; users are responsible for injuries caused by their negligence.

Adopted on:  
Revised on: N/A

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## 5. Fee Schedule (Sample Guide)

User Type	Facility Use Fee	Staff/Custodial Fee
School-sponsored Activities	\$0	\$0
Nonprofit Youth Groups	Direct cost only	As needed
Government/Civic Agencies	Direct cost	As needed
For-profit/Private Users	Fair rental value	As needed

The fair rental value shall include both operational and capital direct costs, plus amortized facility use based on use hours.

## 6. Denial or Revocation of Use

- Use may be denied or revoked if:
  - The application is incomplete or misrepresented
  - The organization violates district rules
  - The use poses safety or security risks
  - The user fails to pay required fees or causes property damage

Future use may be denied if an organization causes significant damage or fails to meet prior obligations.

## 7. Small District Considerations

- Limited custodial staff may restrict use outside of school hours.
- Facilities are generally not available on holidays or during long school breaks.
- The Superintendent may limit use to specific areas (e.g., multi-purpose room only) to reduce impact.

Adopted on:  
Revised on: N/A

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## Open Enrollment Policy 3-100

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### 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 may select the schools the child shall attend, irrespective of the particular locations of his or her residence within the District.

### 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 \_\_\_\_ of each school year, the District will provide 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 \_\_\_\_ 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 - Lottery**

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 school site shall conduct a random lottery in accordance with this policy.

## 7. **Remaining Students - Lottery**

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 school site shall conduct a random lottery in accordance with this policy.

## 8. **Notification**

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

*Adopted on:*

*Revised on:*

*Page 2 of 4*



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.

### **Lottery Procedures**

Each school site shall hold a lottery, if needed, on or before \_\_\_\_ of the school year. All eligible students shall be assigned a number. During the lottery, numbers shall be drawn to determine which students are selected to attend the school site. The lottery shall be conducted in a fair and unbiased manner. Numbers shall be drawn by one individual who shall read the number aloud. The person drawing the number shall pass the number to a second individual who shall read the number aloud confirming the number. Each number drawn shall be written down in the order in which it was drawn. All numbers will be drawn so that each student is ranked in the order in which he/she has been drawn.

### **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.

Students seeking entrance to a District program for gifted and talented students must still meet any academic performance, and other criteria, established by the District.

### **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

*Adopted on:*  
*Revised on:*

*Page 3 of 4*



- 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).)

*Adopted on:*  
*Revised on:*

*Page 4 of 4*



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## Investigation of Residency Policy 3-101

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### 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.

### 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.

### 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.



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## **Administrative Regulations**

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### **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)

*Adopted on:*

*Revised on:*

*Page 2 of 4*



## 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 video-recording 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**

*Adopted on:*

*Revised on:*

*Page 3 of 4*



## 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.



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## Inter-District Transfers and Appeals Process Policy 3-103

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### 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.



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## Administrative Regulations

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### 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 shall 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
- Continuation of enrollment for students already attending the District
- Siblings of enrolled students
- Children of District employees

Adopted on:

Revised on:

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- 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

*Adopted on:*

*Revised on:*

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- Appeals filed and their outcomes
- Transfers revoked
- An annual report shall be submitted to the Governing Board.



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## Student Code of Conduct Policy 3-104

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### 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.

*Adopted on:*  
*Revised on: N/A*

*Page 2 of 5*



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## **Administrative Regulations**

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### **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, or significant behavior events 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.
- 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)



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## Universal Meals Policy 3-200

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### 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:

*Adopted on:*

*Revised on:*

### 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.



- Serve meals in a clean, safe, and inclusive environment
- Accommodate students with dietary needs or disabilities consistent with USDA guidelines
- Provide sufficient time to eat and ensure non-stigmatizing practices

## **5. Meal Time 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.

*Adopted on:*

*Revised on:*

*Page 2 of 4*



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## **Administrative Regulations**

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### **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.

*Adopted on:*

*Revised on:*

*Page 3 of 4*



## 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)



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## School Nutrition & Student Wellness Policy 3-201

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### 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.

Adopted on:

Revised on:

Page 1 of 3



- 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**

*Adopted on:*

*Revised on:*

*Page 2 of 3*



- 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

*Adopted on:*  
*Revised on:*

*Page 3 of 3*



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## Suicide Prevention Policy 3-202

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### 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

*Adopted on:*

*Revised on:*

*Page 1 of 2*



## **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.

*Adopted on:*

*Revised on:*

*Page 2 of 2*



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## Drug and Alcohol Use Policy 3-203

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### **Instruction Regarding Alcohol, Narcotics, and Other Restricted Drugs**

[NOTE – Include the elementary or secondary elements of this policy as appropriate for the grade levels served by your district.]

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 [specify grades]. Implementation of the curriculum and instruction to teachers will be provided by [title of position or community partner].

#### **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 [specify courses]. Implementation of the curriculum and instruction to teachers will be provided by [title of position or community partner].

#### **3. Student Reporting of Alcohol Issues**

### **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.

*Adopted on:*

*Revised on:*

*Page 1 of 2*



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



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## Student Freedom of Expression Policy 3-300

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### 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
- 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:*

*Revised on: N/A*

*Page 2 of 3*



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## **Administrative Regulations**

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### **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



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## Patriotic Expression and Pledge of Allegiance Policy 3-301

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### 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.

### 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

### 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.



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.

#### **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



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## Student Promotion and Retention Policy 3-302

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### 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.



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## **Administrative Regulations**

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### **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**

*Adopted on:*  
*Revised on: N/A*

*Page 3 of 4*



- 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)



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## Course of Study and Instruction Policy 3-303

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### Scope:

This policy ensures all students from grades 1–12 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 secondary education. It lays the foundation for success in middle and high 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 o 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 7–12)** The secondary course of study shall offer both academic and alternative pathways that support students in meeting high school graduation requirements and preparing for college, career, and civic life. In addition to traditional coursework, the District may support the following instructional options:
  - Independent study
  - Interdisciplinary or project-based learning
  - Supervised work experience or internships
  - Regional occupational programs (ROP)
  - Correspondence instruction (if authorized)
- The course of study for secondary grades shall be designed in accordance with Education Code § 51220 and shall include instruction in:
  - English
  - 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
  - Physical education
  - Health education, including sexually transmitted disease prevention
  - Career technical education (CTE)
  - World languages (optional but encouraged)
  - Driver education (if offered)
  - Personal and public safety and responsibility
  - Courses that encourage understanding of the American government, legal system, democratic values, and civic responsibility.



- The Governing Board shall adopt a course of study for grades 1 through 12 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
  - World languages (optional in grades 7–12)
  - Career technical education (CTE)
  - Personal and public safety and responsibility
  - Driver education (if offered)
  - Courses that foster an understanding of the American government, legal system, democratic values, and civic responsibility

## **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

Adopted on:  
Revised on: N/A

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- 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 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)



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## Mathematics Placement Policy 3-304

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### Scope:

The Governing Board recognizes the importance of appropriate placement in mathematics courses during 9th grade. Accurate placement is critical to ensure students have equitable access to advanced coursework, including college-preparatory pathways. This policy complies with Education Code § 51224.7 and is intended to eliminate placement biases and ensure objective, fair, and transparent decisions.

### Purpose

The purpose of this Policy is to insure appropriate placement in mathematics courses during the 9th Grade.

### 1. Applicability

This policy applies to all 9th grade students transitioning from 8th grade who are eligible for placement into Algebra I, Geometry, or Integrated Mathematics I.

2. Multiple Objective Measures Initial placement in 9th grade math courses shall be based on multiple, objective academic measures, which may include:

- 8th grade math course grades and report cards
- Results from standardized assessments (e.g., CAASPP)
- District-administered placement tests or diagnostic tools
- Teacher input based on student performance and behavior
- Any additional relevant academic data

Placement shall not rely on a single measure, nor shall it be based on demographics, perceived student identity, or subjective criteria.

### 3. Notice of Placement

Adopted on:  
Revised on: N/A

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The District shall provide written notice to each parent/guardian regarding the 9th grade math placement decision. The notice shall include the student’s performance on each objective measure used and an explanation of the placement decision.

#### **4. Reevaluation Window**

Within the first month of the school year, the District shall reevaluate each 9th grade student’s math placement to ensure it remains appropriate. If evidence suggests a student has been placed too low or too high, adjustments shall be made in a timely and supportive manner.

