



DISTRICT BASIC COMMITMENT PROGRAM

2026-2027

**CHATOM STATE PRESCHOOL
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**CHATOM ELEMENTARY SCHOOL
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Turlock, CA 95380**

**MOUNTAIN VIEW MIDDLE SCHOOL
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SUPERINTENDENT**

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CHATOM UNION SCHOOL DISTRICT

District Basic Commitment Handbook (DBC)

WELCOME

Welcome to the 2026-2027 school year! This District handbook has been developed to provide employees (staff), students, parents/guardians, advisory council/committees, and any other interested parties with important policies and procedures in the Chatom Union School District. This content may be revised or updated as needed throughout the school year. We hope that you will take time to review this information and will keep the handbook in a place where you can easily refer to it. Chatom Preschool, Chatom Elementary School and Mountain View Middle School will also distribute site handbooks with specific details and programs about their schools, and annual notices for parent's rights & responsibilities.

The Chatom Union School District has a rich tradition of excellence. It is our goal to maintain and improve upon that tradition. Our staff is dedicated and committed to providing our students with the finest education possible.

We are well aware of and appreciate the tremendous amount of involvement by many parents in our schools. Each year the Parent Teacher Club (PTC) and the Local Warriors Club (LWC) are very generous in supporting our schools. Thank you. We encourage the continued involvement of parents and community. Research has shown that children whose parents are actively involved in their education do better in school.

We also believe that communication between the school and the home is critical to student success. We encourage you to communicate with your child's teacher on a regular basis. If there is a problem which may affect your child's performance at school, please let us know.

Again, welcome! We want to make the 2026-2027 school year the best ever.

CHATOM UNION SCHOOL DISTRICT

DISTRICT BASIC COMMITMENT PROGRAM

INTRODUCTION

Access to free public education is both a right and a privilege. A positive learning environment can only be sustained through adherence to basic rules and regulations that provide the necessary measures to ensure an orderly and creative learning environment and, at the same time, respect individual rights and differences.

To that end, the Chatom Union School District Board of Education asks students, parents, and staff to adhere to the following District Basic Commitment Program and join in the effort to guarantee that a rewarding educational experience will be provided to every student at each individual school site.

Announcement of Nondiscrimination

The Governing board desires to provide a safe school environment that allows all students equal access and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, immigration status, 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. For additional information please refer to the nondiscrimination policy 5145.3 and Title IX information.

CHATOM UNION SCHOOL DISTRICT

VISION

The Chatom Union School District's staff is committed to providing a high-quality instructional program so every child in our district has the chance to reach their fullest potential.

MISSION

Rigorous and enriching learning opportunities and experiences will be provided to all students that will strengthen their academic, social, and emotional development to enable all students to be successful in higher education and careers.

BELIEFS

- All students can learn and be successful.
- High expectations profoundly influence our performance and the performance of others.
- Meaningful accomplishment enhances the motivation essential for continued success.
- All students should be active, engaged participants in the learning process.
- A supportive environment fosters creative and confident learners.
- Educational excellence is our shared primary responsibility.
- A clearly articulated standards-based curriculum delivered by well-trained student-centered professionals provides the foundation for individual student success.
- Good character traits build a more well-rounded, responsible individual which results in greater civility within the school, community, and society.
- Students learn best in a safe, healthy, and respectful environment.

AFTERSCHOOL PROGRAMS

Expanded Learning Opportunities Program (ELOP), After School Education & Safety (ASES) Program and Chatom After School Recreation & Education (CARE) Program are available to all TK-8th grade students at no cost. Programs are available on all school days and 30 days outside of the regular school year. Contact each school site for specific classes, events and services available to support and expand school-day learning.

ATTENDANCE POLICY

Students with good attendance are more likely to achieve expected progress in course work leading to promotion and completion of minimum proficiency requirements than students with a poor attendance record.

1. **Compulsory Attendance** - Compulsory attendance is mandated by the State Education Code 48200. The legal age for leaving school (prior to graduation) is eighteen (18) years; students cannot voluntarily quit before age eighteen (18). Full-time school attendance is compulsory for California students between the ages of six (6) and sixteen (16). Minimum attendance standards require students who are at least sixteen (16) years of age, but under eighteen (18) years of age and not enrolled in a traditional program to attend Alternative Education Programs.
2. **Truant** - Any student who has three (3) or more unexcused absences or is tardy in excess of thirty (30) minutes on each of more than three (3) days in one school year, is a truant (Education Code 48260).
3. **Chronic Truant** - A truant who continues to have unexcused absences will be reported as a “chronic truant.”
4. **Habitual Truant** - A chronic truant is deemed a habitual truant after he/she has a pattern of unexcused absences. A parent conference shall be held with parents of habitually truant students. (Education Code 48262).
5. **Excused Absences** - As defined by the State Education Code 46010. Refer to Parent Rights and Responsibilities for a complete list of excused absences.
6. **Unexcused Absences**
 - a. Suspension
 - b. Absences not verified or described in section #5
7. **Make-up Work** - Homework, classwork, tests and other class activities should be made up for excused and acceptable absences.
8. **SARB** - A School Attendance Review Board (SARB) is composed of the District and site personnel (Education Code 48320). A student with excessive absences or a pattern of absences may be referred to SARB. A student with chronic, unexcused absences will be considered a habitual truant and will be referred to SARB. After SARB, if chronic unexcused absences continue, the case will be referred to the District Attorney.

