

Parent Checklist:

- Emergency Card
- Acknowledgement of Receipt of Annual Parent Notifications
- Consent and Release Agreement for Publications, Videos, Internet Posting (*optional*)
- Release of Student Directory Information (*optional*)
- Request for Individual Pesticide Application Notification (*optional*)
- Healthy Kids Survey Opt-Out of Student Participation (*optional*)

District Office:

435 Sixth Street
Woodland CA 95695
(530) 662-0201
www.wjUSD.org

Board of Trustees:

Michael Pyeatt,
President

Tico Zendejas,
Vice President

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Morgan Childers

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Woodland Joint Unified School District

2018-2019

Annual Notification to Parents / Guardians



Dear Parent/Guardian and Student,

Welcome from the Woodland Joint Unified School District. We are looking forward to educating your child/children in the 2018-2019 school year. At Woodland Joint Unified School District, we are 100% committed to doing our best for your children. We continue to ask for your support and your involvement to ensure your child/children has every learning opportunity to achieve success.

Each year, we send you a pamphlet outlining your rights as parents under state and federal laws, and enclosed you will find these rights listed. We are required to notify you of your rights and responsibilities as well as options available if you wish to exclude your child from certain designated activities that may be offered during the year. It is very important that you review this material carefully so that you are well informed. This pamphlet supplies the information in a summary format; so if you wish copies of the full text, please contact your school. The District also has a number of policies that have been adopted by the Board of Trustees. These policies guide the operation of our schools. Many of them are directly related to your rights as a parent, and also, your child's responsibilities. The policies may be found on our website at www.wjUSD.org. Complete paper copies are at the school administration office located at 435 Sixth Street. Please feel free to call us should you have questions. Our phone number is (530) 662-0201.

After carefully reviewing all of these documents, complete and sign the signature pages and emergency card; then, on the second day of school, return both the signature pages and the emergency card (enclosed separately) to the school. A check-off list is attached for your convenience. A completed emergency card is essential for us to have on file. The health and safety of your child depends on having accurate and up-to-date information. Please note that, again, this year, there is a form included that allows you to forbid any photos or displays of your child's work. If you sign this, your child's work will not be displayed anywhere – not at his or her school, on the website, or at any office.

I wish you and your child a very successful and meaningful school year.
Sincerely,

Thomas Pritchard
Superintendent

Excellence for All

MISSION STATEMENT

The mission of Woodland Joint Unified School District is to prepare and empower all students for a future of endless possibilities.

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The references at the end of the sections in this booklet include the following codes:

BPDistrict Board Policy	FAC Food and Agriculture Code
ARAdministrative Regulation	USC United States Code
ECEducation Code	CFR Code of Federal Regulations
HSC . . .Health and Safety Code	ESEA Elementary and Secondary Education Act [20 USC 7114(D)(7)]
PCPenal Code	PPRA Pupil Privacy Rights Amendment
WIC . . .Welfare and Institutions Code	FERPA . . . Family Educational Rights and Privacy Act
CCR . . .California Code of Regulations	PPACA . . Patient Protection and Affordable Care Act [PL 111-148]
CCCivil Code	Title VI . . Title VI of the Civil Rights Act of 1964 [42 USC 1981]
FCFamily Code	Title IX . . Title IX of the Civil Rights Act of 1964 [20 USC 1681-1688]
GCGovernment Code	IDEA Individuals with Disabilities Education Act
VCVehicle Code	§ 504 Section 504 of the Rehabilitation Act of 1973 [29 USC 794(a)]
LCLabor Code	EOA Equal Opportunities Act [20 USC 1701]
BPC . . .Business and Professions Code	

DISTRICT GOALS FOR 2018-2019

- All students will be grade level proficient in literacy, numeracy and 21st Century skills
- Every student will graduate high school and be competitively college and career ready through a choice of pathways
- All students will be engaged and experience a safe, respectful and caring environment

PARENT INVOLVEMENT

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

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

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

■ Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318.

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities.

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

■ Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. [BP 6020 AUGUST 2016; EC 11500-11506, 48985, 51101, 64001; LC 230.8; 20 USC 6311, 6312, 6314, 6316, 6318; 28 CFR 35.104, 35.16]

VOLUNTEERS

Category #1- Fingerprinting and TB testing or risk assessment IS NOT required

Volunteers who in the course of performing volunteer duties, ARE in the presence of a certificated staff member and unlikely to be alone with students fall under this category. This volunteering typically is for a special occasion and/or is for a one-time special event. For these duties, the individual would be considered a visitor/guest and should follow the visitor/guest procedures as determined by the school administrator.

As the parent of a student you have many rights and responsibilities. This booklet talks about many of those and laws, policies and statutes which cover them. We suggest you read it. We must get the signed form returned or your child may not be able to attend classes. This page talks about when your child is absent from school. Only in certain cases is it permissible for a student to miss school.

Teachers build your child's education one day at a time, so every day is essential. In elementary, middle, junior, and high school, moving ahead, or even graduation, can be put in jeopardy if too many days are missed. Work with the teacher when a child must miss school. Get homework assignments and review work. There is only one chance to get a great education.

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Category #2 - Fingerprinting and TB testing or risk assessment IS required

Volunteers who, in the course of performing volunteer duties ARE NOT in the presence of a certificated staff member and likely to be alone with students fall under this category. This type of volunteering typically includes field trips or even on-site activities where a volunteer may be responsible for a group of students.

Process:

1. Volunteer completes the WJUSD Volunteer Information/Clearance Form and submits to the school with a valid TB test or risk assessment and copy of ID (for Category #2)
2. School sends signed WJUSD Volunteer Information/Clearance Form, valid TB test or risk assessment (for Category #2) and copy of ID to Human Resources
3. Human Resources will contact the volunteer to schedule a fingerprinting appointment (for Category #2)
4. Once volunteer clearance is received from the Department of Justice, Human Resources will notify the site
5. Sites will notify appropriate staff and volunteer

No volunteer may provide services until appropriate forms are on file at the school.

ATTENDANCE

Children cannot learn if they are not in school. Children learn early about being on time and not missing school. For students 6 to 18 years old, daily school attendance is compulsory. Daily school attendance improves student achievement. Teach your child to be on time and that school attendance is an important family value.

It is also important that you know the state only awards funding to school districts for actual attendance. The state no longer funds districts for the excused absences listed below. Always review the school calendar and plan activities and vacations during days off. No pupil whose attendance is excused shall have grades or academic credit lost if assignments and tests can be reasonably completed.

Other attendance reports, such as truancy, still rely on excused and unexcused absences. There are legal consequences if your child misses too much school. You must send a note and/or phone the school within 72 hours to clear any excusable absences. Parents/Guardians have the right to be notified on a timely basis if their child is absent from school without permission. Unexcused absences result in a recorded truancy.

1. Notwithstanding EC 48200, a pupil shall be excused from school when the absence is:

- A. Due to his or her illness.
- B. Due to quarantine under the direction of a county or city health officer.

- C. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 - D. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 - E. For the purpose of jury duty in the manner provided for by law.
 - F. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
 - G. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
 - H. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 - I. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 - J. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
 - K. Participation in religious instruction or exercises in accordance with district policy.
2. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit thereof. The teacher of any class from which a pupil is absent shall determine the tests and assignments, which shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
 3. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
 4. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 5. "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that

references therein to “employee” shall be deemed to be references to “pupil.” [EC 48205, 51101]

Districts may allow students, with parental or guardian consent to be excused to participate in moral or religious exercises or instruction. [EC 46014]

■ Rules Regarding Absences for Religious Purposes

Pupils with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction in manners and morals required elsewhere in this code. Such absence shall not be deemed absence in computing average daily attendance, if all of the following conditions are complied with:

- (a) The Governing Board of the District of attendance, in its discretion, shall first adopt a resolution permitting pupils to be absent from school for such exercises or instruction and reporting thereof.
- (b) The Governing Board shall adopt regulations governing the attendance of pupils at such exercises or instruction and reporting thereof.
- (c) Each pupil so excused shall attend school at least the minimum school day for this grade for elementary schools, and as provided by the relevant provisions of the rules and regulations of the State Board of Education for secondary schools.
- (d) No pupil shall be excused from school for such purposes on more than four days per school month.

It is hereby declared to be the intent of the Legislature that this section shall be permissive only. [EC 46014]

■ Minimum Days/Pupil Free Staff Development Days

If your child will be affected by minimum days or staff development days, we will give you at least one month’s notice. The dates that were known at press time are printed in the calendar in this booklet. [EC 48980(c)]

■ Leaving school at lunchtime (Grades 9-12)

“The governing board of the Woodland Joint Unified School District, pursuant to Section 44808.5 of the Education Code, has decided to permit pupils enrolled at Pioneer and Woodland High Schools to leave the school grounds during the lunch period. Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.” The district permits students in grade 12, who are on track to graduate, this

privilege. Students enrolled at Cache Creek High School or in grades 9 through 11 may not leave campus. [EC44808.5]

■ Residency Requirements for School Attendance

A person subject to compulsory full-time education shall attend the school in which the residency of either the parent or guardian is located, as specified. Notwithstanding this requirement, existing law provides that a pupil shall be deemed to have complied with the residency requirements for school attendance, if specified circumstances exist.

Existing law does all of the following:

- (a) Deems an elementary school pupil to have complied with the above residency requirements if the pupil’s parent or legal guardian is employed within the boundaries of the school district.
- (b) Specifies that nothing in these provisions requires the school district in which the pupil’s parents or guardians are employed to admit those pupils in its schools, provided any refusal to admit is not based on discriminatory or other arbitrary considerations, as specified.
- (c) Authorizes the school district in which the residency of the pupil’s parents or guardians is established to prohibit the transfer of the pupil to another school district if it demonstrates that the transfer would negatively impact the district’s court-ordered or voluntary desegregation plan.
- (d) Authorizes the school district to which the pupil is to be transferred to prohibit the transfer if the district determines that the additional cost of educating the pupil would exceed the amount of additional state aid received as a result of the transfer.
- (e) Requires a school district that prohibits a transfer pursuant to these provisions to communicate and record that action.
- (f) Limits the transfer of pupils out of any given school district, as specified.
- (g) Ensures that pupils who become homeless, as defined by the McKinney-Vento Homeless Assistance Act of January, 2002, are allowed to continue attendance at the school they attended when last permanently housed (“school of origin”), or are enrolled at the school site attended by pupils living in the same area in which the pupil temporarily resides, as indicated by a verified address on the Affidavit for Establishing Residency, depending on the wishes of the parents/guardians, and the feasibility of such enrollment.
- (h) Requires school districts to report specified information annually to the Superintendent of Public Instruction.
- (i) Requires the State Department of Education to summarize the school district reports and to report to the Legislature annually.
- (j) Prescribes the calculation of the average daily attendance for pupils admitted pursuant to these provisions. [EC 48204]

■ Attendance Options

The governing board annually reviews attendance options including how students may attend a district school outside their attendance area (intra-district transfer). This district has non-arbitrary rules explaining how students may apply, be accepted or denied intra-district transfer. Many districts, by agreement, also allow the transfer of students from or to other districts (inter-district transfer). Victims of bullying or violence are given preference in inter-district transfers. In some cases, the district must provide transportation. Students attending “persistently dangerous” schools can transfer and enroll in a safe school. Districts cannot prevent children of active military from changing districts, as long as the district chosen agrees to accept them. Upon enrollment or transfer, principals are urged to check missing children information. Further information about residency, attendance options, special program options, etc. will be provided by the California Department of Education. [EC 46600, 48204, 48206.3, 48300, 48301, 48306, 48980, 49068, 51101; 20 USC 7912]

Notifications

Notifications shall be sent to parents/guardians describing all current attendance options available in the District (done in this district by this publication, Parent Handbook 2018-2019) including:

1. All options for meeting residency requirements for school attendance.
2. Program options offered within local attendance areas.
3. A description of any special program options available on both an intra-district and interdistrict basis.
4. A description of the procedure for application for intra-district open enrollment.
5. Where to obtain a district application form for requesting a change of attendance.
6. The explanation of attendance options under California law as provided by the California Department of Education. [EC 48980]

Complaints

Any complaints regarding the selection process may be taken to the Superintendent or designee. The decision by the Superintendent or designee shall be final.

Many districts accept the transfer of students residing outside the district’s attendance area. It is the intent of the Legislature that the governing board of each district annually review the enrollment options available to pupils within their districts and that the districts strive to make available enrollment options that meet the diverse needs, potential, and interests of California pupils.

1. Intradistrict Open Enrollment

The Board of Trustees desires to provide enrollment

options that meet the diverse needs and interests of district students. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their children in any district school, regardless of the location of residence within the district during the established time lines.

The Board shall annually review this policy. [BP 5116.1 January 2018; EC 200, 35160.5, 35291, 35351, 46600-46611, 48200, 48204, 48300-48316, 48350-48361, 48980; 5 CCR 11992-11994; 20 USC 6316, 7912; 34 CFR 200.36, 200.37, 200.39, 200.42, 200.43, 200.44, 200.48]

For information about how to transfer to a school of choice within the District, please contact your school office or the District office.

2. Interdistrict Attendance

The Board of Trustees recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons. The Board desires to communicate with parent/guardian and students regarding the educational programs and services that are available in the district.

Interdistrict Attendance Agreements

The Superintendent or designee may approve interdistrict attendance agreements with other districts on a case-by-case basis to meet individual student needs.

The interdistrict attendance agreement shall be granted for one school year and shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied.