#### **5. Appeals Process**

A parent, guardian, or student may request a review of the math placement. The request must be submitted in writing to the site principal within 30 calendar days of the start of the school year or a placement change. The principal shall review the placement decision and respond in writing within 10 school days.

#### **6. Annual Board Review**

The Board shall annually receive a report that disaggregates and analyzes student placement data by:

- Course
- Gender
- Ethnicity
- Socioeconomic status
- English learner status

This review will help identify and address any patterns of bias or inequity.

#### **7. Staff Development**

The District shall provide training to counselors, administrators, and teachers involved in placement decisions to ensure they are familiar with the policy, placement tools, and the importance of equity in access to advanced math courses.

#### **8. Public Posting**

*Adopted on:*  
*Revised on: N/A*

*Page 2 of 4*



This policy shall be posted on the District's website and on the website of any school serving 8th or 9th grade students, in accordance with Education Code § 51224.7(d).

*Adopted on:*  
*Revised on: N/A*

*Page 3 of 4*



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## Administrative Regulations

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### 1. Initial Placement Process

- Middle school staff shall forward relevant student performance data to the high school team each spring.
- The placement team shall review data prior to enrollment and determine initial course placement.
- Parents/guardians shall be notified of the course placement during summer orientation or registration.

### 2. Reevaluation Procedures

- Within the first month of school, each student's performance shall be reviewed using diagnostic assessments and teacher observation.
- If a placement change is needed, the student and family shall be notified and offered support during the transition.

### 3. Appeal Review

- Upon receipt of a placement appeal, the site principal shall review the student's data and consult with relevant staff.
- A written response shall be provided to the family and kept on file.

### 4. Data Monitoring and Reporting

- The Superintendent or designee shall prepare an annual placement report using deidentified, disaggregated data.
- This report shall be presented to the Board for public review.

## Legal References

- Education Code § 51224.7 (Mathematics Placement Act of 2015)
- SB 359 (2015), SB 820 (2020)
- California Mathematics Framework (CDE)

Adopted on:

Revised on: N/A

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## Federal and State Compensatory Education Policy 3-400

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### 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.



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## Administrative Regulations

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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)



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## Independent Study Policy 3-401

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### **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.

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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. High School Independent Study and Course-Based IS**

In accordance with Education Code Section 51749.5, the district may offer course-based Independent Study programs for high school students. Such programs must meet all requirements related to curriculum alignment with state standards, the measurement of student

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*Revised on: N/A*

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achievement, instructional time equivalent to classroom-based instruction, and the qualifications of the certificated teacher responsible for the program.

### **9. 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.

### **10. 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.

### **11. 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)



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

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### 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

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- 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.

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## Administrative Regulations

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### 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

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*Revised on: N/A*

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- 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.

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*Revised on: N/A*

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- 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

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- 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.



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

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### **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.
- 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).



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## Administrative Regulations

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### 1. Personnel Requirements

- **Instructional Staff**
  - Special education instruction shall be delivered by credentialed teachers authorized to provide instruction to students with exceptional needs.
- **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.
- **Assignment Limitations**
  - Staff providing special education services shall not be assigned to general education duties concurrently, 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**

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*Revised on: N/A*

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- 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



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## Transportation of Special Education Students Policy 3-402c

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### **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 well being, while providing clarity and support for parents and community members.



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## Administrative Regulations

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### 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.

*Adopted on:*  
*Revised on:* N/A

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### **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:

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*Revised on: N/A*

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- 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

*Adopted on:*  
*Revised on: N/A*

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## Caseloads for Special Education Providers Policy 3-402d

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### **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.



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## Administrative Regulations

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### 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.

*Adopted on:*  
*Revised on: N/A*

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- 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)

*Adopted on:*  
*Revised on: N/A*

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

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### 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.



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## Administrative Regulations

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### 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.

*Adopted on:*  
*Revised on: N/A*

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- 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.

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*Revised on:* N/A

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- 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



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## Procedural Safeguards Policy 3-402f

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### **“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**

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*Revised on: N/A*

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

## **2. Parental Consent**

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*Revised on: N/A*

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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

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*Revised on: N/A*

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- 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**

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*Revised on: N/A*

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- 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, subs. (i)(2) & (i)(3)(A), (l); 34 CFR § 300.516; Ed. Code §§ 56505, subs. (h) & (k), 56043 subd. (w).)

- **Attorneys’ Fees**

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- 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.)



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## Homeless Youth Policy 3-403

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### 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, (any circumstances the district wishes to identify)].
- 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.

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*Revised on: N/A*

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- 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 [##] 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.
4. **Academic Exemptions** [NOTE – these exemptions only apply to a district serving grades 9 through 12.]
- The District will exempt a homeless student who transfers between schools any time after the completion of the student’s second year of high school, from all coursework or other requirements adopted by the District that are in addition to the statewide coursework requirements.
  - If the District determines that the homeless student is reasonably able to complete the District’s graduation requirements within the student’s fifth year of high school, the District will:
    - Inform the student of his or her option to remain in school for a fifth year to complete the District’s graduation requirements.



- Inform the student about how remaining in school for a fifth year to complete the District's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
- Provide information to the student about transfer opportunities available through the California Community Colleges.
- Permit the student to stay in school for a fifth year to complete the District's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the person holding the right to make educational decisions for the student.
- The District will notify the student, the student's parent or guardian, and the Educational Liaison, of the availability of the exemption and whether the student qualifies for the exemption, within 30 calendar days of the date the student transfers to the school.

## **5. 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).)

## **6. District Liaison**

- 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;

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- 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.

## 7. 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

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- 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)



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

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### 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)

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*Revised on: N/A*

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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.



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## Administrative Regulations

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### 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



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**Acknowledgment of Acceptable Use Agreement**

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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.)*



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## Social Media Policy 3-501

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### 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] shall have [days] to review the request. During this time the request may also be reviewed by the [Technology Dept].
3. After the reviewing the request, the [Superintendent] shall provide one of the following responses in writing:

Adopted on:  
Revised on: N/A

### 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] 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], 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; and
  6. The employee's use of District-related social media is limited to those areas specifically authorized by the [Superintendent], 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;

*Adopted on:*  
*Revised on: N/A*

*Page 2 of 4*



3. At the discretion of the [Superintendent], 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**

*Adopted on:*  
*Revised on: N/A*

*Page 3 of 4*



- 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.)



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## Cell Phone Policy 3-502

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### 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

*Adopted on:*  
*Revised on: N/A*

*Page 1 of 3*



#### **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.



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## Administrative Regulations

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### 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



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## Artificial Intelligence Acceptable Use Policy 3-504

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### 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.



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## Administrative Regulations

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### 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**

*Adopted on:*  
*Revised on: N/A*

*Page 3 of 6*



- 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**

*Adopted on:*  
*Revised on: N/A*

*Page 4 of 6*



- 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**

*Adopted on:*  
*Revised on:* N/A

*Page 5 of 6*



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

*Adopted on:*  
*Revised on: N/A*

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## Student Attendance and Truancy Policy 3-600

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### 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
- 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.



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## **Administrative Regulations**

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### **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)



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## Comprehensive Student Discipline Policy 3-601

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### 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

### 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.

### 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

Adopted on:  
Revised on: N/A

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- 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.



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## Administrative Regulations

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### 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, or significant behavior events 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.
- 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

*Adopted on:*  
*Revised on: N/A*

*Page 4 of 5*



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)



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

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**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.)



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## Responsibilities and Additional Consequences for Personal Injury or Property Damage

### Policy 3-604

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#### **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 [\$10,000, adjusted annually for inflation.]
- 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, up to a maximum of [\$10,000, adjusted annually for inflation.].

#### **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.)



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## Participation in Extracurricular and Co-Curricular Activities Policy 4-100

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### **Non-Discrimination**

Membership in student clubs and activities must be open to all students regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

### **Definition of Extracurricular Activity**

An “Extracurricular Activity” in the District is one that has all of the following features

1. The program is supervised or financed by the District
2. Students participating in the program represent the District
3. Students exercise some degree of freedom in either the selection, planning, or control of the program
4. The program includes both preparation for performance and performance before an audience or spectators

### **Definition of Co-Curricular Activity**

A “co-curricular activity” in the District is a program that may be associated with the curriculum in a regular classroom.