STUDENTS' RESPONSIBILITIES

1. Attend school daily and leave campus immediately after dismissal unless the staff makes arrangements with the parent for the student to stay after school.
2. Present a note to school personnel verifying absences immediately upon return to school.
3. Make up homework and class assignments.
4. Independent study contracts are for a minimum of five (5) school days.

PARENT/GUARDIANS' RESPONSIBILITIES

1. Make certain that the student is in school and on time daily. Except by school bus, the student should not arrive on campus earlier than 15 minutes before classes convene, when supervision begins.
2. Send a note or make a personal phone call to verify an excused or acceptable absence when the student returns to school.
3. Submit a written request, whenever possible, to the principal or designated representative at least five (5) days before a proposed acceptable absence to allow for Independent Study approval. Then supervise the homework and class assignments.

4. Should the student be found to be a chronic or habitual truant, attend all scheduled school meetings and hearings to correct the problem.
5. Absence Note: The absence note must be signed by the parent or guardian. It should contain the following:
 - 1) Student's name and grade level
 - 2) Days and dates of absence; Monday, Tuesday, Sept., 9-10, etc.
 - 3) Partial day or whole day
 - 4) Reason for absence
 - 5) Date the note is written
 - 6) Parent/guardian's signature and phone number
6. Parent/guardians must come to the office to sign a student into or out of school after the school day begins.

TEACHERS' RESPONSIBILITIES

1. Keep an accurate record of attendance on the district required online system or sheet.
2. Consider unverified absences as unexcused.
3. Document on the attendance logs all student absences and tardies.
4. Refer any student who is a chronic truant to the principal.
5. Give make up work for excused or acceptable absences.
6. Initiate and complete the Independent Study contract procedure.

TARDY POLICY

Being punctual ensures continuity of instruction and learning for the student. A student is considered tardy when he/she is not in the classroom immediately after the bell rings.

STUDENTS' RESPONSIBILITIES

1. Be seated in the classroom or be at the designated workstation with the necessary materials immediately after the bell rings.
2. Recognize that an unexcused tardy may result in preventive and/or corrective action by the teacher.
3. Recognize that excessive tardies will result in referral to administration for action.

PARENT/GUARDIANS' RESPONSIBILITIES

1. Make certain that the student is in school and on time daily.
2. Recognize that an unexcused tardy may result in preventive and/or corrective action.
3. Attend all scheduled conferences to correct problems of tardiness

STAFF RESPONSIBILITIES

1. Follow the established policy.
2. Keep an accurate record of unexcused tardies.
3. Take preventive and/or corrective action as appropriate (such as recognizing punctuality, notifying parent/guardian, assigning detentions, etc..)
4. Bring to the attention of the school administration any student who has a pattern of tardies.

ADMINISTRATORS' RESPONSIBILITIES

1. Supervise implementation of this policy.
2. Provide positive incentives to encourage good attendance.
3. Take the necessary action when a student is referred.

CLASS WORK POLICY

Class work is defined as the variety of lessons and experiences provided by the teacher during class time.

STUDENTS' RESPONSIBILITIES

1. Attend school regularly and on time.
2. Respect the rights of other students and model good citizenship.
3. Bring to school all of the materials required and be prepared to participate in the daily lessons.
4. Seek assistance from the teacher when having difficulty understanding the class work.

PARENT/GUARDIANS' RESPONSIBILITIES

1. Be aware of the student's progress in class.
2. Contact the school for a conference with the teacher regarding any questions about the curriculum or the student's progress.
3. Attend Back-to-School Night where teachers present the course outline and class procedures.
4. Attend Open House where student work is displayed and attend all parent-teacher conferences.
5. Be aware that Progress Reports are issued by the teacher to students who are in danger of failing or not performing satisfactorily.
6. Review class work brought home by students.
7. Review the Report Cards issued at the end of each quarter/trimester.
8. Support the teachers' efforts to provide an orderly learning environment.