The Superintendent or designee may deny applications for interdistrict transfers because of overcrowding within district schools or limited district resources. The Superintendent’s decision is final. [BP 5117 August 2016; EC 41020, 46600-46611, 48204, 48300-48316, 48350-48361, 48900, 48915, 48915.1, 48918, 48980, 52317]

3. Open enrollment

Due to the transition to the new California Assessment of Student Performance and Progress system, the open enrollment list for 2018-2019 cannot be calculated. The District had at least one school on the list of 1,000 low-achieving schools for the 2015-2016 school year, but many changes have occurred since the creation of this list. For information about transferring to a different school under this provision, please contact the District Office. [EC 48350-48361, 51101]

■ Attendance Where Caregiver Resides

If your child lives in the home of a caregiving adult, as

defined by law, or a foster home your child may attend the school district in which that residence is located. Execution of an affidavit under penalty of perjury pursuant to the Family Code by the caregiving adult is required to determine that your child lives in the caregiver's home. [EC 48204(a), 48980(h); FC 6550-6552]

■ Attendance in District in Which Parent or Guardian is Employed

The district may, but is not required to accept a transfer student whose parent/guardian resides outside the boundaries of the school district but is employed and lives with the student at the place of his/her employment within the boundaries of the school district for a minimum of three days during the school week; or a student whose parent/guardian physically works within the boundaries of the school district for a minimum of 10 hours during the school week. [EC 48204(a)(7), 48980(i)]

■ Enrollment of Homeless or Foster Youth

Foster and homeless children living in the District shall be permitted to attend a school in the District unless they: 1) stay enrolled at their school of origin outside the District, 2) their IEP indicates attendance elsewhere, or 3) the parent or guardian, with knowledge of all options, declares in writing otherwise. They also have rights to immediate enrollment in school, site and program attendance, and free after school programs. [EC 48204, 48850-48859, 48645.3, 51225.1, 56055; 5 CCR 4622; WIC 361, 726]

■ Individualized Instruction

You must notify the school if your child has a temporary disability and cannot attend regular classrooms. The District will provide instruction in the home or in a hospital or other residential health facility if the student meets the District residency requirement. If your temporarily disabled child is located outside your school district, notify both the district where you reside and where the child is located. [EC 48206.3, 48207, 48208, 48980(b)]

■ Non-participation in Programs Involving Harmful or Destructive Use of Animals

Parents/guardians or students choosing to refrain from participation in an educational project involving the harmful or destructive use of animals will be provided an alternative education project. [EC 32255, 32255.6]

■ Student Information System requires use of full legal name

The Woodland Joint Unified School District conforms to the State of California's standardized student information system requirements. This information is maintained in the District's student information database and transferred to the State. Students are identified by their full legal name as

given on the birth certificate, adoption papers, or other legal document.

■ Truancy

The state defines three levels of truancy, each carrying more severe penalties for both the student and the parents or guardians. The three are truant, habitual truant, and chronic truant.

Truant: A student is truant after missing three days of school or three 30-minute periods without a valid excuse.

Chronic Truant: A chronically truant student has missed 10 percent or more school days in a school year.

Habitual Truant: If a student is truant three or more times in a school year and an effort is made to meet with parents, then the student is a habitual truant.

Interventions: Students who are habitually truant, miss a lot of school or are disorderly can be referred to a student attendance review board (SARB), a district attorney mediation program, or the county probation department. Through these programs, the student can be given guidance to meet special needs for improving attendance or improving school behavior. The goal is to intervene before a student enters the juvenile justice system or drops out.

Student Penalties: First truancy may result in a one-day weekend class. Second truancy may be a written warning from a peace officer that remains in the student's records. Third truancy may result in assignment to an after-school or weekend program, a SARB, a probation officer, or district attorney program. A fourth truancy may result in a chance to improve attendance, but may also result in the student being placed within the jurisdiction of, and as a ward of the juvenile court. Other actions may include required community service, payment of a fine of \$100, attend a truancy mediation program, and loss of driving privileges. A finding of truancy may be handled through available community services.

Parent Penalties: In Education Code; first conviction – up to \$100 fine; second conviction – up to \$200 fine; third – up to \$500 fine. In Penal Code; parents of elementary students who are chronic truants face a fine up to \$2,000; imprisonment up to one year; or both. They may also be scheduled to meet regularly with district staff and/or referred for help. It is recommended that the parent or guardian attend classes at school with the student for one day.

[EC 48260, 48260.5, 48261, 48262, 48263, 48263.5, 48263.6, 48264.5, 48291, 48293, 48320; PC 270.1, 830.1; WIC 256, 258, 601, 601.3; VC 13202.7]

INSTRUCTION AND CURRICULUM AND PERSONAL BELIEFS

■ District Courses

Annually the District prepares curriculum, course titles, aims, and descriptions in a prospectus. The prospectus is available at each school site and may be reproduced at

cost. Parents/Guardians have the right to review all course material. [EC 49091.14, 51101; PPRA]

■ California State Academic Standards

California along with most other States developed and adopted common academic standards in core curriculum areas. They are rigorous, internationally benchmarked, and research- and evidence-based.

Each state, and each district in California decides how they will teach and what resources they will use. More information can be found at www.cde.ca.gov/re/cc/ or www.corestandards.org. California launched a new computer-based student testing system that ties to the standards for English language arts, mathematics, and science called the California Assessment of Student Performance and Progress (CAASPP). The new tests include the Smarter Balanced Assessment Consortium Assessments, California Science Tests (CAST), California Alternate Assessments (CAA), and Standards-based Tests in Spanish (STS) for Reading/Language Arts. Parents can exempt their child(ren) from CAASPP testing by submitting a letter in writing annually. More information about the CAASPP can be found at www.cde.ca.gov/ta/tg/ca/. [EC 60119, 60604.5, 60615]

Statewide Testing Notification

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

California Assessment of Student Performance and Progress Smarter Balanced Assessment Consortium Assessments –

The California Assessment of Student Performance and Progress (CAASPP) computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and math assessments can be used as an indicator of college readiness.

California Science Tests (CAST) – The new, computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grades five and eight, and once in high school. The new computer-based CAST replaces the California Standards Tests (CST) for Science.

California Alternate Assessments (CAA) – The computer-based CAA for ELA and CAA for mathematics is administered to students with the most significant cognitive disabilities in grades three through eight and grade eleven. Test items are aligned with the CCSS and are based on the Core Content Connectors.

The instructionally embedded CAA for Science is administered in grades five and eight, and once in high school.

Standards-based Tests in Spanish (STS) for Reading/Language Arts – California offers the optional STS for Reading/Language Arts, which are multiple-choice tests that allow Spanish-speaking English learners to demonstrate their knowledge of the California content standards. The California Spanish Assessment (CSA) will replace the optional STS. The CSA will be a computer-based assessment that is aligned with the California CCSS in Spanish.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California

California will transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC). The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test (PFT) for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

■ LCFF and LCAP

The Local Control Funding Formula (LCFF) changes the way the State provides money to school districts. Under this new system, school districts receive a uniform base grant for every student, adjusted by grade level. Plus they receive adjustments for the number of students living in poverty, English learners, and foster youth. Then there are further adjustments for concentration of these groups if they are above 55% of the district's enrollment. More information about the LCFF is available at www.cde.ca.gov/fg/aa/lc/.

The LCAP (Local Control Accountability Plan) is a critical part of the LCFF. Each school district is required to engage parents, students, educators, employees, and the community to establish their plan. Anyone can comment to the school board regarding LCAP proposals or expenditures either by submitting comments in writing or at a public hearing held by the school board for that purpose. The plan

must describe the overall vision for students, annual goals including language acquisition, and specific action to achieve these goals. The LCAP must focus on eight areas identified as State priorities. The plan will demonstrate how the district's budget will help achieve the goals, and annually assess how well the strategies improved outcomes. Complaints regarding LCAP may be filed anonymously. [EC 305, 52060, 52062, 52066]

Homeless, Foster, and Juvenile Court Youth

Foster, homeless, and juvenile court youth have special rights related to graduation and partial high school credits. They also have the right to an adult to help make educational decisions. More information can be found at the California Foster Youth Education Task Force, www.cde.ca.gov/ls/pf/fy/fosteryouthedrights.asp. Foster and homeless youth also have special rights associated with college, and certain considerations in school discipline. The District Uniform Complaint Procedure may be used to file a complaint. [EC 48645.3, 48645.5, 51225.1, 56055; 5 CCR 4622; WIC 361, 726]

Language Learning Programs

District language learning programs offered include:

Dual Language Immersion – classrooms composed of English speakers and foreign language students.

Structured English Immersion – nearly all classroom instruction is in English. [EC 306, 310(b)(2); 5 CCR 11310]

■ Curriculum and Personal Beliefs

Whenever any part of the instruction in health or family life education conflicts with your religious training and beliefs or personal moral conviction, or those of your child, your child shall be excused from such instruction if you request an excuse in writing. [EC 51240] As used in the section, "religious training and beliefs" includes personal moral convictions.

Family Life, Human Development, and Sexual Health Education

Your child will be taking classes in compliance with the California Healthy Youth Act. These will include instruction in comprehensive sexual health education, HIV prevention education, and research findings regarding pupil health behaviors and risks. Any written and audio-visual educational materials planned for use are available for inspection prior to the start of classes. You may have copies of non-copyrighted material that will be presented by a consultant or guest speaker for ten cents (10¢) per page. You will be notified before such instruction, and have a right to request, in writing, that your child not participate in any or all activities. You may withdraw this request at any time. School districts must ensure that all participating pupils receive sexual health instruction from personnel adequately trained in appropriate courses. Staff teaches

these classes. During this class, students in grades 7-12 may be asked to anonymously, voluntarily, and confidentially fill out evaluation and research tools such as surveys, tests, or questionnaires measuring student attitudes toward health, sex, and risk behaviors. Copies of Education Code Sections 51933, 51934, and 51938 can be requested from the District or can be obtained online at www.leginfo.legislature.ca.gov. [EC 51933, 51934, 51937-51939]

Sex Education Courses

No governing board of a public elementary or secondary school may require pupils to attend any class in which human reproductive organs and their functions and processes are described, illustrated or discussed, whether such class be part of a course designated as "sex education" or "family life education" or by some similar term, or part of any other course which pupils are required to attend.

Any written or audiovisual material to be used in a class in which human reproductive organs and their functions and processes are described, illustrated, or discussed shall be available for inspection by the parent or guardian at reasonable times and places to the holding of a course which includes such classes. The parent or guardian shall be notified in writing of his/her opportunity to inspect and review such materials.

This section shall not apply to description or illustration of human reproductive organs which may appear in a textbook, adopted pursuant to law, on physiology, biology, zoology, general science, personal hygiene, or health.

Nothing in this section shall be construed as encouraging the description, illustration, or discussion of human reproductive organs and their functions and processes in the public elementary and secondary school.

The certification document of any person charged with the responsibility of making any instructional material available for inspection under this section or who is charged with the responsibility of notifying a parent or guardian of any class conducted within the purview of this section, and who knowingly and willfully fails to make such instructional material available for inspection or to notify such parent or guardian, may be revoked or suspended because of such act. The certification document or any person who knowingly and willfully requires a pupil to attend a class within the purview of this section when a request that the pupil not attend has been received from the parent or guardian may be revoked or suspended because of such act. EC 51550

Education Sexually Transmitted Disease - Infection

School districts maintaining elementary or secondary schools may offer units of instruction in sexually transmitted disease education in such schools with the assistance and guidance of the State Department of Education. The grade level at which such instruction shall be given shall be determined by the Governing Board of the school district.

If sexually transmitted disease classes are offered, the parent of each pupil enrolled or to be enrolled in the class must be notified in writing of the instructional program. The notice must also advise the parents of their right to inspect the instructional materials to be used in the class and of their right to request the school authorities that their child not attend any such class.

Sending the required notice through the regular United States mail or any other method of delivery which the school district commonly uses to communicate individually in writing to all parents meets the notification requirements of this section.

The parent of any pupil enrolled or to be enrolled in any sexually transmitted disease education class shall be provide the opportunity to inspect the textbooks, audiovisual aids, and any other instructional materials to be used in such classes. EC 51820

Dissection of Animals

If your child chooses not to participate in the dissection of animals, and if the teacher believes that an adequate alternative education project is possible, the teacher may work with the student to develop and agree upon an alternative education project for the purpose of providing your child an alternate avenue for obtaining the information required by the class. The school will need a signed note from you indicating your child’s objection. [EC 32255].

Tests/Surveys on Personal Beliefs

You and/or your child(ren) over 18 will be notified before administration of tests, questionnaires, surveys, examinations, containing questions about your child’s, or your personal beliefs, political practices, mental health, anti-social, illegal, self-incriminating, demeaning behavior, critical appraisals of others close to the family, about legally confidential relationships such as ministers or doctors, income (unless to determine eligibility for receiving assistance), sex, family life, morality, or religion. You will be asked for written permission except for exempt surveys (in grades 7-12) that are part of sexual health programs or State surveys. Parents may opt their child(ren) out of all surveys, including those seeking information to be used in marketing. Parents have the right to review any survey or educational materials related to the survey on any of the above items. The District has developed policies relating to surveys and personal information. Notice will be sent to parents prior to such test or survey. If you believe your rights have been violated, you may file a complaint with the Family Policy Compliance Office at U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920. [EC 51513, 60614, 51938; 60615; PPRA; 34 CFR 98; ESEA]

■ University Admissions

University of California/California State University Admissions

Admission to the California State Universities requires a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A GPA of 2.0 (C) or higher is required for regular admission. Admittance is based on an eligibility index that combines multiple items. Transfer students are accepted.