### **Programs and Activities that are Not Extracurricular or Co-Curricular**

#### **Not an Extracurricular Program or Activity**

An extracurricular program in the District is not any of the following:

1. Part of the regular school curriculum

### **Purpose**

It is the intent of the Board to ensure that students participating in the District’s extracurricular and cocurricular activities continue to make satisfactory educational progress. The board recognizes that this policy is required in order to receive inflation adjustments pursuant to Education Code Section 42238.02.

(Ed. Code § 35160.5.)



2. An activity that is graded
3. An activity that offers credit
4. An activity that takes place during classroom time

### **Not Extracurricular or Cocurricular Activities**

The following do not qualify as either extracurricular or cocurricular activities in the District:

1. Any program that is teacher graded, or a required program or activity for a course that satisfies the entrance requirements for admission to the California State University or the University of California; or
2. A program that has, as its primary goal, the improvement of academic or educational achievements of students in the District.

### **Definition of Satisfactory Educational Progress**

For purposes of this policy, “satisfactory educational progress” is achieved when a student meets both of the following:

1. Maintenance of minimum passing grades, which is defined as at least a 2.0 grade point average in all enrolled courses on a 4.0 scale; and
2. Maintenance of minimum progress toward meeting the high school graduation requirements prescribed by the board.

[NOTE – a district may add additional requirements beyond these minimums]

### **Definition of Previous Grading Period**

For purposes of this policy, a “previous grading period” does not include a grading period in which the student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work.

When one or more grading periods are excluded then the “previous grading period” is deemed to mean the grading period immediately prior to the grading period or periods excluded.

### **Probationary Period for Students Not Achieving Satisfactory Educational Progress**

*Adopted on:*  
*Revised on: N/A*

*Page 2 of 3*



A student who does not achieve satisfactory educational progress in the previous grading period may remain eligible to participate in extracurricular and cocurricular activities during a probationary period.

The probationary period shall not exceed one semester in length. [NOTE - may be for a shorter period of time, as determined by the governing board of the school district]

A student who does not achieve satisfactory educational progress during the probationary period shall not be allowed to participate in extracurricular and cocurricular activities in the subsequent grading period.

### **Annual Review**

The Board shall review this policy annually. (Ed. Code, § 35160.5(a); 5 C.C.R. § 4926.)



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## Probationary/Permanent Status for Classified Employees Policy 5-100

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[NOTE – this template policy may need to be modified to comply with an applicable collective bargaining agreement.]

### **Status of Probationary Employee/Permanent Employee**

A “permanent employee” has been granted tenure in the classification in which the employee passed the required probationary period, and includes all of the incidents of that classification. A District employee designated as a “permanent employee” shall be subject to disciplinary action only for cause as prescribed by the District Board.

A “probationary employee” has not been granted tenure in his/her position. The District, at its sole discretion, may dismiss a probationary employee from his/her position in the District at any time prior to the completion of the mandatory probationary period.

### **Probationary Period**

The probationary period for classified employees shall be as follows:

#### **1. Newly Hired Classified Employees**

A newly hired classified employee of the District may obtain permanent status in his/her position only after he/she has satisfactorily served in that position for a period of six (6) months or 130 days of paid service, whichever is longer. At the end of this period, the employee shall obtain permanent employment status in the District. If the newly hired employee fails to complete the probationary period, he/she shall be dismissed from employment in the District.

#### **2. Probationary Period for Employees Promoted to a Higher Position**

A permanent classified employee of the District who has accepted a promotion to a higher position within the District shall obtain permanent status in the promotional position only after

### **Purpose**

The intent of this policy is to ensure that classified employees successfully complete a probationary period prior to attaining permanent employment status in a District position.



he/she has satisfactorily served in that position for a period of six (6) months or 130 days of paid service, whichever is longer. If the employee fails to satisfactorily complete the probationary period, he/she shall be employed in the classification from which he/she was promoted.

### **Periodic Written Evaluation of Probationary Employees**

During any probationary period, the probationary employee shall receive periodic written evaluations regarding his/her job performance. All evaluations will be completed by the employee's supervisor and will, at minimum, indicate:

1. Whether the employee is satisfactorily serving in his/her position
2. Whether it is recommended that the District maintain or dismiss the employee from his/her position; and
3. If the evaluation indicates that an employee is not performing "satisfactorily" but has been allowed to continue under the corresponding probationary period, the evaluation will indicate any areas that employee needs to improve in order for the employee to obtain permanent status Permanent Status Following Satisfactory Probationary Period.

A District classified employee who has satisfactorily completed the probationary period in his/her position shall achieve permanent status in his/her classified position in the District. No employee shall be granted permanent status in a classified position without satisfactorily completing the corresponding probationary period.

(Ed. Code, §§ 45101, 45113.)



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## Teacher Assignments Outside the Scope Of Their Credentials Policy 5-101

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### **Does Not Apply to Emergency Permit Holders**

Teachers holding an emergency permit may not be assigned under this policy.

### **Teacher Consent to Assignment Outside His/Her Credential Authorization**

The teacher may not be assigned to a position outside his/her credential authorization unless they first consent to that assignment.

### **Teacher Assignment to Class Outside His/Her Credential Authorization**

In accordance with this policy, any fully-credentialed teacher may be voluntarily assigned to any departmentalized classroom in grades [grades the District serves, like “K through 12”] after the District follows the following procedures for verifying adequate knowledge of the subject.

[NOTE – this may be affected by your collective bargaining agreement]

### **Subject Matter Assessment Panel**

The determination of whether a credentialed teacher possesses sufficient subject-matter competence shall be made by a subject matter assessment panel. Subject matter assessment panels may be convened either at the District or school site level. The subject matter panel shall include individuals who are subject-matter specialists in the subject area of the class in which the teacher will be assigned. The District will ensure that all members of the assessment panel receive training in District policies and procedures.

### **Subject Matter Specialists**

The “subject matter specialists” can be any of the following:

*Adopted on:*  
*Revised on: N/A*

### **Purpose**

The purpose of this policy is to provide policies and procedures for the voluntary assignment of credentialed teachers to departmentalized classes that are not within the scope of their credential(s). The Board seeks to ensure that teachers assigned to classes outside the scope of their credential possess sufficient knowledge of the curriculum and content to be taught.



1. Mentor teachers
2. Curriculum specialists
3. Resource teachers
4. Classroom teachers certified to teach a subject
5. Staff to regional subject matter projects or curriculum institutes
6. College faculty

### **Subject Matter Assessment**

The subject-matter assessment panel shall review evidence of the teacher's knowledge of the subject-matter to be taught including the teacher's ability to teach the appropriate content to the age group of the proposed class.

The assessment process shall include one or more of the following procedures:

1. Observation by subject matter specialists
2. Oral interviews
3. Demonstration lessons
4. Presentation of curricular portfolios
5. Written examinations

### **Assessment Criteria and Standards**

When conducting the assessment, the assessment team will utilize specific criteria and standards to verify the subject-matter knowledge of the teacher.

The criteria shall include, but need not be limited to, evidence of the teacher's knowledge of the subject matter to be taught, including demonstrated knowledge of the curriculum framework for the subject to be taught and the specific content of the course of study for the subject at the grade level to be taught.

### **Teaching Assignment Valid Only in District**

Teaching assignments made pursuant to this policy are only valid in the District. (Ed. Code, § 44258.3.)

*Adopted on:*  
*Revised on: N/A*

*Page 2 of 2*



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## Exemptions from Classified Service (Substitutes, Etc.) Policy 5-102

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[NOTE - does not apply to school districts using the merit system]

### **Exempt Classified Employees**

A person employed by the District in any of the following capacities is exempt from classified service:

#### **Purpose**

This purpose of this policy is to define the categories of employees which are exempt from the classified service.

### **1. Substitute Employees**

Any substitute employee who is employed and paid for less than 75 percent of a school year is exempt from classified service. The “substitute employee” may be either:

- A person employed to replace a classified employee who is temporarily absent from duty; or
- A person hired to fill a vacancy in any classified position while the district is in the process of hiring a permanent. An employee is only exempt if the period of employment of one or more employees does not exceed 60 calendar days, unless the applicable collective bargaining agreement provides for a different period of time.

For the purpose of this section, “Seventy-Five percent of a school year” is 195 working days including holidays, sick leave, vacation, and other leaves of absence, irrespective of the number of hours worked per day.