TEACHERS' RESPONSIBILITIES

1. Provide an orderly learning environment.
2. Select class work assignments at the appropriate level, which are challenging and meaningful to the student.
3. Explain the class work, check student understanding of the concept being taught, and establish a due date.
4. Make appropriate comments/grades on assignments.
5. Keep a record of assignments and grades.
6. Be available for students who need assistance with specific assignments.
7. Respond to requests for assignments missed because of absences and establish a due date for the return of the make up work.
8. Respond to parental concerns regarding student's progress and suggest ways for the child to improve.

ADMINISTRATORS' RESPONSIBILITIES

1. Supervise the implementation of this policy.
2. Assist teachers in providing an orderly learning environment.
3. Monitor Progress Reports being sent to parents.

HOMEWORK POLICY

Homework is a learning tool when it is used to reinforce or expand concepts previously taught in the classroom. It also helps to conserve class time for learning activities which benefit most from teacher direction and interaction. If a student is ill for more than two days, parents may call the school office to inquire about getting missed assignments to complete before returning. Students receive regular written homework assignments as well as assignments from teachers.

STUDENTS' RESPONSIBILITIES

1. Be aware of the homework assignment and the due date.
2. Complete the assignment by the due date.

3. Seek assistance from the teacher when having difficulty.

PARENT/GUARDIANS' RESPONSIBILITIES

1. Establish a time and a quiet place to study.
2. Be aware of student's homework and progress.
3. Insist that homework assignments be completed by the due date.
4. Assist the student if he/she needs help.
5. Urge the child to seek assistance from the teacher, when needed.
6. Contact the school for a conference when homework problems persist.
7. Contact the teacher to request assignments in the event of a prolonged illness and insist that these assignments be completed.
8. Encourage reading for enjoyment on a daily basis that may extend beyond the homework time.

TEACHERS' RESPONSIBILITIES

1. Select homework assignments that are appropriate extensions and reinforcements of classroom work.
2. Explain the assignment and the due date.
3. Assign work that the student can complete independently or with parental support.
4. Acknowledge the homework by collecting it or reviewing it in class and keeping a record of homework grades.
5. Return homework in a reasonable amount of time giving appropriate feedback and/or grades.
6. Communicate homework expectations in writing to parents early in the year.

ADMINISTRATORS' RESPONSIBILITIES

1. Supervise the implementation of this policy.
2. Provide information about the Homework Policy to parents and teachers.

DISCIPLINE POLICY - Philosophy

Every school, just like any organization, must have a purpose. The Chatom Union School District's purpose is to provide opportunities for academic, personal, and social growth in a safe and productive environment. The means by which this environment can be established is through an effective discipline policy.

The Chatom Union School District believes that all children are entitled to the opportunities that teach self-control and develop emotional stability. Therefore, our schools will provide experiences which will promote understanding and attitudes that the students will need to function in our society today and in the future.

We believe that it is the shared responsibility of administrators, teachers and parents to provide a school environment which promotes positive student behavior and stresses the prevention of discipline problems.

Therefore, it is also our responsibility to establish rules and to enforce them in order to prevent disorder and to allow all students to function productively. Students are expected to take advantage of the positive school environment to develop self-control and emotional stability. Students who behave irresponsibly will be held accountable for their behavior. Teachers are expected to be role models for our students. They are also expected to exercise reasonable judgment in regard to discipline. Building cooperative relationships will more likely lead to an effective learning environment. The Chatom Union School District has established the following discipline policy.

Chatom Union School District | BP 5144 Students

Discipline

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

The Superintendent or designee may create a model discipline matrix that lists violations and the consequences for each as allowed by law.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing

between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

49330-49335 Injurious objects

52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Management Resources:

CSBA PUBLICATIONS

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

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

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

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

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

Public Counsel: <http://www.fixschooldiscipline.org>

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

Revised: June 2016

TEACHERS HAVE THE RIGHT TO TEACH AND STUDENTS HAVE THE RIGHT TO LEARN

1. Detention

A period of non-instructional time when the student is detained because of an infraction of school rules is called a detention.

2. In-school Suspension

In-school suspension temporarily removes a student from class. The student remains on campus during this time and is given an alternative assignment for the day. The determination for in-school suspension shall be made by the principal/designee.