Admission to the University of California requires completion of the 15 yearlong high school course list. These courses are also known as the “a-g” subjects. At least seven of the 15 yearlong courses must be taken in the student’s last two years of high school. A GPA of 3.0 (B) or higher is required for California residents. [EC 48980, 51229]

Links to University of California/California State University requirements:

www.universityofcalifornia.edu/admissions/undergraduate.html

www.calstate.edu/admission/admission.shtml

www.csumentor.edu/planning/high_school/

www.ucop.edu/doorways/

Definition of career technical education

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. More information is available about Career Technical Education at California Department of Education, www.cde.ca.gov/ci/ct. [EC 48980(l), 51229]

High School Graduation Requirements compared to UC/CSU Requirements

	<u>EC</u>	<u>CSU</u>	<u>UC</u>	<u>WJUSD</u>
History/Social Science (a)	3	2	2	3
English (b)	3	4	4	4
Mathematics (c)	2	3 ⁺¹	3 ⁺¹	3 / 2 Δ
Science (d)	2	2 †	2 †	2
Foreign Language (e)		2	2 ⁺¹	
Visual/Performing Arts (f)	1	1	1	1
Career Technical Education ‡				
Physical Education	2			2
Health				0.5
Technology				0.5 / 0 Δ
Elective (g)		1	1	7 / 5.5 Δ
Community Service (hours)				40 / 0 Δ

⁺¹ One additional year is recommended in Mathematics for both CSU and UC, and in Foreign Language for UC.

† Specifics of courses vary from CSU to UC.

‡ The Woodland Joint Unified School District has adopted

a policy that allows Career Technical Education courses to be counted toward graduation. Which “(a)-(g)” requirement applies varies by course.

Δ Indicates requirements at Cache Creek High

At this time Woodland Joint Unified School District offers the following Career Technology Education courses that qualify toward the UC/CSU “(a)-(g)” requirements:

- Agricultural Biology (d)
- Agricultural Chemistry (d)
- Environmental Science AP (ROP) (d)
- Environmental Science (g)
- Earth Environmental Science (g)
- Forensic Science (g)
- Physical Science of Exploration (g)
- Art and Culture of Floral Design(f)
- Biochemistry of Food (g)
- Veterinary Science ROP (g)
- Ag Econ/Government Policies (g)
- Internet Engineering 1 (g)
- Internet Engineering 2 (g)
- Introduction to Engineering Design (g)
- Principals of Engineering (g)
- Animal Science (g)

[BP/AR 6146.1 August 2016; EC 35186, 48412, 48430, 49701, 51225.3, 51225.5, 51228, 51240-51246, 51410-51412, 51420-51427, 60850-60859; 5 CCR 1600-1651]

College or Career Counseling

High school counselors are trained to help students prepare for college and career training. They guide students through all of the steps including information about financial aid, UC/CSU eligibility requirements, and careers. Counselors are available by appointment and will meet with students and their families. [EC 48980, 51229; ne]

SPECIAL PROGRAMS

■ English Learner Programs—English Language Education

Language Acquisition Programs

- (a) LEAs shall provide language acquisition programs for English learners consistent with these regulations.
- (b) Whenever an LEA establishes a language acquisition program, the LEA shall confer with school personnel, including teachers and administrators with authorizations required to provide or oversee programs and services for English learners, regarding the design and content of the language acquisition program.
- (c) Any language acquisition program provided by an LEA shall:

- (1) Be designed using evidence-based research and include both Designated and Integrated ELD;
- (2) Be allocated sufficient resources by the LEA to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
- (3) Within a reasonable period of time, lead to:
 - (A) Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and
 - (B) Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.
- (d) At a minimum, an LEA shall provide a program of Structured English Immersion for English learners, which includes Designated and Integrated ELD.
- (e) An LEA may provide language acquisition programs, including programs that integrate instruction for native speakers of English and native speakers of another language and meet the requirements of subdivision (c).

[5 CCR 11309; EC 305, 306, 44253.3, 44253.4; 20 USC 1703, 6311]

Parental Notice

- (a) An LEA shall notify parents of the language acquisition programs and language programs available in the LEA at the time and in the manner specified in Education Code sections 48980 and 48981. The notice specified in this section shall include a description of the process for parents to request a language acquisition program or language program for their child.
- (b) Regarding language acquisition programs, the notice shall include:
 - (1) A description of any such programs provided, including Structured English Immersion;
 - (2) Identification of any language to be taught in addition to English, when the program model includes instruction in another language;
 - (3) The information set forth in section 11309(c); and
 - (4) The process to request establishment of a language acquisition program not offered at the school.
- (c) Regarding language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program’s effectiveness.
- (d) Parents of pupils enrolling in an LEA after the beginning of the academic school year shall be provided the notice described above upon enrollment. An LEA may provide notice to parents at additional times throughout the year.

- (e) The notice to parents pursuant to this section shall be provided as described above. Additionally, verbal notice shall be provided, upon request, as reasonably necessary to effectuate notice to the parents.

[5 CCR 11310; EC 305, 306, 310, 48980, 48981; 20 USC 1703(f), 6311, 6318]

Parent Requests to Establish a Language Acquisition Program

- (a) An LEA shall establish a process for schools of the LEA to receive and respond to requests from parents of pupils enrolled in the school to establish a language acquisition program other than, or in addition to, such programs available at the school. The LEA process shall require each school to make a written record of each request, including at least the following:
- (1) The date of the request;
 - (2) The names of the parent and pupil;
 - (3) A general description of the request; and
 - (4) The pupil's grade level on the date of the request.
- (b) Each school shall maintain a written record of verbal requests that includes the information set forth above.
- (c) Each school shall assist parents in clarifying requests, as needed.
- (d) Each school shall retain written records of parent requests for language acquisition programs for at least three years from the date of the request.
- (e) A parent whose pupil is enrolled in a school for attendance in the next school year may submit a request for a language acquisition program.
- (f) A school shall consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether a threshold specified in subdivision (h) is reached.
- (g) Each school shall monitor the number of parent requests for language acquisition programs on a regular basis and notify the LEA immediately upon reaching a threshold specified in subdivision (h).
- (h) When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade level enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking the following actions:
- (1) Within 10 school days of reaching a threshold described in subdivision (h), notify the parents of pupils attending the school, the school's teachers, administrators, and the LEA's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program;
 - (2) Identify costs and resources necessary to implement any new language acquisition program, including but not limited to certificated teachers with the appropriate authorizations, necessary instructional materials,

pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and

- (3) Determine, within 60 calendar days of reaching a threshold described in subdivision (h), whether it is possible to implement the requested language acquisition program; and provide notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators, of its determination;
- (A) In the case of an affirmative decision to implement a language acquisition program at the school, create and publish a reasonable timeline of actions necessary to implement the language acquisition program.
- (B) In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided, and may offer an alternate option that can be implemented at the school.
- (i) Each school shall follow the process set forth in subdivision (h), even when the LEA provides the requested language acquisition program at another school of the LEA at the time the threshold specified in subdivision (h) is met.

[5 CCR 11311; EC 305, 310, 44253.3, 44253.4; 20 USC 1703(f)]

Language Programs

If an LEA provides a language program or proposes to offer a language program, the LEA shall establish a process for schools of the LEA to receive and respond to input from parents and stakeholders regarding the non-English language in which instruction is provided. [5 CCR 11312; EC 305(c)]

Language of Parental Notice

All notices and other communications to parents required or permitted by these regulations must be provided in English and in the parents' primary language to the extent required under Education Code section 48985. [5 CCR 11316; EC 48985; 20 USC 1703(f), 6318]

Definition of Terms:

- (a) "Designated English Language Development" means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist English learners to develop critical English language skills necessary for academic content learning in English.
- (b) "English learner parent advisory committee," means the committee established by a school district or county superintendent of schools pursuant to Education Code sections 52063 and 52069, and Title 5 California Code of Regulations section 15495(b).
- (c) "Integrated English Language Development" means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards.

Integrated ELD includes specially designed academic instruction in English.

- (d) “Language acquisition programs” are educational programs designed for English learners to ensure English acquisition as rapidly and effectively as possible, that provide instruction to these pupils on the state-adopted academic content and ELD standards through Integrated and Designated ELD, and that meet the requirements described in section 11309 of this subchapter. Language acquisition programs may include, but are not limited to, dual language programs, transitional and developmental programs for English learners, and Structured English Immersion, as specified in Education Code section 306, subdivision (c).
- (e) “Language programs” are programs that are designed to provide opportunities for pupils to be instructed in languages other than English to a degree sufficient to produce proficiency in those languages, consistent with the provisions of Education Code section 305, subdivision (c).
- (f) “Local control and accountability plan (LCAP)” means the plan created by a local educational agency (LEA) pursuant to Education Code sections 52060 or 52066, as applicable to the LEA.
- (g) “Local educational agency (LEA)” means a school district or county office of education.
- (h) “Multilingual” means proficiency in one or more languages, in addition to English.
- (i) “Parent advisory committee” means a committee established by a school district or county superintendent of schools pursuant to Education Code sections 52063 or 52069.
- (j) “Parents” means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for a pupil pursuant to Welfare and Institutions Code section 361 or 727, or Education Code section 56028 or 56055, including foster parents who hold rights to make educational decisions.
- (k) “Stakeholders” means parents, pupils, teachers, administrators, other school personnel, and interested members of the public.
- (l) “State-adopted academic content standards” means standards adopted by the State Board of Education for the subject matter covered in Education Code sections 18100, 18101, 51210.2, 51222, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.5, 60605.8, 60605.11, and 60605.13.
- (m) “State-adopted English language development standards” means standards adopted pursuant to Education Code section 60811.

[EC 305, 306, 310, 330, 18100, 51210.2, 51222, 52060, 52063, 52064, 52066, 52067, 52068, 52069, 52029, 56055, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.5, 60605.8, 60605.11, 60605.13; WIC 361, 727]

Community Engagement.

- (a) As part of the development of the LCAP and annual updates, an LEA shall inform and receive input from stakeholders,

including the English learner parent advisory committee, if such a body is required by law, and the parent advisory committee, regarding the LEA’s existing language acquisition programs and language programs and possibly establishing other such programs.

- (b) An LEA process for informing stakeholders and receiving input may include procedures such as stakeholder surveys, forums, and meetings with school advisory committees or other groups representing stakeholders.
- (c) Prior to adoption of an LEA’s LCAP, the school district superintendent or the county superintendent of schools shall include a written response to input received from the LEA’s English learner parent advisory committee, if such a body is required by law, and parent advisory committee relating to language acquisition programs and language programs with the superintendent’s response as described in Education Code sections 52062 and 52068.

[EC 305, 306, 52060, 52062, 52063, 52066, 52067, 52068]

■ Community-Based English Tutoring

In furtherance of its constitutional and legal requirement to offer special language assistance to children coming from backgrounds of limited English proficiency, the state shall encourage family members and others to provide personal English language tutoring to such children, and support these efforts by raising the general level of English language knowledge in the community.

Programs funded pursuant to this section shall be provided through schools or community organizations. Funding for these programs shall be administered by the Office of the Superintendent of Public Instruction, and shall be disbursed at the discretion of the local school boards, under reasonable guidelines established by, and subject to the review of, the State Board of Education. [EC 315, 316]

■ CHILD FIND: Students with Disabilities

The district has the responsibility for conducting Child Find activities in order to locate, identify and evaluate all children who are suspected of having, or have, one or more disabilities from birth through age 21. This applies to all children who reside within the district, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state. [20 USC 1412(a) (3)]

The purpose of Child Find is to assure that students with disabilities are afforded a free, appropriate public education (FAPE). Students with disabilities may be entitled to special education in accordance with an individual education program (IEP) and/or a plan of accommodations in accordance with Section 504 of the Rehabilitation Act. If you believe that your child may have a disability, please contact the principal of your school or the special education director of the district. [EC 48853, 56020 et seq., 56040,

■ Gifted and Talented Education (GATE)

The purpose of the Gifted and Talented Education (GATE) program is to provide challenging curriculum and instruction to students with identified potential for exceptional achievement. All third grade students are screened for program eligibility. Other students may be referred by teachers or parents for evaluation for the program. All children are eligible for the nomination process. Formal identification is based on established district criteria. Evaluations are conducted annually. Questions may be directed to the district GATE Coordinator.

■ Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. The Woodland Joint Unified School District operates several alternative schools: Community Day School; Cache Creek High School and Adult School for high school graduation. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to: (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy. (b) Recognize that the best learning takes place when the student learns because of his desire to learn. (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects. (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process. (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. [EC 58500 & 58501]

SPECIAL EDUCATION AND RELATED SERVICES

■ Participation in making decisions about your child's education

You have the right to refer your child for special

education services. You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in an IEP meeting about the identification (eligibility), assessment, educational placement of your child and other matters relating to your child's free appropriate public education. [EC 56341(b), 56343(c); 20 USC 1414(b)(c) (d) and (f)]

■ Prior Written Notice

You have the right to receive a written notice from the school district before decisions affecting your child's special education are put into place. These include decisions to:

1. identify your child as a child with a disability, or change your child's eligibility from one disability to another;
2. evaluate or reevaluate your child;
3. provide a free appropriate public education to your child, or change a component of your child's free appropriate public education;
4. place your child in a special education program; or,
5. change your child's special education placement.