### **2. Short-Term Employees**

Any “short-term employee” who is employed and paid for less than 75 percent of a school year is exempt from classified service. A “short-term employee” is someone hired to perform a service for the District and there is no continuing basis or need for that service. Prior to hiring someone for “short-term” employment, the Board, at one of its regular meetings, shall specify the nature of the “short-term” work to be performed, and shall also certify the ending date for



that work. The Board may change the ending date as long as the “short-term” work period does not extend beyond 75 percent of the school year.

For the purpose of this section, “Seventy-Five percent of a school year” is 195 working days including holidays, sick leave, vacation, and other leaves of absence, irrespective of number of hours worked per day.

### **3. Apprentices and Professional Experts**

An apprentice or professional expert employed on a temporary basis for a specific District project, regardless of length of employment, shall not be a part of the classified service. Students employed in this manner shall not displace any classified personnel in the District or impair any existing service contracts.

### **4. Full Time College Students Employed Part-Time**

Full-time college students working part-time in the District are exempt from classified service.

### **5. Part-Time College Students Employed Part-Time in Work Study/Experience Programs**

Part time college students employed part-time in a college work-study or work experience program are exempt from classified service.

### **Listed Categories Are the Only Exempt Categories**

Unless otherwise permitted, a person whose position does not require certification qualifications shall not be employed by the District, except as authorized by this section.

### **Physical Examination/Fingerprinting/TB Screening Still Required**

Individuals who are exempt from the classified service pursuant to applicable law and Board policy must still meet the requirements for physical examinations, fingerprinting, and a tuberculosis risk assessments as set forth in the Education Code. (Ed. Code §§ 45101, 45103, 45106, 45256, 45122, 45125, 49406, 51750.)



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## Transitional Kindergarten Credential & Equivalency Checklist Policy 5-103

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### Scope:

This policy establishes the criteria and procedures for assigning teachers to Transitional Kindergarten (TK) classrooms in accordance with California Education Code § 48000(g). It applies to all certificated personnel being considered for TK assignments within the district. The policy outlines both the minimum credentialing requirements and the process by which a teacher's relevant experience may be determined equivalent to the statutory 24 units of early childhood education or child development coursework. It further delegates authority to the Superintendent or designee to evaluate experience-based equivalency and recommend assignments for Board approval. This ensures compliance with legal mandates while supporting flexibility in staffing decisions based on practical experience and demonstrated competence.

### Purpose

To ensure compliance with California Education Code § 48000(g), this policy authorizes the superintendent or designee to determine whether a teacher's prior classroom experience qualifies as equivalent to the required early childhood education (ECE) coursework for Transitional Kindergarten (TK) assignments.

### Policy Statement

#### 1. Minimum Credential Requirement

Teachers assigned to TK must hold a valid California Multiple Subject Teaching Credential or another credential authorizing instruction in a self-contained classroom, as required by state law.

#### 2. Experience-Based Equivalency

A teacher may qualify for a TK assignment without 24 units of early childhood education or child development coursework if the Superintendent or designee determines the teacher has at least two years of relevant classroom teaching experience that meets the criteria outlined below.

#### 3. Board Authorization

*Adopted on:*  
*Revised on:* N/A

Page 1 of 6



The Board authorizes the Superintendent or designee to make such determinations and to recommend the TK assignment for Board approval.

*Adopted on:*  
*Revised on: N/A*

*Page 2 of 6*



## Administrative Regulations

The following procedures shall guide the Superintendent or designee in determining whether a teacher’s experience qualifies as equivalent to the 24-unit ECE requirement:

### 1. Minimum Experience Standard

- The teacher must have completed at least two full school years of full-time teaching experience in a self-contained classroom with preschool-aged children or TK students.
- Experience must be consecutive and within the past five years.

### 2. Equivalency Rubric

A candidate who demonstrates experience in at least four of the six domains below shall be considered to have satisfied the equivalency:

Domain	Required Experience	Example Documentation
Curriculum & Instruction	Designed and delivered developmentally appropriate lessons	Lesson plans, class schedules
Literacy & Numeracy Foundations	Provided instruction in early language and math development	Classroom materials, student samples
Social-Emotional Learning	Facilitated SEL activities and behavioral guidance	Reflections, behavior plans
Assessment Practices	Used observation tools or formal assessments (e.g., DRDP)	Progress reports, assessment logs
Family Engagement	Regular communication with parents/guardians	Newsletters, family conference logs
Professional Learning	Participated in ECE-focused PD or collaboration	PD records, PLC meeting notes

Adopted on:  
Revised on: N/A



### **3. Documentation and Recommendation**

The Superintendent or designee shall complete a TK Experience Equivalency Checklist and retain it in the employee's personnel file. Upon determining equivalency, the Superintendent or designee shall recommend the assignment to the Board for approval.

#### **Legal References**

- Education Code § 48000(g) (TK teacher qualifications and equivalency)
- SB 876 (2022)
- Title 5, California Code of Regulations § 80005



## Transitional Kindergarten (TK) Experience Equivalency Checklist

### Teacher & Assignment Information

Teacher Name:	
Credential Held:	
School Site:	
Position/Grade Level (TK):	
Review Date:	
Reviewed By:	

### 1. Basic Eligibility

- Holds valid California Multiple Subject or equivalent credential
- Taught full-time in a self-contained classroom with preschool-aged children or TK students
- Has at least 2 full and consecutive years of qualifying experience

### 2. Experience Domains (Check all that apply)

- Curriculum & Instruction - Designed and taught age-appropriate lessons aligned to ECE/TK standards
- Literacy & Numeracy Foundations - Taught language, pre-reading, or math foundational skills
- Social-Emotional Learning - Led SEL activities and positive behavior supports
- Assessment - Used tools like DRDP, observations, or progress reports
- Family Engagement - Conducted parent conferences or sent regular home communication
- Professional Learning - Attended ECE-related training or collaboration meetings

*Minimum: 4 of 6 domains must be marked 'Yes' to qualify for equivalency.*

### 3. Final Determination

- Experience is equivalent to 24 ECE units under Ed. Code § 48000(g)(3)
- Experience does NOT meet equivalency criteria

Adopted on:  
Revised on: N/A

Page 5 of 6



Superintendent or designee Signature

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

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Adopted on:*  
*Revised on: N/A*



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## Non-Reelection of Certificated Probationary Employees (Under 250 ADA) Policy 5-105

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### Policy:

#### 1. Probationary Status

All certificated employees of the District shall be employed on a probationary basis and shall not attain permanent status unless and until the Governing Board affirmatively classifies the employee as permanent pursuant to Education Code section 44929.23.

#### 2. Annual Reelection

In accordance with Education Code section 44929.23, probationary employees may be reelected on a year-to-year basis. The Governing Board is not required to grant permanent classification after any specific period of service unless the Board formally elects to do so.

#### 3. Non-Reelection of Probationary Employees

- During an employee's first two probationary years, the Governing Board may determine not to reelect the employee for the succeeding school year without cause, provided written notice is given by the statutory deadline.
- Beginning with the third consecutive probationary year, an employee shall not be non-reelected except for cause and pursuant to the procedures set forth in Education Code section 44948.5.

#### 4. Collective Bargaining

The provisions of this policy shall be applied unless otherwise provided in a collective bargaining agreement lawfully entered into by the District.

### Purpose

The Governing Board recognizes its responsibility to employ and retain certificated staff members who will advance the educational program of the District. This policy establishes the rules for the classification, reelections, and release of probationary certificated employees in school districts with fewer than 250 average daily attendance (ADA), in accordance with the California Educational Code.



## **5. Administrative Regulations**

The Superintendent or designee shall establish administrative regulations governing the process for notice, hearing, and final determination in cases of non-re-election of probationary employees.

*Adopted on:*  
*Revised on: N/A*

*Page 2 of 4*



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## Administrative Regulations

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### 1. Non-Reelection During First Two Years of Probation

- A probationary certificated employee serving in their first or second year may be released without cause at the discretion of the Governing Board.
- Written notice of non-reelection shall be provided to the employee on or before March 15 of the current school year.

### 2. Non-Reelection After Second Year of Probation

- A probationary certificated employee serving in their third consecutive year or beyond may be released only for cause.
- The District shall comply with Education Code section 44948.5, which requires:
  - Written notice of intent to release provided on or before March 15
  - The employee's right to request a hearing before an administrative law judge
  - Final Governing Board action on the release on or before May 15

### 3. Employee Rights

- Employees released for cause after the second probationary year shall have all procedural rights guaranteed under Education Code section 44948.5 and the Administrative Procedure Act.