3. Suspension

A disciplinary action which temporarily removes a student from the school is called a suspension. A suspension may last from one (1) to (5) days and is given based on California Education Code (Education Code Section 48900, 48900.2, 48900.3, 48900.4). Some of which include:

- 48900.a Caused, attempted or threatened to cause physical injury.
- 48900.b Possession of a weapon or dangerous objects.
- 48900.c Possessed, used, sold, furnished a controlled substance or an alcoholic beverage.
- 48900.d Offered, arranged or negotiated to sell any controlled substance and then provided a replica substance.
- 48900.e Attempted or committed robbery/extortion.
- 48900.f Attempted or caused damage to school/private property.
- 48900.g Attempted or stole school/private property.
- 48900.h Possessed or used tobacco products.
- 48900.i Committed an obscene act or engaged in habitual profanity or vulgarity.
- 48900.j Possession of, offered, arranged, or negotiated to sell drug paraphernalia.
- 48900.k Disruption of school activities or willful defiance of valid authority of teachers, supervisor, administrators, or other school personnel.
- 48900.l Knowingly received stolen school/private property.
- 48900.m Possession of an imitation firearm (replica, look-alike, etc.).
- 48900.n Committed or attempted a sexual assault or battery as defined by Penal Code.
- 48900.o Harassed, threatened or intimidated a pupil who is a complaining witness or witness from being a witness or retaliating against that pupil for being a witness, or both.
- 48900.p Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 48900.q Engaged in, or attempted to engage in, hazing.
- 48900.r Engaged in an act of bullying.
- 48900.2 Committed sexual harassment, sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- 48900.3 Caused, attempted or threatened to cause, or participated in an act of hate violence.
- 48900.4 Engaged in harassment, threats intimidation against a pupil or staff which disrupted class work, created substantial disorder or invaded rights of students by creating an intimidating or hostile environment.
- 48900.5 Except when a student's act violates Education Code 48900 (a) – (e), or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (48900.5, 48900.6)
- 48900.7 Terrorist threats.
- 48915.a.1 Intentionally causing serious physical injury
- 48915.a.2 Possession of any knife or other dangerous object
- 48915.a.3 Unlawful possession of any controlled substance
- 48915.a.4 Robbery or extortion
- 48915.a.5 Assault or battery upon a school employee
- 48915.c.1 Possessing, selling, or furnishing a firearm
- 48915.c.2 Brandishing a knife at another person
- 48915.c.3 Selling drugs

- 48915.c.4 Committed or attempted to commit sexual assault or battery
48915.c.5 Possession of an explosive

A pupil may be suspended or expelled for acts related to school activity or attendance which occur at any time, including, but not limited to, any of the following:

- While on school grounds
- During the lunch period
- While coming to or going from school
- During or while going to and from a school sponsored activity

4. Pre-Expulsion - A disciplinary action that may remove a student from his/her school or current program of attendance and put that student on a probationary status is called pre-expulsion. Pre-expulsion status may last from one semester to a school year depending on the severity of the student's infraction of Education Code Sections 48900, 48900.2, 48900.4 and 48915. A student may be recommended for expulsion from the district, but may be given pre-expulsion status if the violation of stated Education Code Sections are not mandatory expulsions.

5. Expulsion - An action by the Board of Trustees removing a student permanently from all schools within the District for misconduct is called an expulsion. Such action is recommended by the principal or the Superintendent. An expulsion referral can occur because of any one of the actions listed under "Suspension" depending on the severity and/or frequency of the action(s). Examples: A student found to be in possession of a firearm, knife or explosive be immediately suspended and recommended for expulsion. (Education Code 48915). Mandatory expulsion, for use of weapons and sale of controlled substances shall be implemented.

Expulsion of Students in Special Education - The Board of Trustees may vote to expel students in Special Education only if all of the following conditions are met:

- 1) An individualized education program team meeting is held and conducted
- 2) The team determines that the misconduct was not caused by, or was not a direct manifestation of the pupil's identified disability
- 3) The team determines that the pupil had been appropriately placed at the time the misconduct occurred

STUDENT'S RESPONSIBILITIES

1. Follow the district and school rules and regulations.
2. Recognize the authority of all school personnel including teachers, administrators and other employees who have student supervisory assignments.
3. Respond to the staff in actions that show individual respect.
4. Refer to district and school handbook and individual classroom rules for specific discipline policies.

PARENT/GUARDIANS' RESPONSIBILITIES

1. Read and support District and school rules and regulations.
2. Discuss all components of the District Basic Commitment Program with your child.
3. Refer to district and school handbook for specific discipline policies.
4. Respond to the school staff in a fashion which shows individual respect.

TEACHERS' RESPONSIBILITIES

1. Support and enforce all school rules and regulations fairly within classroom, halls, and playground.
2. Provide the Principal with a copy of classroom rules and post them in the classroom.
3. Respond to students and parents in a fashion which shows individual respect.
4. Suggest conferences with parents, administrators and other appropriate staff concerning students who demonstrate a need to learn appropriate behavior.

ADMINISTRATORS' RESPONSIBILITIES

1. Use positive reinforcement measures and/or disciplinary measures for those students who demonstrate unacceptable behavior and who fail to honor the policy.
2. Contact parents when these behaviors become chronic in nature to involve them in corrective actions with their child.
3. Give suspensions from one (1) to five (5) days to students when other means of correction fail to bring about good conduct or when the action of that student presents a danger to persons, property or threatens to disrupt the educational process.
4. Implement all other aspects of the District Discipline policy.