You also have the right to written notice from the school district if the district refuses your request to take these actions. [EC 56500.4; 20 USC 1415(b)]

■ Nondiscriminatory Assessment

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory. Assessment materials must be provided and the test(s) administered in your child's native language or mode of communication, unless it is clearly not feasible to do so. No single procedure can be the sole criterion for determining eligibility and developing an appropriate education program for your child. [EC 56001(j), 56320; 20 USC 1414(a)(b)]

■ Individualized Education Program (IEP)

The public education agency initiates and conducts meetings for the purpose of developing, reviewing and revising the individualized education program of each child with a disability. The IEP documents the child's eligibility for special education services and parents receive a copy of each IEP for their child. These meetings are conducted by the individualized education program (IEP) team.

Each special education local plan area shall ensure that a continuum of service options is available to meet the needs of individuals with exceptional needs for special education and related services, and that this continuum of service options is discussed through the individual education program team meeting. [EC 56360 ; 20 USC 1400 et seq]

■ Mediation and Alternative Dispute Resolution (ADR)

You may ask the school district to resolve disputes through mediation, which is less adversarial than a due process hearing. Alternative Dispute Resolution (ADR) may also be available in your district. Mediation and ADR are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing. The parents and the school district must agree to try mediation before mediation is attempted. A mediator is a person who is trained in strategies that help people come to agreement over difficult issues. [EC 56500.3; 20 USC 1415(e)]

SCHOOL RECORDS AND STUDENT ACHIEVEMENT

■ Pupil Records

Parents, guardians, foster parents, certain caregivers, and students over 18 have the right to review, get copies, and inspect school records within five business days of a written or oral request or before any meeting regarding an individualized education program or a hearing. Those records are confidential, and privacy will be maintained. Student records are provided to schools where student transfers or wants to enroll. In some instances information about your child may be released to District staff, foster agencies, short-term residential treatment programs, after school programs, summer camps, lawyers, law enforcement, state researchers, and nonprofit researchers. Sharing of pupil records must conform to federal laws and in some cases must be approved by the State Committee for Protection of Human Subjects. The records include transcripts, discipline letters, commendations, attendance, and health information. The records are maintained at school sites by the registrar or secretary. Parents must contact the school principal regarding requests for or concerns about student records. Outside agencies should submit written requests for student records to the Director of Student Services at 435 Sixth Street, Woodland, CA 95695. In addition, all special education records, including assessment reports and individual educational plans (IEPs), are maintained in the Special Education Department at the District Office.

There is someone to help interpret the material. When more than one child is named in the records, parents may only see material related to their child. If requested, the district will provide a list of types and locations where materials are held. There is a log of who has viewed the records that is kept at the same location as the records. District policy or administrative regulation 5125 sets forth the criteria by which school officials and employees can look and change or delete the files and why. Files may be reviewed to identify students eligible for public school choice or supplemental educational services. You may have copies made for ten cents (10¢) per page. If you

cannot afford the cost of copies they will be provided free of charge. You also have the right to file a written request with the superintendent challenging the records. You can challenge the records if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's expertise, comment not based on personal observation with time and date noted, misleading information, or violation of privacy rights. You can file a complaint about how your request was handled with the district or with United States Department of Education. You will get to meet with the superintendent or designee within 30 days. If your challenge is sustained, the changes will be made. If not, you can appeal to the school board, which has final authority. If you still have a different view, your view can be included in the student's record. [EC 8484.1, 49063, 49060, 49068, 49069, 49069.3, 49070-49079.7, 51101, 56043, 56504; CC 1798.24(t); FERPA; 20 USC 1232(g); 34 CFR Part 99]

Inspection of Student Records

State law requires that the District notify you of the following rights which pertain to student records. (EC 49063)

- a. A parent or guardian has the right to inspect and review student records relating directly to their child during school hours or obtain a copy of such records within five (5) days of his/her request. Parents or guardians may have copies made of the contents for ten cents (10¢) per page.
- b. Any parent who wishes to review the types of student records and information contained therein may do so by contacting the principal at his/her child's school. The principal of each school is ultimately responsible for maintenance of student records.
- c. A parent with legal custody has a right to challenge information contained in his/her child's records. Any determination to expunge a student's record is made after a review of said record(s) by site administrators and certificated staff. Following an inspection and review of student records, the parent may challenge the content of the student's record. The right to challenge becomes the sole right of the student when the student becomes eighteen (18) years of age.

The parent may file a written request with the Superintendent of the District to remove any information recorded in the written records concerning the child which is alleged to be:

- (1) Inaccurate.
- (2) An unsubstantiated personal conclusion or inference.
- (3) A conclusion or inference outside of the observer's area of competence.
- (4) Not based on the personal observation of a named person with the time and place of the observation.
- (5) Misleading.

Within thirty (30) days, the Superintendent shall meet with the parent/guardian and the certificated employee

who recorded the information, if any, and if the person is still employed with the District, and sustain or deny the allegations. If the allegations are sustained, the Superintendent shall order the correction, removal or destruction of the information. If the Superintendent denies the allegations, the parent may appeal the decision to the Governing Board within thirty (30) days. The Board shall determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it shall order the Superintendent to immediately correct, remove or destroy the information from the written records of the student.

If the final decision of the Board is unfavorable to the parents, or if the parent accepts an unfavorable decision by the District Superintendent, the parent shall have the right to submit a written statement of objections to the information. This statement shall become a part of the student's school record until such time as the information objected to is removed.

Both the Superintendent and the Board have the option of appointing a hearing panel in accordance with Education Code sections 49070-49071 to assist in the decision making. The decision as to whether a hearing panel is to be used shall be made at the discretion of the Superintendent or the Board and not of the challenging party.

- d. A Student Records Log is maintained for each student. The Student Records Log lists persons, agencies or organizations requesting and/or receiving information from the records to the extent required by law. Student Record Logs are located at each school and are open to inspection by parents or guardians.
- e. School officers or employees having a legitimate educational interest may access student records without first obtaining parental consent. "School officers and employees" are persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and District-employed law enforcement personnel) a Board member, a person or company with whom the District has contracted to perform a special service (such as an attorney, auditor, medical consultant, or therapist) or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A "legitimate educational interest" is one held by a school officer or employee whose duties and responsibilities create a reasonable need for access. Files may be reviewed to identify students eligible for public school choice or supplemental educational services.
- f. Parents and guardians have the right to authorize the release of student records to themselves. Only parents and guardians with legal custody can authorize the release of student records to others.
- g. Parents and guardians will be charged ten cents (10¢) per page for the reproduction of student records.
- h. Parents have a right to file a complaint with the U.S.

Department of Education for alleged violations of parent rights related to student records.

- i. Parents may obtain a copy of the District's complete student records policy by contacting the Superintendent.

Family Education Rights Privacy Act (FERPA)

In addition, you have certain rights regarding student information and records which are guaranteed under federal law. A handout notifying you of these rights is available upon request.

Release of Student Information

The Board of Trustees recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information only in accordance with law, Board policy, and administrative regulation. The Superintendent or designee may release student directory information to representatives of the news media or nonprofit organizations in accordance with Board policy and administrative regulation. The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on his/her determination of the best interests of district students.

Colleges and prospective employers, including military recruiters, shall have access to directory information. Military recruiters shall have access to a student's name, address, and telephone number, unless the parent/guardian has specified that the information not be released in accordance with law and administrative regulation.

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and prospective employers, in accordance with Board policy. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled provided that they use this information only for purposes directly related to the institution's academic or professional goals. [BP 5125.1 August 2016; EC 49061, 49063, 49073, 49073.5, 49603; 10 USC 503; FERPA; 20 USC 7908; 42 USC 11434(a)]

Directory information includes student's name, address, telephone number, email address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous school attended. You may have the district withhold any of this information by submitting a request in writing to your school principal or the Director of Student Services, 435 Sixth Street, Woodland, CA 95695-3615, phone 406-3150. In the case of students with exceptional needs or who are homeless, no material can be released without parent or guardian consent. [AR 5125.1

Student Data from Social Media Websites

School Districts may adopt a plan to gather student information from social media websites. The Governing Board has not adopted such a plan, but may consider it in the future. The information would pertain only to student or school safety, and must be destroyed within one year of the student leaving the District or turning 18. [EC 49073.6]

■ Regulations Regarding Pupil Achievement

The Board of Education believes good communication between parents and teachers is important in the educational process. All appropriate forms of communication should be used. The progress report should reflect student progress in classwork and proficiency levels and indicate educational growth in relation to the student's ability, citizenship and effort. [EC 49067]

■ Teacher Qualifications

A provision of federal Title I requires all districts to notify parents of children in Title I schools that they have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals including state qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency provisions, college major, graduate degrees and subject, and if paraprofessionals or aides are in the classroom and what their qualifications are. [ESEA; 20 USC 6311; 34 CFR 200.61]

■ School Safety Plan

Every year, each school shall review and update its plan by March 1. Each school shall make its plan public and shall share the plan with numerous community leaders, school site personnel, and parent groups. Plans should, among other things, provide guidance for the response to and/or the prevention of bullying, child abuse, and disasters. Key elements are to be described in the School Accountability Report Card. Planned responses to criminal incidents need not be disclosed. The Uniform Complaint Procedure can be used regarding School Safety Plan compliance. [EC 32281, 32282.1, 32286, 32288, 32289, 51101]

STUDENT SERVICES

■ Nutrition Program

Our mission is "Planting the seeds of nutrition in our students to grow into success for the future". Our Food Services Department Student Nutrition Staff is dedicated to providing high quality meals created to ensure that nutritious food choices are available to all students.

The district serves meals every school day. Students may buy a lunch for \$2.50 (elementary) and \$3.00

(secondary) and/or breakfast for \$1.50 (elementary) or \$1.75 (secondary). Adults may buy a breakfast for \$2.25 or a lunch for \$3.50. Milk is included in lunch prices and can also be purchased a la carte for 50¢ – prices may be subject to change. Eligible students may receive meals free or at a reduced price. [EC 49510-49520; 42 USC 1761(a); ne]

Meal Charge Policy

It is the parent's/guardian's responsibility to ensure their child has sufficient funds on their account to cover all school meals and to keep abreast of their child's account.

The purpose of this policy is to establish consistent meal account procedures throughout the district. Unpaid charges place a financial strain on the Nutrition Services Department and District. The goals of this policy are:

- To treat all students with dignity in the serving line regarding meal accounts. All students will receive the same meal regardless of account balance status.
- To establish a consistent district policy regarding charges and collection of charges.

Scope of Responsibility:

The Nutrition Services Department: Responsible for maintaining charge records and notifying the parents/guardians with written documentation of outstanding balances. Approximately three weeks prior to school starting, all enrolled families will be provided a free/reduced application. During the first two weeks in September and the final week of September, any student without an application will be provided with another application and the family will be notified via automated phone message that the student does not have an application on file. Efforts will continue throughout the school year to obtain applications from students who exhibit financial hardships.

School Principals: Responsible for working with School Nutrition Managers to obtain free/reduced applications for students exhibiting financial hardships.

The School District: Responsible for supporting Nutrition Services Department in collection of debt and reconciliation of accounts.

The Parent/Guardian: Responsible for immediate payment, or completion of a meal application, or request to be put on a payment plan.

Administration:

Parents/guardians shall be notified whenever their account has a negative balance of \$3.00 or more.

Whenever a student's account has an unpaid balance of \$50 or more, parents/guardians shall be notified in writing that full payment is due upon receipt of notice. Students with negative balances will be contacted by the Nutrition Services Department. This will be done via a weekly

automated phone message and then in a written letter, or electronic e-mail if provided by family.

For departmental record-keeping, the District should be notified monthly of all negative balances.

Graduating seniors and graduating eighth graders must pay all charges in full prior to May or enter into a payment plan agreed upon by both parties.

Adults cannot charge meals or beverages.

Students cannot charge ala carte items such as milk, juice, water, or snacks.

In cases of repeated nonpayment by a student, the Superintendent or designee may contact parents/guardians to discuss the reasons for the nonpayment. The Superintendent or designee may evaluate individual circumstances to determine if the student's parents/guardians need assistance completing an application for free or reduced-price meals or need referral to social services.

The Superintendent or designee may enter into a repayment plan with a student's parents/guardians for payment of the student's unpaid meal charge balance over a period of time.

The District's efforts to collect debt shall be consistent with district policies and procedures, California Department of Education (CDE) guidance, and 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid meal charges.

The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss.

■ Student Use of Technology

The Board of Trustees intends that technological resources provided by and used in the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of technology devices, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Use of District Computers for Online Services/ Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced.

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access. [BP 6163.4 May 2017; EC 49073.6, 51006, 51007, 60044; PC 313, 502, 632, 653.2; 15 USC 6501-6506; 20 USC 6751-6777; 47 USC 254; 16 CFR 312.1-312.12; 47 CFR 54.52]

Administrative Regulation

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

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

Online/Internet Services: User Obligations and Responsibilities

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

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.
3. Students in grades 3-12 will be allowed to bring their own approved technology device to their school site subject to the student Technology Use Agreement and the terms listed.
 - a. Approved devices must access the Internet through the districts network.
 - b. During class time, the device may only be used to access files, applications or Internet sites which are relevant to the classroom curriculum.
 - c. Students must comply with a staff member's request for devices to be turned off.
 - d. Using personal technology devices is a privilege, if this privilege is abused the privilege can be taken away.
 - e. The district is not liable for any device stolen or damaged on campus.
 - f. If the district has a reasonable suspicion that there has been a violation of a school rule or law, district personnel may conduct a reasonable search of the device. In addition, in some instances the district may be required to collect and turn over a device to law enforcement to investigate possible violations of law.
4. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors.
5. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct

electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians. Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.

6. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
7. Students shall not use the system to engage in commercial or other for-profit activities.
8. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
9. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.
10. Students shall not upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
11. Students shall not attempt to bypass the filter and network security measures.
12. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.
13. Students shall report any security problem or misuse of the services to the teacher or principal.

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

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Technology Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy. [AR 6163.4 May 2017]

Student Email Accounts

Students in grades 7-12 will have email accounts. Students in grades 7 and 8 will be able to send and receive email messages within the WJUSD email system. Students in grades 9-12 will not be limited to sending and receiving email messages from within the WJUSD email system.

School-Provided Chromebooks

Students in grades 5-12 will be provided with a Chromebook to use at school and at home.

School-Provided Internet Access

Students in grades 3-12 may bring their own technology device to school. [BP 6163 June 2015] Students, using district resources or their own devices, will be under teacher direction and monitored as any other classroom activity.

■ **Academic and Non-Academic Courses, Classes, Electives, Activities, Sports, and Related Facilities**

State and federal law require academic and nonacademic courses, classes, electives, school-related activities, team sports, athletic competitions, and school facilities be available to all students without regard to their gender or gender identity, and irrespective of the gender listed in their records. Beginning in seventh grade counselors will meet with each student regarding course selection. Staff will not counsel students into programs, courses, or careers based on their gender or gender identity. The District Uniform Complaint Procedure may be used to file a complaint. [EC 221.5, 221.8, 49600, 48900; GC 11135, 11138; Title VI, Title IX; § 504; California Interscholastic Federation (CIF) 300D]

Student Immigrant and Religious Rights

All school age children must be admitted to California Public Schools and be offered all programs accessible to other students. School districts cannot ask about a student's immigrant or religious status. The state Attorney General has information about "know your rights": <https://oag.ca.gov/immigrant/rights>. Immigrant students are still considered residents of their current school district even if parents are deported or are being held in custody. [EC 200, 220, 234.1]

■ **School Accountability Report Card**

The School Accountability Report Card is available on request, and is available annually by February 1st on the Internet at www.wjusd.org. It contains information about the district and school regarding the quality of programs and its progress toward achieving stated goals. A copy will be provided upon request. [EC 33126, 32286, 35256, 35258, 51101]

■ **Services to Disabled Pupils**

If you have reason to believe your child (ages 0 through 21 years) has a disability requiring special services or accommodations, tell or write the school. Your child will be evaluated to determine whether he/she is eligible for free special or modified instruction or services.

The District wants to locate, identify and assess all children with disabilities whether homeless, wards of the state, enrolled in public or private schools. The District has policies guiding procedures for identification and

referral. Students identified with special needs will receive a Free Appropriate Public Education in the least restrictive environment. [EC 48853, 56020 et seq., 56040, 56301; 5 CCR 4622; 20 USC 1412, (10)(A)(ii), 1412(a)(6)(A); 34 CFR 300.121]

■ **Advanced Placement Examination Fees**

State funding is available to qualified low-income students to assist in paying all or part of Advanced Placement exams. [EC 48980(j), 52240]

■ **Pupil Fees**

While there are limited exceptions, families and students should not have to pay fees for most items related to public education. There are four types of fees identified in Education Code:

Pupil Fees: No fees or deposits can be required or collected for items including, but not limited to, materials, supplies, equipment, uniforms (i.e. band, cheerleading, basketball), lockers, locks, books, class apparatus, musical instruments.

Educational Activity Fees: No fees can be required or collected for student participation in an event or activity, either curricular or extracurricular, that is an essential part of a student's education or for transportation to those events. There can be no fees required for registering or participating in regular or extra classes.

Voluntary Donations: While voluntary donations may be suggested for activities, no student may be denied participation based on the family's ability to make a donation.

Exceptions – When fees may be required: By law, there are exceptions to the prohibition against charging of fees or deposits. These exceptions include, but are not limited to, transportation to non-essential activities, non-essential events where attendance is optional (such as a school dance), food served to students, damage to district provided materials such as textbooks, cost of community service classes, and fingerprinting. Money may also be collected for material used for projects that a student will be taking home, such as, material used in a career class like woodshop or sewing. The Uniform Complaint Procedure can be used regarding pupil fee compliance. A complaint may be filed with the school principal, and may be filed anonymously.

[EC 17551, 17552, 19911, 32030-32033, 32220-32224, 32390, 35330, 35331, 35335, 38084, 38118, 38120, 39807.5, 48052, 48053, 48904, 49010-49013, 49063, 49065, 49066, 51815, 52373, 52612, 52615, 52920-52922, 60070; 5 CCR 4610, 4630]

■ **Transportation Services**

Riding the school bus in California is a privilege. School bus service is **NOT** mandated by law. The Woodland Joint Unified School District provides home to school bus service

for rural, redirects, and special needs routes. Students will only be picked up or dropped off at their designated stop.

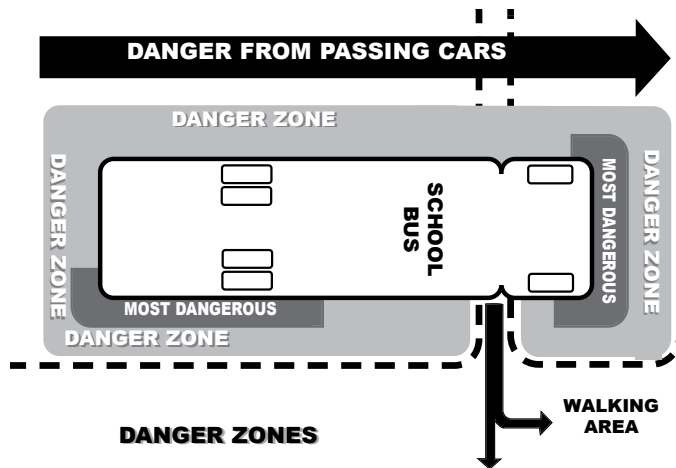
School bus stops

The Department of the California Highway Patrol is the agency that oversees the safe operation of school buses in the state. The laws and regulations set forth in Title XIII, California Code of Regulations Section 1238 govern the location of school bus stops. The bus driver or the parent/guardian must not alter designated school bus stops. Parents who meet their student at a bus stop must be sure to park their car, or stand on the same side of the street that the bus stop is located. Intentionally parking or standing across the street causes a “cross-over” situation in which the driver must now escort the student. Crossing streets must be kept to a minimum to enhance safety for all our students.

Rules of Conduct at School Bus Stops and While Riding on the School Bus

The Woodland Joint Unified School District Governing Board has adopted Rules and Regulations to assist students in understanding their responsibilities while riding buses of this school district. The following list of student’s actions constitutes violations of the established rules and regulations, pursuant to Education Code Section 48900:

1. Not being at the bus stop five minutes before bus arrival time.
2. Abusive body contact (bullying, slapping, hitting shoving, pulling hair, etc.) in or when loading or unloading buses.
3. Fighting on the bus or at the bus stop.
4. Using other than the student’s regularly designated bus stop.
5. Using profane language or obscene gestures.
6. Unauthorized exits (from emergency door or windows).
7. Putting any part of the body out of a bus window at any time.
8. Any movement out of the seats while bus is in motion.
9. Riding bus during suspension.
10. Not entering the bus in an orderly manner, taking a seat and remaining seated with feet on the floor facing toward the seat with feet out of aisles.
11. Creating excessive noise.
12. Any improper bus stop procedure (not lining up, rock throwing, playing in streets, any property damage at bus stops, etc.)
13. Any type of damage or defacing of bus.
14. Lighting of matches, cigarettes, smoking on bus, possession, use, or under the influence of any controlled substance.
15. Throwing any objects in, out of or at the bus.
16. Littering of any kind.
17. Transporting animals, insects in glass jars, or any glass containers and large parcels on bus.
18. Eating or drinking on bus.
19. Giving improper identification when requested by the driver.



20. Not taking specific seats assigned by the driver after causing disturbances.
21. Failure to follow bus driver’s instructions.
22. Failure to remain quiet at all railroad crossings.
23. Verbal or physical abuse to the driver.
24. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for pupils to be denied transportation in accordance with the regulations of the Governing Board of the District.

The order in which denial of transportation may occur (BP 3580):

First Citation: Warning of possible bus riding suspension.

Second Citation: Three-day bus riding suspension.

Third Citation: Two-week bus riding suspension.

Fourth Citation: Balance of school year bus riding suspension.

Fifth Citation: Possible permanent bus riding suspension.

Students must be in a straight line, facing the approaching bus and remain twelve (12) feet from the bus until it comes to a complete stop. Please review with your student the Danger Zones of the school bus identified in the illustration below:

Students are to go directly home after leaving the bus after school hours to check in with a parent or guardian.

Transportation Services can be reached by calling Dispatcher direct lines; (530) 406-5984 or (530) 406-5985, Monday through Friday, 5:30 am – 5:30 pm.

HEALTH SERVICES, HEALTH SCREENINGS, MEDICATION PROCEDURES

We would like to inform you of the school health services, and the ways we may work together to make this year successful to your child. There are the equivalent of 6.6 school nurses to serve district students. The nurses visit each elementary school approximately 2-4 days a month and each secondary school 2-3 days a week. School nurses are involved in health screening, health education, management of students who are ill, injured or have chronic diseases,

health counseling, communicable disease control and special education services. The school nurses are available to answer health related questions. Please contact your child's school to speak with your school nurse with any health related questions.

■ Required Immunizations

Students may not be admitted to a classroom setting in school unless he/she has been fully immunized against diphtheria, hepatitis b, haemophilus influenza type b, measles, mumps, pertussis (whooping cough), poliomyelitis, rubella, tetanus, and varicella (chickenpox). Students must be immunized for varicella or provide proof from a doctor stating child has had the disease. All advancing students, new students, or transferring students in grades 7 through 12 must be fully immunized, including a required booster against pertussis (Tdap). They shall not be admitted without the Tdap booster.

It is this district's policy that there be no "conditional" admittance to schools. Documented proof that immunizations are up-to-date is required before admission to school is granted. This requirement does not apply in at least the following instances:

- If note from physician is supplied saying physical or medical condition does not allow vaccination.
- If a homeless or foster child is enrolling.

The required immunizations are available through a usual source of medical care, County Health Department, a school nurse, or may be administered by a health care practitioner acting under the direction of a physician. Immunizations may be given at school. There may be funds for those who cannot access services.

If an outbreak of a communicable disease occurs at a school, the non-immunized student will be excluded for his/her own safety until such a time as directed by health officials or district administration.

Parents or guardians may refuse to allow the sharing of personal information related to their child's immunization records by notifying the County Health Department listed in this section. [HSC 120325, 120335, 120338, 120370, 120375, 120400, 120405, 120410, 120415, 120480; EC 48216, 49403, 48852.7, 48853.5; 17 CCR 6000-6075; 42 USC 11432(C)(i)]

■ Physical Examinations

For each child enrolling in the District for the first time in kindergarten or first grade, the parent or guardian must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. If your child does not receive this exam, you must file a waiver with the school district stating the reasons you are unable to obtain such services. You may have your child immunized at the same time that the physical examination is conducted. [EC 49450; HSC 124085, 124100, 124105]

These services may be available to you at no cost through the Child Health and Disability Prevention Program (CHDP). For information, you may contact:

Yolo County Health Services
137 N. Cottonwood Street
Woodland, CA 95695
(530) 666-8645

If you want your child to be exempt from physical examinations at school, file a written statement annually with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, he/she may be sent home and shall not be permitted to return to school until the contagious or infectious disease does not exist. [EC 49451; PPRA]

Health Screenings

VISION SCREENING is provided by a local optometrist or school nurse for students upon enrollment into the school system and in grades K, 2, 5 and 8. This screening identifies students with possible vision problems who are in need of further examination by an eye specialist. Visual acuity will include near vision assessment [EC 49455]. Color vision testing is offered to boys in grade 1. Parents will receive a letter if further examination is indicated.

HEARING SCREENING is offered to students in grades K, 2, 5, 8 and 10. Any student who fails the screening receives an individual hearing test by the nurse. Parents will receive a letter if further examination is indicated EC49451 49452 56001

DENTAL SCREENING may be offered to students in grades preschool through twelfth. A written note will be sent home with the opportunity to opt out of the assessment.

EPINEPHRINE AUTO INJECTORS for students who may experience a severe allergic reaction are available at all schools. Staff at each school site will be trained to identify a severe allergic reaction and how to administer the epinephrine.

AUTOMATED EXTERNAL DEFIBRILLATORS (AEDS) are on every school site, to be used on anyone who has a cardiac arrest on campus. Staff at each school site will be training in the use of the AED and in cardiopulmonary resuscitation.

The provisions of this section shall not apply to any child whose parents or guardian file with the principal of the school in which the child is enrolling, a statement in writing that they adhere to the faith or teachings of any well-organized religious sect, denomination, or organization and in accordance with its creed, tenets, or principals depend for healing upon prayer in the practice of their religion. [EC 208, 321, 323.7, 49451, 49452.5]

Kindergarten and/or First Grade Oral Health Assessment

Many things impact a child's school progress and success, including health. Children must be healthy to learn, and children with cavities are not healthy. Baby teeth are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school.