### 4. Documentation and Recordkeeping

- The Superintendent or designee shall maintain appropriate evaluation records, notices, and hearing documents to ensure compliance.
- The District may, but is not required to, issue a Notice of Unsatisfactory Performance by December 15 as a best practice to support due process and provide the employee an opportunity to improve.

### 5. Collective Bargaining Agreements

- The provisions of this regulation shall be applied unless otherwise agreed to in a collective bargaining agreement lawfully entered into by the District.

*Adopted on:*  
*Revised on: N/A*

*Page 3 of 4*



**Legal References:**

- **Education Code § 44929.21** – Permanent classification in districts with ADA  $\geq$  250
- **Education Code § 44929.23** – Classification and probationary status in districts with ADA  $<$  250
- **Education Code § 44948.5** – Dismissal of probationary employees in districts with ADA  $<$  250
- **Education Code § 44938** – Notice of unsatisfactory performance
- **Government Code § 3540 et seq.** – Educational Employment Relations Act (collective bargaining)

*Adopted on:*  
*Revised on: N/A*

*Page 4 of 4*



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## Employee Leaves of Absence Policy 5-201

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### Scope:

The District shall provide leave entitlements in accordance with California Education Code, the California Labor Code, the California Family Rights Act (CFRA), the federal Family and Medical Leave Act (FMLA), and other applicable state and federal laws.

### Types of Leave:

#### 1. Sick Leave

Employees accrue paid sick leave annually for personal illness or injury. This accrual is based on full-time equivalency and prorated for part-time employees. Sick leave accrual and usage comply with Education Code §§ 44978 and 45191.

#### 2. Extended Sick Leave / Differential Pay

After exhausting full paid sick leave, employees may receive differential pay for up to five (5) school months. The District follows the substitute cost method: regular salary minus the cost of a substitute. Refer to Ed. Code §§ 44977 and 45196.

#### 3. Pregnancy Disability Leave

Employees disabled by pregnancy are entitled to up to four (4) months (17.3 weeks) of unpaid, job-protected leave per pregnancy. Sick leave or differential pay may be used if available. Governed by Gov. Code § 12945 and 2 CCR § 11035 et seq.

#### 4. Parental Leave

Eligible employees may take up to twelve (12) workweeks of job-protected leave under CFRA to bond with a new child within one year of birth or placement. This may run concurrently with FMLA. Total bonding leave may not exceed 12 weeks. See Ed. Code §§ 44977.5, 45196.1, Gov. Code § 12945.2. See also Policy 5-401: Childbirth, Parenting, and Lactation Accommodation.

*Adopted on:*  
*Revised on: N/A*

### Purpose

The District recognizes that employees may need time away from work for illness, family responsibilities, civic duties, and professional development. This policy ensures that all employees—classified and certificated—understand their leave rights and that the District complies with all applicable laws while supporting staff well being.



## **5. Personal Necessity Leave**

Employees may use up to seven (7) days of accrued sick leave per year for personal necessity, such as family emergencies or legal matters. Verification may be required for personal necessity leave at the discretion of the District.

## **6. Bereavement Leave**

Employees are entitled to three (3) days of paid leave for the death of an immediate family member. Five (5) days may be granted if travel exceeds 200 miles. Governed by Ed. Code §§ 44985 and 45194.

## **7. Industrial Accident/Illness Leave**

Employees injured on the job may receive up to sixty (60) working days of paid leave per incident without deduction from other leaves. Temporary disability checks must be endorsed back to the District for wage continuation. Refer to Ed. Code §§ 44984 and 45192.

## **8. Jury Duty**

Employees are granted paid leave for required jury duty. Certificated employees may be required to reimburse jury pay. Refer to Ed. Code §§ 44036–44037.

## **9. Military Leave**

Employees called to active military duty may receive up to thirty (30) days of paid leave per year. Governed by Military & Veterans Code § 395.01.

## **10. Catastrophic Leave**

Employees with a serious illness or injury may be eligible to receive donated leave time under the District's catastrophic leave program, as outlined in the applicable collective bargaining agreement.

## **11. Sabbatical or Study Leave**

Certificated employees may be eligible for paid or unpaid sabbatical leave after a minimum period of service. Classified employees may be granted study leave under Ed. Code §§ 44962–44966 and 45298 respectively.

## **12. Legal Duty**

Leave Employees subpoenaed as witnesses or participants in legal proceedings unrelated to their employment may be granted leave under Labor Code § 230.

*Adopted on:*  
*Revised on: N/A*

*Page 2 of 5*



### **13. Victim Leave**

Employees who are victims of domestic violence, sexual assault, or stalking may take protected leave for related legal or support services. Sick leave may be used. Governed by Labor Code §§ 230, 230.1, 246.5.

### **14. Voting Leave**

Employees who do not have sufficient time to vote outside working hours are entitled to up to two (2) hours of paid time off. Refer to Elections Code § 14000.

### **15. Union Leave**

Employees may be granted leave for official union duties in accordance with applicable collective bargaining agreements. Refer to Ed. Code § 44987.3.

### **16. Additional Provisions**

The District shall administer these leaves in accordance with applicable law and collective bargaining agreements. Employees shall submit leave requests in writing and may be required to provide documentation. Questions regarding eligibility or coordination of leave should be directed to Human Resources.



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## Administrative Regulations

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### 1. Leave Requests

All leave requests should be submitted in writing to the employee's immediate supervisor and/or the Human Resources Department as early as possible. Requests for foreseeable leaves (e.g., planned medical procedures, parental leave, jury duty) should be made at least 30 days in advance when possible.

### 2. Verification Requirements

The District may require documentation verifying the need for leave. This includes, but is not limited to, medical certification for illness or disability, court documentation for jury duty or legal leave, and proof of relationship for bereavement leave. Medical certification may be required for certain leaves such as pregnancy disability, or family medical leave. The District may require verification for absences exceeding three consecutive days or where abuse of leave is suspected. Acceptable documentation includes a healthcare provider's note or, in appropriate circumstances, a signed statement under penalty of perjury.

### 3. Coordination with Other Leave Laws

The Human Resources Professional shall ensure that leave entitlements under CFRA, FMLA, and Pregnancy Disability Leave are coordinated appropriately to ensure compliance and prevent duplication or overuse. Employees will be notified of their rights under applicable laws when requesting leave. Parental leave under CFRA runs concurrently with any applicable FMLA leave. Employees are not entitled to more than 12 weeks of total bonding leave under both laws. For additional details, refer to the District's Childbirth, Parenting, and Lactation Policy.

The District uses the substitute cost method for differential pay: the employee receives their regular salary minus the actual or estimated cost of a substitute. This may be modified by collective bargaining agreements.

### 4. Communication and Documentation

Employees are responsible for maintaining communication with the District during extended absences and must notify Human Resources of any changes to the duration or purpose of their leave. The District shall maintain records of all leave requests and approvals in accordance with legal requirements.



## **5. Collective Bargaining Agreements**

All leaves shall be administered in coordination with applicable bargaining unit agreements.

## **6. Disability Checks**

Employees may be required to endorse temporary disability checks from the workers' compensation carrier to the District. The District will integrate such payments to ensure full wage continuation when possible.

## **Legal References**

- Education Code §§ 44962–44987.3, 45191–45298
- Government Code §§ 12940–12945.6 (FEHA, CFRA)
- Labor Code §§ 230, 230.1, 246.5, 1030–1034
- 29 U.S.C. § 2601 et seq. (FMLA)
- 2 CCR §§ 11035–11051 (Pregnancy Disability)
- Military & Veterans Code § 395.01
- Elections Code § 14000



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## Employee Performance Evaluation and Feedback Policy 5-301

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### Scope:

This policy applies to all employees of the District, including certificated, classified, and administrative staff.

### 1. Evaluation and Feedback

All employees shall be evaluated on a regular basis using standards and criteria that are:

- Job-related
- Aligned with District goals and student success
- Conducted fairly, consistently, and in compliance with applicable law

### 2. Documentation

Performance evaluations shall be **documented in writing** and maintained in the employee's personnel file. Employees shall have the right to review, discuss, and respond in writing to their evaluations.

### 3. Collective Bargaining Agreements

In the event of any conflict between this policy/its administrative regulations and a collective bargaining agreement, the provisions of the collective bargaining agreement shall prevail.