SCHOOL SITE RESPONSIBILITY

1. To develop, communicate to the school community, and enforce a school-wide discipline plan.

COMMUNITY RESPONSIBILITY

1. On a limited basis the community police may cooperate with the Chatom Union School District and the administration in the investigation of incidents where the law may have been violated.

DRESS POLICY

ATTIRE & GROOMING REGULATIONS

Staff and students who are neat, clean and appropriately dressed at school will contribute to an atmosphere conducive to learning. Inappropriate dress is defined as any attire that causes a distraction or a safety concern on campus.

All students are encouraged to dress in a way that does not distract from the learning environment.

Students who wear clothing contrary to these regulations will be sent home to change clothes. **Students are required to follow these rules:**

1. Attire that is "gang-related" (as defined by local authorities), including solid gang colors, web belts, or gang-style bandanas or shoe laces are not permitted and may result in a referral to the local law enforcement gang task force. Gang/violence related materials are not permitted at school.
2. Clothing with inappropriate writing, designs or logos (including advertisements for tobacco, drug or alcohol use) are not allowed.
3. Tank tops must have straps greater than 2" in width. Halter-tops or backless clothing are not permitted. Off-the-shoulder shirts must have a 2" width strap shirt underneath. All tops must cover the belly when elbows are extended over the head. "Muscle" tanks are not allowed and shirts without arms must fit snugly against the body.
4. Skirt length and short length must be long enough to reach the end of the student's fingertips when their arms are fully extended along their sides, or 4 inches below the inseam.
5. Pants must be worn securely at the natural waist. Sagging or oversize pants are NOT allowed.
6. Pants, skirts and shirt straps of tops must cover underclothing.

7. Shoes will be worn at all times. Thong sandals, open back shoes, backless sandals, clogs and roller shoes (with or without wheels) are not permitted except for pre-announced special events. **At the Middle School level, students may wear open back shoes except for PE.**
8. Hair color shall not distract from the learning environment. These standards include the graduation ceremony.
9. Hats, caps, or sunglasses will not be worn in the buildings during the school day. Only Mountain View spirit hats are allowed at Mountain View.
10. Graduation attire: dressy

STUDENTS' AND PARENT/GUARDIANS' RESPONSIBILITIES

1. Be aware of appropriate or inappropriate clothing as defined above.
2. Abide by the school's dress policy included in each school site handbook.

TEACHERS' RESPONSIBILITIES

1. Be aware of appropriate or inappropriate clothing policy. Dress as defined above and model the dress code accordingly.
2. Refer students with the inappropriate dress to the principal.

ADMINISTRATORS' RESPONSIBILITIES

Supervise the implementation of this policy.

Notify the student and the parent of the action that may occur if the student wears inappropriate dress;

- a) First infraction - Contact the parent and allow the pupil to change the inappropriate dress.
- b) Second infraction - parent contact and detention - warning of further progressive discipline for defying District policy.
- c) Third infraction - Parent conference and progressive discipline.

**EXTRA-CURRICULAR
PARTICIPATION PROCESS POLICY
(For Sports/Cheerleading/Dancing)
Revised: March 12, 2002**

MISSION

- To support and enhance student academic performance
- To develop and foster life and team building skills
- To promote student physical activity and skills with individual and team sports

PHILOSOPHY

Extra-curricular activities promote a balanced program for students to assist with individual skill development and working together as a team. All students (grades 6-8) have equal access to these activities through the participation and eligibility policies. Our goal is to have as many students as possible tryout and participate. The program is based on the funding, staffing and the availability of facilities for the number of students participating.

PROCESS

1. Students may sign up for participation in specific sports activities. There will be equal access for all students to try out in each sport offered at defined grade levels.
2. To sign up and tryout, the student's previous grades must meet the eligibility policy requirements of 2.0 GPA on the previous quarter's grades or the most recent grade check of the mid-term progress report.
3. The "Eligibility Policy" (AR 5131.10) is further implemented to determine that students may continue to play a specific sport once he/she is on a team.
4. This "Sports Participation Process Policy (AR 5131.20) is implemented to determine try-outs, participation and selection.
5. Try-outs: If more than the number of students needed for the team sign up, the coach will have try-outs of specific skills on which each student must be rated. The skills will be the same for all students.
6. No 8th grader may be "cut" from the team or denied access to team unless there are more students trying out for an 8th grade team than are needed. No 7th or 6th grader will be allowed to displace an 8th grade student placed on the team.
7. No 7th grader may be cut from the team unless there are more than the number needed for the team. No 6th grader can take a 7th grader's place on the team.
8. All sports (except multi-level sports or sports defined by age) will be by grade level.
9. Currently, soccer is multi-grade, co-ed sport. All grade levels shall tryout for the team.
10. Track is a multi-grade and age defined sport, with county mandated regulations.
11. All participating students must have insurance coverage before trying out for a team.
12. Student managers and student score-keepers must meet the eligibility policy requirements.
13. The primary objective of this policy is to provide students with extracurricular activities at each grade level. For lack of availability in the county of scheduling a separate 6th grade team, grade levels may be combined to match the availability of school teams in the area. Multi-grade and/or co-ed activities will occur in those activities where there are no other options.