Parents or guardians must have their child's oral health assessed and have proof of the assessment by May 31 of the student's first school year (kindergarten or first grade). Assessments within the 12 months before the child enters school also meet this requirement. The assessment must be done by a licensed dentist or licensed or registered dental health professional. [EC 49452.8]

■ Medication

Children may take medication, which is prescribed by a physician, and get help from school personnel during the school day if:

1. The district designee has received a written statement from the physician detailing the medication name, method, amount, and time schedules by which the medication is to be taken; and
2. Parent, guardian, or caregiver annually submits a written statement asking the school district to assist their child in taking the medication or allow the student to self-administer certain medications. This includes allowing a school staff member to volunteer to identify the need for, and administer glucagon, epinephrine, and epilepsy seizure medication to a student. The letter gives permission to a district representative to communicate with the health care provider, pharmacist and acknowledge understanding of how the medication will be administered. Each school determines if it will have staff trained in the use and storage of auto-injectable epinephrine. The District will have a supply of epi-pens at each school site. [EC 49414(d), 49414.7, 49423, 49480]

Children may carry and self-administer a blood glucose level test, diabetes care, inhaled asthma medication, and auto-injectable epinephrine if the rules above are met and if a physician confirms in writing that the student is able to self-administer. [EC 49414, 49414.5, 49423, 49423.1, 49480]

If your child is on a continuing medication regimen for a non-episodic condition, you are required to notify the district designee of the medication being taken, the current dosage, and the name of the supervising physician. [EC 49480]

■ Emergency Cards

Please remember to keep your child's emergency card up-to-date with a phone number where you or another responsible adult can be reached at all times if your child

becomes ill or is injured at school. Also, it is very important to note on the emergency card any significant medical condition or regular medication.

■ Cooperation in Control of Communicable Disease and Immunization

Anything to the contrary notwithstanding, the Governing Board of any school district shall cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in school age children. For this purpose, the board may use any funds, property, and personnel for the district, and may permit any person licensed as a physician and surgeon or any person licensed as a registered nurse acting under the direction or supervision of a physician or surgeon as provided in subdivisions (b) and (c) to administer an immunizing agent to any pupil whose parents have consented in writing to the administration of such immunizing agent. [EC 49403(a)]

■ Medical and Hospital Services for Pupils

The Governing Board of any school district or districts which does not employ at least five physicians as full time supervisors of health, or the equivalent thereof, may provide, or make available, medical or hospital service, or both, through nonprofit membership corporations defraying the cost of medical service or hospital service, or both, or through group, blanket or individual policies or accident insurance or through policies of liability insurance from authorized insurers, for injuries to pupils of the district or districts arising out of accidents occurring while in or on buildings and other premises of the district or districts during the time such pupils are required to be therein or thereon by reasons of their attendance upon a regular day school of such district or other place of instructions, or while at any other place as an incident to school-sponsored activities and while being transported to, from, and between such places. No pupils shall be compelled to accept such service without his/her consent, or if a minor, without the consent of his parent or guardian. The cost of the insurance or membership may be paid from the funds of the district or districts, or by the insured pupil, his/her parent or guardian. Such insurance may be purchased from, or such membership may be taken in, only such companies or corporations as are authorized to do business in California. [EC 49472]

■ Medical and Hospital Insurance for Students

The district DOES NOT provide insurance on individual students. However, you may purchase accident insurance through the district for medical and hospital services covering your child. The insurance provides coverage for your child while on school grounds or in school buildings during the time your child is required to be there because of attendance during a regular school day of the district; or while being transported by the district to and from school or

other place of instruction; or while at any other place as an incident to school-sponsored activities. All children enrolling in kindergarten, first grade, or transferring into the district must be enrolled in a health care plan. There are several options for getting a health plan; through an insurance agent, or low cost provider such as Medi-Cal and Covered California. The school district assumes no liability for accidents to pupils at school. [EC 32221.5, 49452.9, 49472; PPACA]

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Covered California (800) 300-1506 or online at www.coveredca.com. [EC 49471]

School-Sponsored Athletics

If student participates in school-sponsored athletics other than physical education or athletic event during the school day, parents/guardians and the student athlete are required to annually; (1) complete a concussion awareness form, and (2) complete a sudden cardiac arrest awareness form. [EC 33479, 49475]

■ Parent's Responsibility to Inform the District of Pupil's Temporary Disability Requiring Hospitalization outside the District

Parents must be advised that if their child has a temporary disability and is in a hospital or other residential health facility, excluding a state hospital, which is located outside the district in which the pupil's parent resides, it is the parent's responsibility to notify the school district in which the hospital is located of the pupil's presence. The student will be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. Parents also shall be advised of the availability of individualized instruction for any pupil with a temporary disability which makes attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable. [EC 48207-8, 48206.3]

■ Sun Protection

Students when outdoors can wear sun protective clothing, including, but not limited to hats. Students may also apply sunscreen during the day without a doctor's note or prescription. [EC 35183.5, 35291, 35294.6]

■ Type-2 Diabetes Information

Type-2 diabetes is the most common form of diabetes in adults. Until a few years ago, type-2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type-2 diabetes in his or her lifetime.

Type-2 diabetes affects the way the body is able to use sugar (glucose) for energy. The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells. The pancreas makes insulin, a hormone that moves glucose from the blood to the cells. In type-2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise. Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia. Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type-2 Diabetes:

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type-2 diabetes be screened (tested) for the disease.

Researchers do not completely understand why some people develop type-2 diabetes and others do not. The following risk factors are associated with an increased risk of type-2 diabetes in children:

Being overweight: The single greatest risk factor for is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.

Family history of diabetes: Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.

Inactivity: Being inactive further reduces the body's ability to respond to insulin.

Specific racial/ethnic groups: Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type-2 diabetes.

Puberty: Young people in puberty are more likely to develop type-2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms:

Warning signs and symptoms develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type-2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type-2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss

- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Prevention Methods and Treatments:

Healthy lifestyle choices can help prevent and treat type-2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type-2 diabetes with medication.

The first step in treating type-2 diabetes is to visit a doctor who can determine if a child is overweight. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type-2 diabetes).

Types of Diabetes Screening Tests Available:

Glycated hemoglobin (A1C) test: A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

Random (non-fasting) blood sugar test: A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.

Fasting blood sugar test: A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.

Oral glucose tolerance test: A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type-2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

■ Fluoride Treatments

Children are eligible for fluoride treatments through a program organized by the county health officer. Parents will get a record that the treatment was applied. The county health officer will determine how to pay for the program. Parents or a student 18 years old or more have the right to refuse this program. This program is not meant to replace regular professional dental care. [HSC 104855]

■ Confidential Medical Services

School authorities may excuse any student in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. [EC 46010.1]

■ Drug, Alcohol, Tobacco, and Steroid Use Prevention

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs, alcohol, or any form of tobacco product on District premises or as a part of any District activity is strictly prohibited. Beginning in January 2017, "tobacco product" is defined as (i) any product made or derived from tobacco or nicotine that is intended for human consumption, regardless of how consumed; (ii) an electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device (commonly known as "e-cigarettes"); or (iii) any component, part or accessory of a tobacco product. Except for members of the military, possession of tobacco by those under 21 is illegal and can lead to a \$75 fine or 30 hours of community service. It is illegal to possess synthetic marijuana. School districts may adopt no smoking policies. The District has adopted a policy banning electronic-cigarettes (e-cigarettes) and other vapor delivery devices. [EC 48900, 48901; HSC 11357.5, 11375.5; BPC 22950.5(c); PC 308]

High school athletes must sign a pledge they are not using steroids illegally or they will not be allowed to participate. Parents must sign a form notifying them of the restriction. [EC 49033, 60041; HSC 11032]

Marijuana (Cannabis)

A student who unlawfully possessed, used, sold, otherwise furnished, or was under the influence of cannabis is subject to expulsion. Any person 18 or older who possesses, sells, dispenses, distributes, furnishes, administers, gives; or offers to sell, dispense, distribute, furnish, administer, or give; or possesses for sale any, concentrated cannabis, synthetic cannabinoid compound, or any synthetic cannabinoid derivative, to any person, can be imprisoned in a county jail not exceeding six (6) months, or by a fine not exceeding \$1,000, or by both. Any person 18 or older possessing marijuana on district property during the school day, depending on the amount and number of offenses, can face consequences including \$250 to \$500 fine and imprisonment for ten (10) days. Any person younger

than 18 possessing marijuana, depending on amount and number of offenses, faces up to forty (40) hours of community service, ten (10) hours of drug education, sixty (60) hours of counseling. [EC 48900; HSC 11357, 11357.5]

STUDENT CONDUCT AND SAFETY

All pupils have the right to participate fully in the educational process, free from discrimination, harassment, violence, intimidation, and bullying. Schools have an obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity and ensure safe school sites.

■ School Rules

You have a right to review school and district rules regarding student discipline. If you wish to do so, please contact the school office. [EC 35291, 48980, 51101]

■ Cell Phones, Pagers, Electronic Signaling Device

Districts may regulate the possession or use of any cellphone, pager or electronic signaling device while pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees. Use is allowed if essential to student's health as determined by a licensed physician or surgeon. [EC 48901.5]

■ Safe Place to Learn

It is State and District policy to improve student safety, connections between students and supportive adults, and connections between schools and communities. These policies prohibit discrimination, harassment, intimidation, and bullying at all school sites and school activities based on actual or perceived characteristics: race, color, ancestry, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics at any school sponsored activity. School site staff trained in anti-bias shall be made known. When safe to do so, District employees must intervene immediately when they see discrimination, harassment, intimidation or bullying. Certificated staff, 7-12 grades get information about helping LBGTQ students. Resources about bullying, intimidation, and violence are found through the District and online at www.cde.ca.gov, www.cde.ca.gov/ls/ss/se/bullyres.asp, www.cde.ca.gov/ls/ss/se/bullyfaq.asp, www.cde.ca.gov/ls/ss/vp/ssresources.asp, www.californiahealthykids.org

The District Uniform Complaint Procedure may be used to file a complaint. Contact the District Complaint Officer below for assistance. [EC 200, 220, 234, 234.1, 234.5, 51101; PC 422, 422.55; 5 CCR 4900; BP 5131.2, 5145.3]

If you believe your child has been a victim of child abuse and you would like to file a claim against a school district employee, you will file a formal report with one of these agencies:

- Woodland Police Department – (530) 666-2411
- Child Protective Services – (530) 669-2345

Law enforcement and/or Child Protective Services will investigate the claim. If it is “substantiated” a report will go to the School Board.

■ Student Code of Conduct

RESPONSIBILITIES: Parents and the Family

Every member of the school community shares the responsibility for maintaining a safe and productive environment at your child's school. You, as a parent or guardian of students in our schools, share in this responsibility when you:

- Accept the right and authority of the school and Board of Trustees to maintain standards of behavior for all students.
- Understand the rules. Please review your school's parent handbook and this Code of Conduct with your children.
- Please see that your children arrive at school every day, and on time. Punctuality and good attendance are habits best formed at an early age and highly valued throughout life by family, friends, co-workers and employers.
- Provide the study materials your children need. Public schools do not provide all materials that students use. Basics, such as paper and pencils, are usually the responsibility of the families.
- Provide a suitable time and place for study at home. Parents have a great influence on the study habits of their children.
- Keep track of your child's scholastic achievement. Students learn more when somebody monitors their progress.

As a parent or guardian, you have a right to:

- Information about your child's achievement, behavior in school, and attendance.
- An environment at school that is safe, nonthreatening and allows your children to achieve as much as they can.
- Information about all school rules, regulations and expectations.

RESPONSIBILITIES: Students

Every student shares the responsibility for maintaining a safe and productive environment at school. You make an important contribution to your school when you:

- Respect the authority of teachers, principals, and all school staff members.
- Comply with the standards of conduct of your school and the Woodland Joint Unified School District.
- Follow the rules of the classroom and your school.

- Attend school every day.
- Get to class on time and prepared to work.
- Bring necessary books and materials.
- Pay attention in class.
- Complete class work and homework on time.
- Keep track of your own progress.

As a student, you have a right to:

- A safe learning environment. Both the U.S. Constitution and California state law protect this right. “All students and staff of public elementary, middle, and senior high schools have the inalienable right to attend campuses which are safe, secure, and peaceful.” If you feel your school is not providing a safe environment, please discuss this with your teacher or principal.

RESPONSIBILITIES: The School

The teachers and administrators of the Woodland Joint Unified School District demonstrate appropriate school and classroom behavior in their attitudes and in their communication with students and parents. It is the District’s goal for each school to:

- Establish an atmosphere in which students can meet their academic standards.
- Communicate regularly with students and their families about their children’s academic progress and behavior.
- Involve students in an ongoing process of self-evaluation.
- Communicate the district’s standards of behavior.
- Enforce district policy and school rules fairly and consistently.
- Communicate unverified absences to parents.

As representatives of the school and district, administrators will:

- Provide support to teachers as they carry out their discipline responsibilities.
- Establish and enforce school rules to ensure a safe educational environment.
- Communicate school rules and consequences to students, families, and staff.
- Support students by involving them in activities that increase confidence in accepting their academic responsibilities.

STANDARDS of Student Behavior

Attendance: Students are expected to attend school regularly. School district policy and state law require daily school attendance for young people between the ages of 6 and 18. [EC 48200]

Achievement: Students are expected to

- achieve scholastically.
- make the most of every opportunity to learn.
- actively participate in the educational process.