### 4. Administrative Regulations

The Superintendent or designee shall develop administrative regulations to guide the evaluation and feedback process, consistent with this policy and applicable law.

### Purpose

The Governing Board recognizes that effective evaluation and constructive feedback are essential to the success of the District, the growth of its employees, and the achievement of the student outcomes. The evaluation process is designed to promote professional growth, improve services, and ensure accountability across all employee groups.

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## Administrative Regulations

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### 1. Frequency of Evaluation

- **Certificated Employees:** In accordance with Education Code §§ 44660–44664:
  - Probationary certificated employees shall be evaluated annually.
  - Permanent certificated employees shall be evaluated at least every other year.
  - Permanent certificated employees with  $\geq 10$  years of service may, by mutual agreement, be evaluated every five years, provided prior evaluations were satisfactory.
- **Classified Employees:** Shall be evaluated on a regular cycle determined by the Superintendent or designee, and as required by applicable CBAs.
- **Administrators:** Shall be evaluated regularly under standards aligned with District goals and Education Code requirements.

### 2. Evaluation Standards

- Performance standards shall be:
  - Based on **objective, job-related criteria**
  - Free from unlawful discrimination
  - **Communicated to employees in advance of the evaluation.**

### 3. Feedback and Improvement

- Evaluations shall include constructive feedback and, where necessary, specific recommendations for improvement.
- Employees shall be provided opportunities for professional development and support when areas of growth are identified.

### 4. Documentation

- All evaluations shall be reduced to writing, signed by both the evaluator and the employee, and placed in the personnel file.

Adopted on:  
Revised on: N/A

Page 2 of 3



- Employees may submit a written response within a reasonable timeframe, which shall be attached to the evaluation and maintained in the personnel file.

## **5. Due Process and Fairness**

- Evaluations shall be conducted in a manner consistent with principles of fairness and due process.
- For certificated employees, Education Code procedures (including notices of unsatisfactory performance under § 44938, where applicable) shall be followed.
- For classified and administrative staff, evaluation processes shall comply with applicable laws and the principles established in **Loudermill** and related case law, ensuring notice and opportunity to respond in cases leading to adverse employment action.

## **6. Collective Bargaining Agreements**

- These administrative regulations shall be applied unless otherwise provided in a collective bargaining agreement lawfully entered into by the District.

### **Legal References:**

- Education Code §§ 44660–44664 – Certificated employee evaluation systems and frequency.
- Education Code § 44938 – Notice of unsatisfactory performance (certificated)
- Government Code § 3540 et seq. – Educational Employment Relations Act (collective bargaining)
- Title VII, Civil Rights Act of 1964; California Fair Employment and Housing Act (FEHA) – Nondiscrimination in employment practices.
- Cleveland Board of Education v. Loudermill (1985) – Due process rights for public employees
- Mt. Healthy City School District v. Doyle (1977) – Burden of proof in employment actions.



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## Employee Discipline Policy 5-302

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### Scope:

This policy applies to all district employees, including certificated, classified, and administrative personnel. This policy addresses discipline only. Layoffs and reductions in force are governed separately by law and Board policy.

### Guiding Principles

#### 1. Progressive and Corrective

- The District generally employs a progressive discipline model that begins with the least severe action appropriate to the situation and escalates only when necessary.
- The intent of discipline is corrective: to notify the employee of inappropriate conduct or performance and provide an opportunity to improve.

#### 2. Flexibility and Serious Misconduct

- When circumstances are egregious, extreme, or pose risks to safety, the District may impose more serious or immediate disciplinary action without following every progressive step.

#### 3. Due Process and Fairness

- Employees shall receive fair notice of concerns, an opportunity to respond, and the full procedural protections guaranteed by law, case precedent, and collective bargaining agreements.

#### 4. Legal Compliance

### Purpose

The Governing Board of the District is committed to fostering a fair, respectful, and effective workplace. While disciplining an employee is never an ideal or desired situation, sometimes circumstances warrant it. In these cases, the District will act consistently with law, contract, and fairness to protect the integrity of its educational program and workplace.



- All disciplinary actions will comply with the California Education Code, Government Code, Title 5 of the California Code of Regulations, constitutional due process, and applicable case law (including *Skelly*).

## **5. Collective Bargaining Agreements**

- Where provisions of a collective bargaining agreement differ from this policy or its regulations, the agreement shall prevail to the extent permitted by law.



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## Administrative Regulations

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### Overview

Discipline of employees shall follow a consistent and fair process that respects the rights of employees while protecting the interests of the District and its students. The following procedures outline the general approach and minimum requirements.

### 1. General Progressive Process

- **Informal Counseling/Verbal Warning**
  - Supervisor discusses concerns, clarifies expectations, and documents the conversation informally.
- **Written Warning/Reprimand**
  - If the concern continues or is more serious, the employee receives written notice of the conduct and expectations for improvement.
- **Suspension or Demotion**
  - For repeated misconduct or more serious violations, suspension without pay or demotion may be imposed in compliance with applicable statutes and agreements.
- **Dismissal**
  - Permanent termination may be pursued only in accordance with statutory requirements and due process protections.

### 2. Due Process Requirements

- Prior to suspension, demotion, or dismissal, the District shall provide the employee with:
  - Written notice of the charges
  - A summary of the evidence supporting the charges
  - An opportunity to respond before final action is taken (Skelly process where required)



- Certificated employees are entitled to procedures set forth in Education Code §§44932–44988.
- Classified employees are entitled to procedures established under Education Code §45113 or, in merit system districts, Personnel Commission rules.

### **3. Flexibility**

- While progressive discipline is the general approach, the District reserves the right to accelerate or bypass steps when conduct is sufficiently serious.
- Nothing in this regulation prevents immediate suspension or dismissal if required by law, safety, or the severity of the misconduct.

### **4. Recordkeeping**

- All disciplinary actions shall be documented in accordance with district policy, statutory requirements, and collective bargaining agreements.
- No written disciplinary document or other derogatory information shall be placed in an employee’s personnel file without first giving the employee notice and an opportunity to review the material.
- The employee shall have the right to prepare a written response within ten (10) working days of receiving the document. Any such response shall be attached to and become part of the personnel record containing the disciplinary document.

### **Legal References:**

#### *Education Code*

- §44009 – Applicability of provisions to all employees
- §44031 – Right to review and respond to derogatory information in personnel file
- §44806 – Grounds for dismissal of certificated employees (immoral/unprofessional conduct)
- §§44830–44988 – Employment, dismissal, and due process for certificated staff
- §44932 – Grounds for dismissal of permanent certificated employees
- §§44934–44944 – Notice, charges, and hearing procedures for dismissal
- §44948.3 – Procedures for probationary certificated employees

Adopted on:  
Revised on: N/A

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- §44951 – Release/reassignment of administrators
- §45113 – Rules for disciplinary action, classified employees
- §§45114–45117 – Layoff provisions for classified staff (excluded from this policy)
- §45302 – Merit system personnel commission rules

### ***Government Code***

- §§3540–3549.3 – Educational Employment Relations Act (EERA) – collective bargaining
- §3300 et seq. – Peace Officers’ Bill of Rights (applies to school police)
- §19572 – Grounds for discipline of state employees (analogous reference)

### ***California Code of Regulations, Title 5***

- §§80300–80349 – Commission on Teacher Credentialing: rules of professional conduct and discipline

### ***Constitutional & Case Law***

- *Skelly v. State Personnel Board* (15 Cal.3d 194 (1975)) – Due process rights before discipline
- *Morrison v. State Board of Education* (1 Cal.3d 214 (1969)) – Interpretation of immoral/unprofessional conduct
- *Bekiaris v. Board of Education* (6 Cal.3d 575 (1972)) – Standards for teacher discipline
- *Miller v. Chico Unified School District* (24 Cal.3d 703 (1979)) – Employee right to review/respond to derogatory information



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# Childbirth, Parenting, and Lactation Accommodation Policy 5-401

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## Scope:

This policy applies to all district employees, including certificated, classified, part-time, and probationary employees.

### 1. Pregnancy and Childbirth Accommodation

- The District shall provide reasonable accommodations for pregnancy, childbirth, or related medical conditions upon request and with medical certification. Accommodations may include modified duties, additional breaks, seating, temporary transfer, or a leave of absence. The District shall engage in a timely, good faith interactive process with the employee to identify appropriate accommodations.