MARKING AND GRADING POLICY

Report Cards are issued Gr. TK-8 to inform parents/guardians and students of the student's progress.

TIME SEQUENCE - A student who transfers from a school outside the district twenty (20) days or less before the end of the quarter/trimester will not receive a report card for that reporting period.

Grades K-8 - Report cards are issued quarterly/trimester to students on the following schedule. Parent conferences are held in November. See the annual calendar for specific dates that Report Cards will be issued.

Progress Reports - Will be sent prior to the Report Card period for students in danger of failing in any subject.

STUDENTS' RESPONSIBILITIES

1. Return the Progress Report signature form /envelope and/or the signed report card response form/envelope to the teacher within one week of issuance.

PARENT/GUARDIANS' RESPONSIBILITIES

1. Review and sign the progress report signature form/envelope, if one has been issued, and see that the student returns it to the teacher within one week of issuance.
2. Check the District Calendar for Report Card issue dates.
3. Sign the report card response form/envelope and see that it is returned to the teacher.
4. Meet with the teacher if a conference is requested.
5. Discuss the progress report and/or the report card with the student.
6. Take appropriate action to help the student.

TEACHERS' RESPONSIBILITIES

1. Evaluate student achievement and maintain records of student progress.
2. Issue a progress report for all students in grades K-5 who receive marks that show the student is not making progress toward grade level standard.
3. Issue progress reports to all students in grades 6-8 who are achieving at the "D", or "F" level at any point during the grading period.
4. Place a copy of the Report Card in the student's cumulative folder.
5. Issue report cards quarterly or on the trimester school schedule.
6. Maintain returned progress report signature forms/envelope and report card response forms/envelopes. Call the parent if Progress Report or Report Card is not returned signed.
7. Schedule and make a reasonable effort to have a conference with the parent/guardian of each student in the class in the fall conference period.
8. Maintain ongoing contact with parent/guardian of student as needed.
9. Note: Behavior grade does not influence academic grade.

ADMINISTRATORS' RESPONSIBILITIES

1. Review and sign all Report Cards.
2. Review all grades and marks for students in grades K-8 each quarter/trimester.
3. Supervise the implementation of this policy.

PROMOTION AND RETENTION POLICY

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

The adoptions of this mandated policy and the minimum standards of achievement are expected to set high levels of expectations, not just for students, but for teachers, school administrators, and parents. The policy identifies specific skills and academic performance levels for each grade, which must be obtained in

order for students to be successful at the subsequent grade level. It is the belief of the Board of Trustees that all students can meet the standards set by this policy given the proper motivation, opportunity, and instructional assistance.

As early as possible in the school year and in the students' school careers, the teachers shall notify parents and the site principal of students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation, and the following criteria:

Kindergarten-Grade 2

Students within these grade levels will be assessed on their ability to read.

1. Students must pass 70% of the minimum standards for their respective grade level in reading.
2. Students must achieve above the "intensive" level in English Language Arts benchmarks.
3. Students must demonstrate age-appropriate maturity and development.

*Students who do not pass all three categories are identified as at risk for retention

Grades 3-8

Students within these grade levels will be assessed on their abilities to read, write and perform mathematical operations at appropriate grade levels.

1. Students must pass 70% of the minimum standards for their respective grade level in reading and math.
2. Students must have a cumulative point average of 1.5 in reading and math as determined from their report cards.
3. Students must score above 60% on local assessments or above the "Standard Not Met" level on SBAC Summative Assessments.
4. Students must perform no lower than 1.5 years below grade level on a formal reading inventory assessment.

Students who do not pass 3 of the 4 benchmarks for these grade levels will be identified as at risk for retention.