Citizenship: Students are expected to

- be good citizens.
- follow rules and laws.
- respect authority, property, and the rights of others.
- maintain standards of integrity and responsibility.

CONSEQUENCES for Student Misbehavior

EXPULSION is the removal of a student from all schools of the Woodland Joint Unified School District for violations of the California Education Code as ordered by the Board of Education. The expulsion is for a period of time as defined by Education Code. Students who are expelled must apply for readmission to the district through the superintendent’s office or designee. State law provides for full due process and rights to appeal any order of expulsion. This Board policy also requires that an administrator explain in writing to the Board of Education why expulsion is not recommended due to particular circumstances.

For offenses committed by students that involve the possession of weapons, serious acts of violence, or sale of drugs, the responsible administrator must recommend expulsion. [EC 48915(c)]. In all cases state law mandates that the Board of Education expel students for a minimum of one full year for firearms, brandishing a knife, sale of drugs, or sexual assault or sexual battery. [EC 48915 (b), (4)(c)(2),(c)(d)]

APPEALING AN EXPULSION: If a pupil is expelled from school, the pupil or the pupil’s parent or guardian may, within 30 days following the decision of the governing board to expel, file an appeal to the county board of education which shall hold a hearing thereon and render its decision. [EC 48919]

SUSPENSION is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator. A principal or designee may suspend for up to five days. A teacher may suspend for the remainder of the class in which the misbehavior occurred, and for the next day’s class. A suspension may be extended under certain conditions. There are two kinds of suspension: “on-campus” suspension and home suspension. Students placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during the period of suspension, They may, however, be required to complete assignments and tests which will be made available to them through an intermediary.

APPEALING A SUSPENSION: If parents or pupils are dissatisfied with a disciplinary action resulting in suspension from school, the following procedure shall be followed:

- The parent(s) and student shall schedule a meeting with the school principal to discuss the reasons for the action and file an appeal with the principal.
- If the parents and pupil are dissatisfied with the decision

rendered by the school principal, then an appeal may be filed with the superintendent or designee.

DETENTION is the assignment of a student to a supervised area for a specified time before or after school, at lunch, or during Saturday School.

SCHOOL ATTENDANCE REVIEW BOARD (SARB) reviews student attendance and disruptive behavior. Students may be referred to SARB for habitual truancy and/or irregular attendance. Such referral will be made after school intervention efforts have proved unsuccessful. SARB may direct that a student take part in community services. It may involve the district attorney or the county probation department in a student's case. It may transfer the student to another school or to an alternative education program.

THE SEARCH AND SEIZURE POLICY governs the district's authority to search individual students and their property and the student's responsibility to submit to searches. Under Board Policy 5240 school officials may search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the district or school.

- General inspections of school properties such as lockers and desks may be conducted on a regular, announced basis. Any items in a locker shall be considered to be the property of the student to whom the locker was assigned.
- To ensure the safety of students and staff, schools may conduct random searches for weapons.
- To ensure the safety of students and staff, schools may conduct searches of vehicles in school parking lots with reasonable cause.
- The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent.

Use of Detection Dogs: In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy.

DISCIPLINE

■ Parent Responsibility

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or damage to school property. Parents are also liable for any school property loaned to the student and willfully not returned. Parents' or guardians' liability may be as much as \$19,600 in damages and another maximum of \$10,800 as adjusted annually by the California Department of Education for payment of a reward, if any. The school district may withhold the grades, diplomas, or transcripts of the student

responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. Civil penalties may also be enforced with fines up to \$25,000. [EC 48900.1, 48904, 51101; CC 1714.1; GC 53069.5]

Vandalism

Graffiti and scratching glass or other material on someone else's property is now considered vandalism and those convicted face fines, imprisonment and the requirement to clean up the damage or perform community service. Parents/Guardians may be liable to pay fines as high as \$10,000 and be required to participate in the clean up. [PC 594]

■ Student Conduct and Discipline

For the purposes of this section "corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a pupil. An amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section.

No person employed by or engaged in a public school shall inflict, or cause to be inflicted corporal punishment upon a pupil. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing the infliction of corporal punishment upon pupil attending public school is void and unenforceable. [EC 49001 (a)]

■ Impersonation on the Internet

Pretending to be another pupil or real person other than yourself on the Internet or through other electronic methods to harm, intimidate, threaten or defraud is punishable by a \$1,000 fine or imprisonment for up to one year. [EC 48900; PC 528.5]

■ Cyber Bullying

Engaging in an act of bullying as defined by the California Education Code is an act that may result in either suspension or expulsion from school. The Education Code defines bullying as any severe or pervasive physical or verbal act of conduct including communications made in

writing or through an electronic act. Electronic acts can be characterized as messages, texts, sounds or images posted on a social network Web site. Social network Web sites include posting to or creating a “burn page”, creating a “credible impersonation” of another pupil, and creating a “false profile.” AB 1732 (2013) defines a “burn page” as a Web site that is created for the purpose of having one or more of the following effects:

1. Placing a reasonable pupil or pupils in fear of harm to their person or property,
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health,
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance, or,
4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Pupils may not be suspended or expelled for these acts unless the act is related to a school activity or school attendance. However, the acts do not have to happen on school grounds nor do they have to happen during school hours for them to be punishable. [BP 5137.1]

■ Hate-Motivated Behavior

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with the district compliant procedures. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee as well as law enforcement as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior. The Superintendent or designee shall ensure that staff receives appropriate annual training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways. The district

shall provide age-appropriate instruction to help promote understanding of and respect for human rights. Beginning with school year 2008-2009 and continuing thereafter, students and staff shall receive a copy of the district’s policy on hate-motivated behavior at the beginning of each school year. [BP 5145.9]

■ Suspension and Expulsion

Students may be suspended or expelled from regular attendance in accordance with the Education Code and policies adopted by the Governing Board. No suspension shall exceed five (5) consecutive school days and shall be limited to twenty (20) school days in one school year unless a student is reassigned to another school, opportunity school/class or a continuation school/class. In this case the suspension days must total no more than thirty (30) days.

Parents are entitled to a notice of suspension within twenty-four (24) hours of the beginning of a suspension. In addition, parents are entitled to a conference about their child’s behavior. Students are allowed to complete all assignments missed during a suspension.

Parents have a right to appeal the suspension decision to the Superintendent or his/her designee.

Only the Governing Board may order a pupil expelled. Parents have a right to a hearing regarding the expulsion. Parents may appeal the results of this hearing to the County Board of Education. EC 48900 - 48918

Special Education children have certain pre-expulsion due process rights under Education Code 48915.5, 56000 et seq., and federal law.

■ Grounds for Suspension or Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) 1. Caused, attempted to cause, or threatened to cause physical injury to another person; or
2. Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) 1. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
2. Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image
- (ii) A post on a social network Internet Web site, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1); (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying. (I) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. (II) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. [EC 35291, 48900, 48910]

Additionally, sexual harassment, hate violence, harassment, intimidation (grades 4-12) and threats and terroristic threats against school officials or school property or both (all students) may be recommended for suspension or expulsion. [EC 212.5, 233(e), 48900.2, 48900.3, 48900.4, 48900.7]

■ Mandatory Suspension / Expulsion

Education Code Section 48915(a): Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that the expulsion is inappropriate, due to the particular circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Education Code Section 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior or written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2

(commencing with Section 11053) of Division 10 of the Health and Safety Code.

4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

■ Student Search

The school principal or designee may search the person of a student, the student's locker, backpack or purse if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: *New Jersey v. T.L.O.* (1985) 469 U.S. 325]

■ Release of Student to Peace Officer

If a school official releases your child from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. [EC 48906; PC 11165.6]

DISCRIMINATION, PROTECTIONS, COMPLAINTS AND PROCEDURES

All pupils have the right to participate fully in the educational process, free from discrimination and harassment. Schools have an obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity and ensure safe school sites.

The District is primarily responsible for compliance with local, state and federal laws and regulations and has procedures to address allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected individual or group including actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race or ethnicity, ancestry, national origin, nationality, religion, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program, or activity that receives or benefits from local, state and federal financial assistance.

■ Nondiscrimination/Harassment

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory

harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school.

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

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

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

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

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as

defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal. [BP 5145.3 August 2016; EC 200-262.4, 48900.3, 48900.4, 48904, 48907, 48950, 48985, 49020-49023, 51500, 51501, 60044; CC 1714.1; PC 422.55, 422.6; 5 CCR 432, 4600-4687, 4900-4965; 20 USC 1681-1688, 12101-12213, §504; Title VI; Title VII; Title IX; 42 USC 6101-6107; 28 CFR 35.107; 34 CFR 100.3, 104.7, 106.8, 106.9]

■ Sexual Harassment

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

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

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

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

Instruction/Information

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

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

harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence 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 students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. [BP 5145.7 August 2016; EC 200-262.4, 48900, 48900.2, 48904, 48980; CC 51.9, 1714.1; GC 12950.1; 5 CCR 4600-4687, 4900-4965; FERPA; 20 USC 1221, 1681-1688; 42 USC 1983; Title VI; Title VII; 34 CFR 106.1-106.71]

■ Complaints Regarding Discrimination, Harassment, Intimidation, Bullying, Exceptional Needs Students, Categorical Programs, Federally Funded Programs, Local Control Funding Formula

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, or bullying against any protected individual or group identified under Board Policy, Education Code, California Code of Regulations, Penal Code, or Government Code including actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance.

The District shall promote programs that ensure non-discriminatory practices in all District activities. If you want

further details in this regard, or wish to file a complaint, please contact the District's Uniform Complaint Officer. The Governing Board designates the following compliance officer(s) to receive and investigate all complaints and ensure district compliance with law:

Geovanni Linares, Executive Director
of Student Support Services
435 Sixth St., Woodland, CA 95695
530-406-3176

The Uniform Complaint Procedure can be used in cases of discrimination or a violation of a federal or state law within the following programs as identified by the District's Board Policies: adult education, career/technical education, technical training, ROP programs and centers, Agricultural Vocational Education, child development, State Preschool, Early Childhood Education Program Assessments, Consolidated Categorical Aid, Economic Impact Aid, LCAP, State Compensatory Education, State Program for Students of Limited English Proficiency, school improvement, tenth-grade counseling, tobacco-use prevention education, Peer Assistance and Review, Migrant and Indian Education, American Indian Education Centers, Bilingual Education, nutrition services, special education, after school education and safety, homeless or foster youth education options, course content, physical education (including instructional minutes grades 1-6), discrimination, harassment, intimidation, bullying, pupil lactation accommodations, pupil fees, Civil Rights Guarantees that receive state or federal financial assistance, ESEA (Titles I-VII), Williams Settlement issues, school safety plan, safe place to learn, School Safety and Violence Prevention Act, and other areas designated by the District. [EC 200, 201, 220, 234, 260 et seq., 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51210, 51223, 51225.2, 51228.3, 52075, 52334.7, 56500.2, 56501; PC 422.55; 5 CCR 4600- 4687; CC 51-53; GC 11135, 12900; 20 USC 1400 et seq.; EOA; Title VI, Title IX; § 504; IDEA; 42 USC 2000d, 2000e, 2000h; 34 CFR 106.9]

District's Uniform Complaint Process

You may contact your school's office or the District office to obtain a free copy of the district's complaint procedures. The complaint procedure can be used for a variety of issues not mentioned above including but not limited to employee issues and policies and procedures of the district. Confidentiality and privacy shall be respected in all complaint investigations. Complaints alleging discrimination may be filed by a person on their own behalf or on behalf of another person or group of people within six months of the occurrence or when facts became known. Complaints regarding a special needs student or pupil fees may be filed within 12 months of the occurrence. Complaints regarding LCAP may be filed anonymously. Complaints regarding Pupil Fees may be filed anonymously and with the principal. If a complaint regarding LCAP or pupil fees is valid, then the

parents are due full reimbursement. Staff has been trained to deal with these types of complaints.

Those complaining (Complainants) are protected from retaliation and their identities are confidential when related to discrimination. Staff dealing with complaints are knowledgeable about the laws and programs they are investigating. The complaint may be dismissed if complainant obstructs or does not provide all information. If the District acts in the same manner, the finding may be affected.

1. Complaints made under this procedure shall be directed to the Uniform Complaint Officer (UCO) who is responsible for processing the claims. A complaint under the Uniform Complaint Procedure should be completed within 60 days from the receipt of the complaint. The Superintendent and complainant may agree in writing to extend the timeline.
2. You may contact the UCP Officer or the school office to obtain a copy of the complaint process.
3. You may choose to have your complaint mediated.
4. There shall be an investigative meeting after receiving the complaint.
5. The compliance officer shall send a written report about the investigation and decision. There are then five days to appeal to the Board of Education.
6. If you are not satisfied with the results the complainant has 15 days of receiving the LEA decision, to appeal to the California Department of Education. The appeal must include a copy of the locally filed complaint and a copy of the LEA decision.
7. There is nothing in this process to preclude a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation, attorneys, and legal remedies. Civil law remedies may include, but are not limited to: injunctions and restraining orders.

For discrimination complaints, 60 days must elapse from the time an appeal is filed with CDE before pursuing civil remedies except for an injunction. Complaints may also be forwarded to appropriate state or federal agencies in the following cases:

American Civil Liberties Act 504 – Office of Civil Rights

Child Abuse – Department of Social Services, Protective Services Division, or law enforcement

Discrimination/Nutritional Services – U.S. Secretary of Agriculture

Employment Discrimination – Department of Fair Employment and Housing, Equal Employment Opportunity Commission.