### 2. Pregnancy Disability Leave (PDL)

- An employee disabled by pregnancy is entitled to up to four months (17.3 weeks) of protected leave per pregnancy. Leave may be taken intermittently or on a reduced schedule. PDL may run concurrently with other leave entitlements, and the employee is entitled to reinstatement to the same or comparable position. Policy Intent The Governing Board recognizes the importance of supporting employees through all stages of family development, including pregnancy, childbirth, bonding with a new child, and lactation. This policy ensures compliance with applicable federal and state laws and reflects the District’s commitment to providing a family-friendly and equitable workplace.

### 3. Parental Leave – Bonding with a New Child

## Purpose

The Governing Board recognizes the importance of supporting employees through all stages of family development, including pregnancy, childbirth, bonding with a new child, and lactation. This policy ensures compliance with applicable federal and state laws and reflects the District’s commitment to providing a family-friendly and equitable workplace.



- Eligible employees are entitled to up to 12 workweeks of job-protected leave under the California Family Rights Act (CFRA) to bond with a newborn, adopted, or foster child within one year of birth or placement. This may run concurrently with federal FMLA leave. Employees may use accrued sick leave, vacation, or differential pay. Parental leave is available to all parents, regardless of gender or birthing status.

#### **4. Lactation Accommodation**

- The District shall provide a private space (not a bathroom) that is:
  - Close to the employee's worksite
  - Shielded from view and free from intrusion
  - Equipped with a chair, a flat surface to place a breast pump, and access to an electrical outlet or alternative power
  - Located near a sink with running water
  - Includes access to a refrigerator or cooler suitable for storing milk

Employees shall be granted a reasonable amount of time to express milk. Breaks shall run concurrently with existing paid rest breaks. Additional time beyond normal breaks may be unpaid.

#### **5. Non-Discrimination and Retaliation**

- No employee shall be discriminated or retaliated against for requesting or taking leave or accommodation related to pregnancy, childbirth, or lactation.

#### **6. Complaint Procedures**

- Employees denied accommodation or adequate lactation facilities may file a complaint with the California Labor Commissioner's Office.

#### **7. Policy Distribution**

- This policy shall be provided:
  - Upon hire
  - Upon an employee's request for parental or disability-related leave

*Adopted on:*  
*Revised on: N/A*

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- Upon any request for lactation accommodation
- It shall also be included in employee handbooks and posted in prominent workplace locations.

## **8. Undue Hardship Clause**

- If the District has fewer than 50 employees and can demonstrate that compliance would impose an undue hardship, it may request an exemption, provided it engages in reasonable efforts to provide alternative accommodations.



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## Administrative Regulations

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### 1. Request Process

- Employees shall submit written requests for leave or accommodation to Human Resources or their site administrator. Requests for lactation accommodation should include proposed timing and duration of lactation breaks.

### 2. Interactive Process

- HR shall engage in a timely, good faith interactive process with the employee to identify accommodations. Medical documentation may be required for pregnancy-related accommodations.

### 3. Leave Management

- Employees may elect to use accrued leave balances. Once exhausted, differential or unpaid leave shall apply according to the employee's classification and applicable law or contract.

### 4. Lactation Room Implementation

- Each site administrator shall identify a compliant space. Temporary solutions shall be arranged for itinerant staff or campuses lacking a permanent room.

### 5. Training

- HR staff, supervisors, and site administrators shall receive periodic training on employee rights, accommodation procedures, and policy enforcement.

### Legal References:

- California Labor Code §§ 1030–1034 (Lactation Accommodation)
- Government Code §§ 12940, 12945, 12945.2, 12945.6 (FEHA, CFRA)
- Education Code §§ 44965, 44977, 45193, 45196 (Leave Rights)
- 29 U.S.C. § 2601 et seq. (Family and Medical Leave Act - FMLA)
- Cal. Code Regs., Title 2, § 11035 et seq. (Pregnancy Disability Leave)
- Section 504 of the Rehabilitation Act
- Americans with Disabilities Act (ADA)

Adopted on:  
Revised on: N/A

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## Comprehensive School Safety Plan

### Policy 6-100

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*In compliance with Education Code, this policy requires the District to maintain and annually review a comprehensive school safety plan for each school site.*

#### **Scope:**

This policy applies to all school sites and district operations. In a single-school district, the requirements for the CSSP apply to that school site and are coordinated by the district.

#### **1. Plan Development and Review**

- Each school site shall develop a Comprehensive School Safety Plan in collaboration with local law enforcement, first responders, site personnel, and parent and student representatives. In single-school districts, this may be led by the superintendent or principal with input from appropriate stakeholders.
- The plan shall be reviewed and updated by March 1st of each year in accordance with California Education Code § 32288.
- The Board of Trustees shall approve the CSSP for each school site at a regular public meeting.

#### **2. Required Plan Components**

- The CSSP shall include procedures and strategies for:
  - Tactical response procedures, including coordination with local law enforcement for criminal incidents on or near campus
  - Mental health crisis intervention procedures, including strategies for identifying and responding to students in crisis

#### **Purpose**

The District is committed to ensuring the safety and well-being of all students, staff, and visitors. This policy outlines the framework for developing and maintaining a Comprehensive School Safety Plan (CSSP) that meets state requirements and supports our small district community.



- Strategies to support student social-emotional well-being, including schoolwide practices that promote emotional safety, resilience, and respect
- Notification to teachers of student conduct violations, in accordance with Education Code § 49079. Teachers shall be informed when a student under their supervision has engaged in or is reasonably suspected to have engaged in certain violent acts or offenses, as required by law.
- Designation of staff as Disaster Service Workers, in accordance with Government Code § 3100. All public school employees are considered disaster service workers and may be assigned emergency duties during declared emergencies.
- School climate and discipline (positive behavior supports and anti-bullying measures)
- Disaster procedures, including fire drills, lockdowns, earthquake safety, and active shooter response
- Child abuse reporting procedures
- Procedures for responding to hate violence
- Sexual harassment prevention policies
- Routine and emergency communications
- Safe ingress and egress of pupils, parents, and staff
- Suspension and expulsion procedures
- School climate and discipline (positive behavior supports and anti-bullying measures)
- Disaster procedures, including fire drills, lockdowns, and earthquake safety
- Child abuse reporting procedures
- Routine and emergency communications

### **3. Instructional Continuity (SB 153 Compliance)**

- The CSSP shall include an instructional continuity plan to address learning during emergencies or disruptions, including pandemics, natural disasters, or other prolonged closures.

*Adopted on:*  
*Revised on:* N/A

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- The plan should be practical and scalable to district capacity, addressing distance learning or alternate instructional methods.

#### 4. Student Privacy and Safety

- The CSSP shall include elements that are respectful of student privacy and promote a safe, supportive learning environment for all students.
- Staff will be encouraged to uphold these principles while ensuring student safety and well-being.
- The District shall **not grant access to any nonpublic area of a schoolsite** to an immigration enforcement officer without a **valid judicial warrant, subpoena, or court order**.
  - Any request or contact from immigration enforcement must be **immediately referred to the Superintendent or designee**. The Superintendent or designee shall:
    - Verify the officer's identity and legal authority.
    - Limit access to areas where students are not present, when possible.
    - Maintain a brief written record of the request or contact.
  - When immigration enforcement has been **confirmed on a schoolsite**, the Superintendent or designee shall **notify staff and families as soon as practicable**. Notification shall include:
    - The time and general nature of the enforcement activity,
    - Assurance that student safety and privacy remain protected, and
    - Contact information for the District should families have concerns or need assistance.
  - No employee shall share student or family information for immigration enforcement purposes except as required by law.
  - Staff shall receive **annual training** on these procedures as part of the Comprehensive School Safety Plan review.

#### 5. Instructional Content Guidelines (AB 1078 Compliance)

- Safety-related curriculum or school-wide materials shall not be removed solely on the basis that they address legally protected classes or characteristics.
- All instructional decisions shall comply with applicable state laws regarding educational content and nondiscrimination.

#### 6. Coordination with Other Policies

Adopted on:  
Revised on: N/A

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- The CSSP shall align with the district's transportation, discipline, mental health, and wellness policies.
- The plan shall also include strategies to ensure access and safety for students with disabilities, in compliance with the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.).
- All elements of the plan must be age-appropriate and consider the specific needs of the school community, and they should align with the district's transportation, discipline, mental health, and wellness policies.
- All elements of the plan must be age-appropriate and consider the specific needs of the school community.