- Special Education students required standards for promotion/retention shall be part of the pupil's I.E.P.
- ELD students must pass 70% of the ELD Standards for their respective grade and language level in reading.
- When a student is recommended for retention or is identified as being at risk for retention, the teacher(s) shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include, but are not limited to, tutorial programs, summer school, intercession, and Student Study Team (SST) referral.
- When academic indicators trigger retention, promotion or acceleration action the teacher shall make final recommendations which are based on academic standards with consideration of non-academic criteria. Such indicators shall include, but are not limited to, age, previous retentions, participating in special program(s), social and emotional growth and maturity, out-of-school environment, and parent/guardian attitude towards retention, promotion or acceleration.
- When high academic achievement is evident, the teacher/Principal may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

Grades 6-8

PROMOTION/RETENTION/GRADUATION CREDIT BASED POLICY**I. PROMOTION/RETENTION, Gr. 6 –8 (Graduation - See next section.)**

The school Review Board shall study the student's performance in the following areas prior to the determination for promotion, retention or assignment to CUSD Summer School. This policy is focused on valuing all subject areas and strengthening the CORE requirements.

RETENTION: Factors for retention placement may include age, maturation, and classroom performance, standards, and test results. If a student is retained, the credits to be earned will start over for that specific grade level.

SUMMER SCHOOL: Credits may be made up in Summer School if the number of credits earned during CUSD Summer School can lead to passing to the next grade.

GRADE 6: A student earning less than 50 of 60 semester credits will be referred to CUSD Summer School and/or be referred for retention.

GRADES 7-8: The student must achieve 100 of 120 semester credits in their 7th and 8th grade years for graduation. Credit for each class is equal to 5 points. There are 30 points possible each semester (6 classes X 5 points = 30 credits.) Credits may be earned for passing classes. Each semester has two quarters. If a student receives a D- the first quarter and an F the second quarter, the student will receive an F semester grade to reflect the downward progress. If the student receives an F the first quarter and a D- the second quarter, the student will receive a D- to reflect the upward progress.

CUSD Summer School (or retention referral) will be assigned to a 7th grade student who has earned less than 50 semester credits during the 7th grade year. An 8th grade student who has 110 or less semester credits must be assigned to CUSD Summer School (or retention referral) if the number of credits earned in CUSD Summer School can lead to the 120 semester credits needed for graduation. If the student successfully achieves enough credits in CUSD Summer School, the student will be eligible for CUSD Summer School graduation in July.

GRADE 8: No "F" semester grades in CORE classes (Reading/Language Arts/English, Math, Social Studies/History, and Science)

II. SCHOOL INTERVENTIONS

Interventions are assigned to students receiving "D" or "F" grades. The purpose of these remedial interventions is to assist the student with additional instruction and remediation opportunities.

1. The school "Review Board" shall meet at the end of the year to determine promotion, retention or assignment to Summer School for remediation, if the student qualifies.
2. For gr. 6-8 students receiving any "D" or "F" will be referred to After School Tutoring
3. Summer School: See Section I.
4. Instructional modifications will also occur in the classroom. An assistance plan will be developed with the parent to help increase the student's achievement.
5. Beyond the interventions in the regular education program, students may also qualify for other programs, such as Special Education, ELL (English Language Learner Program) and or a modified instructional program etc.

III. SPECIAL EDUCATION

A Special Education students' IEP must define their educational program and progress from grade to grade.

IV. SECTION 504: AMERICANS WITH DISABILITIES ACT

Educational modifications outlined in a student's 504 Plan must be followed as they progress from grade to grade.

V. ENGLISH AS A SECOND LANGUAGE, ENGLISH LANGUAGE LEARNERS

No ELL student may be retained based on a language barrier. ELL students must have “catch up” assistance plans until they are re-designated as English proficient, able to comprehend, speak, read, and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. This proficiency shall be assessed by the following criteria:

(Education Code: 52164.6)

1. Teacher evaluation of the student’s English language proficiency and curriculum mastery.
2. Objective assessment of the student’s English comprehension, speaking proficiency and writing skills.
3. Parental opinion during a re-designation interview.
4. Objective data on the student’s academic performance in English.

ELL students are provided differential instruction during their process to acquire fluency in English. Differential instruction includes modifications to the students curricular and instructional program. Grades may also be modified according to the level of fluency until re-designation occurs.

VI. STUDENTS WORKING TO THE BEST OF THEIR ABILITY

For students who are working to the best of their ability, and who do not qualify for Special Education or English Language Learner support, the Review Board meets to see if and how retention could help the student.

However, if the interventions through the year did not work and the student did in fact work to the best of his/her ability, the Review Board may over-ride the graduation or retention standards and determine that retention is not in the best interest of the student. If so, the parent may be offered a retention waiver.

VII. REVIEW BOARD

The school Review Board meets at the end of each school year and at the end of summer school to make the determination of promotion, retention, summer school, or other program modifications for students who are at risk for retention. The site principals from Chatom and Mountain View, two of the student’s teachers (one of which the student is performing well in class and one of which the student is not performing up to standards), and the parent(s)/guardian(s) are members of the school’s Review Board.