General Education – this school district

Health and Safety/Child Development – Department of Social Services

Student Records – Family Policy Compliance Office (FPCO), U.S. Department of Education

[20 USC 11138; 34 CFR 300.510-511, 300.513; EC 235. 262.3,

■ Complaints Regarding the Williams Settlement, Instructional Materials, Teacher Placement, and School Facilities

Parents should use the District Uniform Complaint Procedure with modifications as necessary, to identify and resolve any deficiencies regarding instructional materials; facility cleanliness, safety, emergency or urgent facility conditions that pose a health or safety threat to students; or staff, teacher vacancies or misassignments. [EC 35186]

Williams Settlement complaint procedure

A complaint form may be obtained, free of charge, at the school office, the district office, or downloaded from the district’s Web site at www.wjUSD.org/uniformcomplaint, but the form need not be used to make a complaint. You may also download a copy of the California Department of Education complaint form from this Web site, www.cde.ca.gov/re/cp/uc. The Uniform Complaint Procedure shall be used for filing Williams related complaints with the following special circumstances applying:

1. Forms can be turned into the principal or designee who will make every reasonable attempt to investigate.
2. Complaints beyond the site authority will be forwarded to the District within 10 days.
3. Complaints may be filed anonymously. A response may be requested if complainant is identified and will be sent to the mailing address on complaint
4. If the District is required to provide material in a foreign language based on California Department of Education census data and if requested, the response and report shall be written in English and the primary language in which the complaint was filed.
5. The form will have a box to request a response and indicate where to file the form.
6. Valid complaints should be remedied within 30 days of receipt.
7. Within 45 days of filing a complaint, notice should be sent to complainant when a response was requested. A principal will also inform the Superintendent of resolution in the same time frame.
8. If unsatisfied with resolution a complainant may describe the complaint to the governing board at a regularly scheduled meeting.
9. The District will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records. [EC 35186, 48985]

■ Further Information is Available

Further information regarding our district schools, programs, policies, and procedures is available to any interested person upon request to our Central Office. [FERPA; 34 CFR 99.7(b)]

DISTRICT FACILITIES

■ Management Plan for Asbestos-Containing Material

The district has available upon request a complete and updated management plan for asbestos-containing material. [40 CFR 763.93]

■ Pesticide Use

The District is providing parents the name of all pesticide products expected to be applied at school facilities this school year. The identification includes the name and active ingredients. Only fully certified pesticides can be used on school grounds. The school’s Integrated Pest Management Plan (IPM) is updated by July 31 each year. The IPM, pesticide names and active ingredients, and application dates are posted on the school and/or district website at www.wjUSD.org.

Parents and guardians may register with the school or district if they wish to receive notification of pesticide applications at a particular school or facility. Notice of an application and written notice of unlisted pesticide use will be given 72 hours in advance. For an emergency application, 72 hours notice will be the goal. Each area of the school where pesticide is being used will be identified by a posted warning 24 hours before (or upon application, if an emergency) through 72 hours after use. Further information is available from the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015, www.cdpr.ca.gov. [EC 17610.1, 17612, 48980; FAC 13184]

<u>Product</u>	<u>Active Ingredient</u>
Chase Granular Mole/ Gopher Repellent	Castor Oil, Sodium Lauryl Sulfate
Contract Blox	Bromadiolone
Esplanade	Indaziflam
Goal Tender	Oxyflourfen
Merit 75 WSP	Imidacloprid
Poast	Sethoxydim
Round-up	Glyphosate
Talstar P	Bifenthrin
Terro Ant Bait	Sodium Tetraborate
Wasp Freeze	Phenothrin
ZP Rodent Bait	Zinc Phosphide

Woodland Joint Unified School District Departments

District Office
435 Sixth Street
Woodland, CA 95695
(530) 662-0201

Thomas Pritchard	Superintendent	406-3202
Elodia Ortega-Lampkin	Associate Superintendent, Educational Services	406-3241
Lewis Wiley, Jr.	Assistant Superintendent, Business Services	406-3220
Danel Connolley	Senior Director of Human Resources	406-3207
Luis Ballesteros	Director	406-3219
Nick Baral	Director	406-5930
Spencer Springer	Director	406-5955
Tony Peregrina	Director	406-5980
Fiscal Services:		
Maintenance, Operations, and Facilities:		
Food and Nutrition Services:		
Transportation:		
Educational Services:		
Student Support Services	Giovanni Linares	Executive Director 406-3150
Teaching & Learning	Christiana Lambie	Executive Director 406-3260
Elementary Education	Barbara Herms	Director 406-3246
Secondary Education	Jacob Holt	Director 406-3155
Technology	Tina Burkhart	Director 406-3110
English Language Services	Maria Orozco	Coordinator 406-3249

Woodland Joint Unified School District Schools

<p>Beamer Park Elementary 525 Beamer Street Woodland, CA 95695 530-662-1769 TBA, Principal</p>	<p>Spring Lake Elementary 2209 Mickle Avenue Woodland, CA 95776 530-406-3172 Robyn Miller, Principal</p>	<p>Cache Creek High School 14320 Second Street / P.O. Box 298 Yolo, CA 95697 530-662-4331 William Jarrell, Principal</p>
<p>Dingle Elementary 625 Elm Street Woodland, CA 95695 530-662-7084 Ursula Ruffalo, Principal</p>	<p>Tafoya Elementary 720 Homestead Drive Woodland, CA 95776 530-666-4324 Alison Gardner, Principal</p>	<p>Pioneer High School 1400 Pioneer Avenue Woodland, CA 95776 530-406-1148 Sandra Reese, Principal</p>
<p>Freeman Elementary 126 North West Street Woodland, CA 95695 530-662-1758 Eduardo Gonzalez, Principal</p>	<p>Whitehead Elementary 624 West Southwood Drive Woodland, CA 95695 530-662-2824 James Evans, Principal</p>	<p>Woodland High School 21 North West Street Woodland, CA 95695 530-662-4678 Karrie Sequeira, Principal</p>
<p>Gibson Elementary 312 Gibson Road Woodland, CA 95695 530-662-3944 Nicole Kent, Principal</p>	<p>Woodland Prairie Elementary 1444 Stetson Street Woodland, CA 95776 530-662-2898 Scott Clary, Principal</p>	<p>Adult Education 575 Hays Street Woodland, CA 95695 530-662-0798 Susan Moylan, Principal</p>
<p>Maxwell Elementary 50 Ashley Avenue Woodland, CA 95695 530-662-1784 Bradly Clagg, Principal</p>	<p>Zamora Elementary 1716 Cottonwood Street Woodland, CA 95695 530-666-3641 Felicia Rodoni-Wilson, Principal</p>	<p>(ILC) Independent Learning Center 1400 Pioneer Avenue Woodland, CA 95695 530-661-2568 Sandra Reese, Administrator</p>
<p>Plainfield Elementary 20450 County Road 97 Woodland, CA 95695 530-662-9301 Phillip Pinegar, Principal</p>	<p>Douglass Middle School 525 Granada Woodland, CA 95695 530-666-2191 Derek Cooper, Principal</p>	<p>K-8 Home Study Program 525 Granada, Room D-1 Woodland, CA 95695 530-661-2568 Hector Molina, Administrator</p>
<p>Science and Technology Charter School at Knights Landing 9544 Mills Street Knights Landing, CA 95645 530-735-6435 Maria Martinez, Principal</p>	<p>Lee Middle School 520 West Street Woodland, CA 95695 530-662-0251 Gurkamal Jagpal, Principal</p>	<p>Community Day Schools Woodland CDS (grades K-6 and 7-8) 526 Marshall Avenue Woodland, CA 95695 Hector Molina, Administrator</p>

Please sign and promptly return with your child on the second day of school.

Acknowledgement of Receipt of Annual Parent Notifications

As required by law, we are making you aware of your rights and responsibilities. Please take a moment of your time to carefully review the information in this booklet. Please sign and return this form to your child's school indicating you have received and reviewed these materials.

If you have any questions regarding this information, please feel free to contact our District office.

PLEASE SIGN AND RETURN THIS FORM

Your signature is an acknowledgement that you have been informed of your rights, but does not indicate that consent to participate in any particular program has either been given or withheld. [EC 48983, 48984]

Name of Student

Address

I hereby acknowledge that I have been notified of the rights of parents or guardians as specified in the Education Code (EC) of the State of California.

Signature of Parent or Guardian

Date

Consent And Release Agreement for Publications • Videos • Internet Posting

As part of your child's educational experiences, there will be times that his or her name, picture, art, written work, voice, verbal statement, portrait (video or still) may be used for public relations, public information, school or district promotion including posting on school or District websites, publicity, and instruction.

If you DO NOT want your child's name, likeness, picture, art, written work, voice, verbal statement or portrait (video or still) to be used or displayed in these formats, please indicate below and return the completed form to your school site.

I **DO NOT** want my child's name, likeness, picture, art, written work, voice, verbal statement, or portrait (video or still) to be used or displayed.

Name of Student

Parent/Guardian Name

Signature of Parent or Guardian

Date

Denial of Student Internet Access (optional)

If you wish to deny your child access to the Internet at school, fill out this form and return the completed form to your school site.

I request that my child **NOT** be allowed to have Internet access at school. I understand my child will still have network access and will be using the Internet to access testing.

Name of Student

School

Parent/Guardian Name

Signature of Parent or Guardian

Date

These forms are optional, and need to be returned only if they apply

Release of Student Directory Information

If you DO NOT wish directory information released, please sign below and return to the school office. Note that this will prohibit the District from providing the pupil's name and other information to the news media, interested schools, parent-teacher associations, interested employers, military recruiters, and similar parties.

I **DO NOT** want my child's directory information released.

Name of Student

Signature of Parent or Guardian

Date

Request for Individual Pesticide Application Notification (optional)

The Healthy Schools Act of 2000 was signed into law in September 2000 and requires that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites (done in this district by this publication, Annual Notificaton to Parents 2018-2019). The notifications identify the active ingredient or ingredients in each pesticide product and include the Internet address (<http://www.cdpr.ca.gov>) for further information on pesticides and their alternatives.

Parents or guardians may request prior notification of individual pesticide applications at the school site. Beginning October 1, 2018, people listed on this registry will be notified as least 72 hours before pesticides are applied. If you would like to be notified every time we apply a pesticide, please complete and return the form below.

If you have any questions, please contact: Director of Maintenance and Operations at (530) 406-5930

REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION

I understand that, upon request, the school district is required to supply information about individual pesticide applications at least 72 hour before application. I would like to be notified before each pesticide application at this school: _____

Name of School Site

Name of Student (please print clearly)

Parent/Guardian Name (please print clearly)

Address

() _____

Day Phone

() _____

Evening Phone

Email Address

Signature of Parent or Guardian

Date

Return only if you are requesting pesticide application notification: WJUSD, Maintenance and Operations
910 College Street
Woodland, CA 95695

Healthy Kids Survey Opt-out of Student Participation

Students in grades 5, 7, 9, and 11 are being asked to be a part of our school's Healthy Kids Survey sponsored by the California Department of Education. This is a very important survey that will help promote better health among our youth and combat problems such as drug abuse and violence. The survey is anonymous, confidential, and voluntary.

Survey Content:

The survey gathers information on behaviors such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; school safety' and environmental and individual strengths and assets.

Administration:

The survey will take about one class period to complete (about 50 minutes).

For Further Information:

The survey was developed by WestEd, a public, non-profit educational institution. If you have any questions about this survey, or about your rights, call the district at (530) 406-3150.

If your child is in the **5th grade**, you will receive a permission slip prior to the administration of the survey. In order for your child to participate, you will need to give permission and return the form to your child's school.

If your child is in **7th, 9th, or 11th grade**, you will be notified of your child's involvement prior to administration of the survey and you will have an opportunity to review the survey. If you do not wish your child to participate in the Healthy Kids Survey, please return this form to your child's school.



I DO NOT my child, who is in the 7th, 9th or 11th grade to participate in the California Healthy Kids Survey.

Name of Student

Grade

Teacher or class subject

Parent/Guardian Name

Signature of Parent or Guardian

Date

2018-2019

SCHOOL YEAR CALENDAR



- First/Last Day
- Legal Holiday
- Local Holiday
- Recess Day
- Minimum Day
- Conference Day
- Finals/Minimum Day (9-12)
- Teacher Work/Grading

First Day of School: August 22

Last Day of School: June 7

Holidays:

- September 3 – Labor Day
- November 12 – Veterans' Day
- November 19-23 – Thanksgiving Break
- Dec 24-Jan 7 – Winter Break
- January 21 – Martin Luther King Jr's Birthday
- February 11 – Lincoln's Birthday
- February 18 – Presidents' Day
- April 22-26 – Spring Break
- May 27 – Memorial Day

Parent Conferences (K-6):

- November 5-9
- March 11-15

Student/Parent Conferences (7-8):

- October 10-11
- January 16-17

High School Final Exams (9-12):

- December 18-21 (minimum days)
- June 4-7 (minimum days)

Minimum Days:

- November 1
- December 21
- April 19
- June 7

Teacher Work/Grading Day:

- November 2

July 2018 Julio

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018 Agosto

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018 Septiembre

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018 Octubre

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018 Noviembre

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018 Diciembre

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019 Enero

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019 Febrero

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019 Marzo

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019 Abril

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019 Mayo

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019 Junio

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						