#### **7. Posting and Access**

- A summary of the CSSP shall be posted on the district website and available at each school site office.

#### **8. Policy Review**

- This policy shall be reviewed annually and updated to reflect any changes in law or district practice.

#### **9. Public Review and Accountability**

- The District shall review and update its Comprehensive School Safety Plan by March 1st on an annual basis.
- Each July, the District shall include a report on the status of the CSSP, including a description of its key elements, in the School Accountability Report Card (SARC).
- An updated file of all safety-related plans and materials shall be readily available for inspection by the public at the district office or school site.
- Prior to adopting the CSSP, the District shall hold a public meeting at a school site to provide an opportunity for public input.
- Written notification of the public meeting shall be sent to the following, when applicable:
  - The local mayor or county board of supervisors (for unincorporated areas)



- Representatives of local employee organizations
- Representatives of parent-teacher associations or parent organizations
- Representatives of teacher organizations
- Student body government representatives (for applicable grade levels)
- Any individuals who have requested notification of school safety plan meetings

### **Legal References:**

- California Education Code § 49079 (Notification to teachers of students involved in violent incidents)
- California Government Code § 3100 (Disaster Service Worker status for public employees)
- California Education Code §§ 32280–32289
- California Education Code § 32288 (School Safety Plan review and adoption)
- California Education Code §§ 49060–49079, 49076.5 – Student Records; Immigration Enforcement Restrictions (AB 49, 2025)
- SB 98 (2025) – Notification of Immigration Enforcement Presence
- 20 U.S.C. § 1232g; 34 C.F.R. Part 99 – FERPA
- California Constitution, Article I, § 1 – Right to Privacy



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## Transportation and Commuter Safety Policy 6-101

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### Scope:

This policy applies to district-operated school buses, student walkers and bicyclists, parent drop-off and pick-up zones, and any transportation provided for school-sponsored events.

### Purpose

The District is committed to ensuring the safety of all students, staff, and families as they travel to and from school and school-sponsored activities.

### 1. School Bus Safety Procedures

- All school buses shall be maintained and operated in compliance with California Vehicle Code §§ 34500-34520.
- Students must follow safety rules while riding buses, and annual emergency evacuation drills shall be conducted in accordance with Education Code § 39831.3.
- All bus drivers must meet licensing and training requirements as defined in Vehicle Code § 12517 and Education Code § 39860.

### 2. Pick-Up and Drop-Off Safety

- Each school site shall maintain a clear traffic flow plan to ensure safe ingress and egress for students, parents, and staff.
- Designated areas for pick-up and drop-off shall be clearly marked and supervised during high-traffic times.

### 3. Pedestrian and Bicycle Safety

- The District shall promote safe walking and biking through age-appropriate education and reinforcement of pedestrian and bicycle safety laws.
- Students under the age of 18 riding bicycles must wear helmets as required by Vehicle Code § 21212.

### 4. Safe Routes to School

Adopted on:  
Revised on: N/A

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- The District encourages collaboration with local government, law enforcement, and transportation agencies to identify and maintain safe routes to school.
- Opportunities to pursue grants or support for infrastructure improvements that enhance student commuter safety will be evaluated when feasible.

## **5. Emergency Transportation Planning**

- The District shall integrate transportation protocols into emergency response and disaster preparedness planning, including coordination for evacuation procedures when necessary.

## **6. Communication with Families**

- The District shall communicate transportation expectations and procedures to families at the beginning of each school year and whenever significant changes occur.
- Safety reminders and updates shall be shared regularly through school newsletters,
- Websites, or other appropriate channels.

### **Legal References:**

- California Education Code § 39831.3 (School bus emergency procedures)
- California Education Code § 39860 (School bus driver qualifications)
- California Vehicle Code §§ 34500–34520 (School bus operations and inspections)
- California Vehicle Code § 12517 (Driver licensing and training)
- California Vehicle Code § 21212 (Bicycle helmet requirement)



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## Immigration Enforcement on Campus And Notification Procedures Policy 6-102

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### Scope

This policy applies to all district employees, volunteers, and contractors at any district school-site, including school-sponsored events and transportation.

### Access to School Property and Student Records

1. The District shall not grant access to any nonpublic area of a schoolsite to immigration enforcement officers without a valid judicial warrant, subpoena, or court order.
2. Any request for information, records, or access to a student by law enforcement or immigration authorities must be immediately referred to the Superintendent or Custodian of Records.
3. The Superintendent or designee shall:
  - Verify the officer’s identity and legal authority
  - Limit access to areas where students are not present whenever possible
  - Maintain a brief written log of the request or encounter, including the officer’s name, agency, date, and the District’s response.
4. No student information or records shall be released without proper legal authorization and approval by the Superintendent or Custodian of Records.

### Purpose

The purpose of this policy is to ensure compliance with AB 49 and SB 98 (2025) by clearly defining how the District responds when immigration enforcement activity is requested or occurs on a schoolsite, while maintaining student privacy, safety, and the integrity of the learning environment.

### Notification Procedures (SB 98 Compliance)

1. When immigration enforcement activity has been confirmed on a school site, the Superintendent or designee shall:
  - Notify staff and families as soon as practicable
  - Provide basic information on the time and general nature of the activity
  - Offer contact information for district staff who can respond to family concerns or provide support

Adopted on:  
Revised on: N/A

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2. Notification shall be made in a manner that:
  - Does not interfere with the enforcement activity
  - Respects student and family privacy rights
3. If an incident involves potential disruption to school operations, the Superintendent may coordinate with local law enforcement and county agencies for safety and communication support.

### **Staff Training and Awareness**

1. All staff shall receive annual training on this policy and on related procedures in the Comprehensive School Safety Plan and Student Records Policy.
2. Training shall include how to respond to law enforcement requests, how to verify proper authorization, and how to maintain confidentiality.

### **Coordination with Other Policies**

This policy operates in coordination with:

- Policy 2-202 (Student Records)
- Policy 6-100 (Comprehensive School Safety Plan)

### **Policy Review**

This policy shall be reviewed annually and updated as necessary to remain consistent with federal and state law.

### **Legal References**

#### **Federal:**

- 20 U.S.C. § 1232g – Family Educational Rights and Privacy Act (FERPA)
- 34 C.F.R. Part 99 – FERPA Regulations
- 8 U.S.C. § 1373 – Restrictions on Information Sharing with Federal Immigration Authorities
- U.S. Const. Amend. XIV – Due Process and Equal Protection

#### **State:**

- California Const., Article I, § 1 – Right to Privacy
- Education Code §§ 49060–49079 – Pupil Records; Access and Privacy
- Education Code § 49076.5 – Immigration Enforcement Access Restrictions (AB 49, 2025)
- Education Code §§ 32280–32289 – Comprehensive School Safety Plans
- SB 98 (2025) – Notification of Immigration Enforcement Presence
- Title 5, California Code of Regulations § 430 – Pupil Records

*Adopted on:*  
*Revised on:* N/A

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## Disruption of the Classroom Environment Policy 6-200

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### Minimizing Classroom Interruptions

The District recognizes that classroom interruptions can significantly impact instructional time, reducing opportunities for students to engage in rigorous academic learning. To preserve the integrity of instructional time and support student success, the District commits to the following:

#### Purpose

To prioritize the student instructional time and minimize the interruptions of the learning environment.

(Ed. Code, § 32212.)

#### 1. Master Scheduling

- The District shall develop and implement master schedules designed to minimize interruptions. These schedules will prioritize extended periods for focused instruction, allowing students to engage in rigorous, academically challenging tasks and demonstrate their proficiency.

#### 2. Reducing External Disruptions

- The District will actively work to reduce unscheduled interruptions to classrooms, including but not limited to:
  - Unscheduled visits by staff, students, or parents
  - Non-emergency announcements or telephone calls
  - External noises that can disrupt the learning environment
  - Non-critical student call-outs during instructional time
  - Unnecessary or poorly timed fire drills and similar events

#### 3. Additional Measures

- To further support uninterrupted instructional time, the District may consider adopting additional steps, such as restricting visitor access to classrooms during instructional periods or implementing protocols for managing necessary interruptions in a structured manner.

Legal Reference:

- Education Code, § 32212.

Adopted on:  
Revised on: N/A

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