VIII. STUDENT STUDY TEAM (SST)

The school Student Study Team (SST) is a regular education group meeting whereby a student’s performance is analyzed by the Principal, the student’s teacher(s), the parent(s)/guardians(s), and other school personnel. The Student Study Team may outline a program of intervention for the student to redirect or modify the student’s instructional program. In addition, the SST may make recommendation for appropriate testing for possible qualification for Special Education services. The SST shall discuss retention possibilities for identified students. If a student is being considered for possible retention, an improvement/assistance plan should be specified. The SST team should be scheduled as early in the school year as the teacher(s) recognize that a student is at risk in his/her academic program.

Procedures for Retention of Students

RESPONSIBILITIES OF THE TEACHER

1. Meet with parents of students having difficulty in the first grading period. Parents who do not attend the conference must be called and/or communicated with in writing. Notify parents and write "Possibility of Retention" on the Report Card for the first reporting period.
2. By the second grading period, identify pupils who are still being considered for retention, fill out the Retention Consideration Record and submit it to the principal.
3. Notify parents in writing (on Report Card) of possible retention and schedule a parent conference. Involve the student when appropriate. Maintain written documentation of all parent contacts regarding retention.

4. Prepare and present data to the Student Study Team for recommendations on interventions for improvement and assistance regarding the student being considered for retention.
5. Notify parents of intent to retain by oral communication.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

1. Review all data and assist staff to identify students at risk for retention.
2. Assist teacher to prepare the Student Study Team Data for the SST.
3. Receive all referrals for the SST from classroom and special education teachers and parents.
4. Schedule the SST meetings including notification of parents of their right to be present when their child is being considered for retention.
5. Monitor the notification to parents regarding retention or possible retention decisions. Meet with the teacher(s) and parents for retention appeals.
6. Maintain written documentation of all parent contacts regarding retention.

RESPONSIBILITIES OF PARENTS

1. Work with the school and the teacher to implement the student's assistance and improvement plans.
2. Assist the student with good attendance and coming to school on time.
3. Assist the student with homework.

CONFISCATION OF ELECTRONIC AND ELECTRONIC SIGNALING DEVICES

1. Education Code Section 48901.5 authorizes governing boards of school districts to determine the policy and regulation regarding usage and possession of electronic devices while students are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.

Electronic devices, games and headphones are not allowed on school grounds or buses without administrative approval. Middle school students, who are allowed to have cell phones under certain provisions, are to use their phones solely for calling or texting (no games, internet, music, photography, etc.), unless administrative approval is granted. Elementary school students are not allowed to have cell phones out.

1.1 PRESCHOOL-GRADE 8:

1. No pager may be allowed at school. Also see A-2.
2. No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to health of the pupil.
3. Electronic games are not allowed at school.
4. Chatom Elem., Chatom Preschool, Mt. View Middle School, and the Chatom Union School District are not responsible for any damaged, lost or stolen cell phone.

1.2 MIDDLE SCHOOL:

It is not the intent of the governing board to encourage pupils to bring cell phones to school. When possessing cell phones, students must adhere to these guidelines. Violations of this policy may result in the denial of the privilege of having the cell phone at school.

1. Phones can be used before and after school only.
2. Phones need to be turned off during the school day.
3. Phones can be used before and after school activities.
4. Mountain View Middle School and Chatom Union School District are not responsible for any lost, damaged or stolen cell phone.
5. Students may use the Mountain View Middle School office phones for special circumstances, with permission of the school office personnel.

6. Parents are encouraged to call the office, as is current practice for matters regarding their child(ren).
 7. Bring it at your own risk.
2. The Superintendent or designee shall confiscate these devices from students. (cf. 5144 - Discipline)

ALCOHOL AND OTHER DRUGS

ENFORCEMENT/DISCIPLINE

1. When any student uses, possesses or sells alcohol or illegal drugs at school or while under school jurisdiction, the following shall result:
 - 1.1 Parent/guardian contact
 - 1.2 Expulsion and Suspension proceedings will occur following Ed Code 48900, 48900.2 and 48900.5.
 - 1.3 Recommendation of expulsion for unlawful possession of any controlled substance except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
 - 1.4 Law Enforcement Report, Education Code 48902 requires the principal or designee to notify law enforcement authorities of any student acts which may violate Education code 48900(c) or (d), relating to alcohol and other illegal drugs. As amended by SB 232 (Ch. 205, Statutes of 1995), The principal or designee incurs no liability as a result of this report unless a false report was made knowingly or with reckless disregard for truth or falsity. (Education code 48902)
2. When any student uses or possesses alcohol or illegal drugs or related paraphernalia at school or while under school jurisdiction, the following procedures shall occur.
 - 2.1 Parent/guardian contact
 - 2.2 Law enforcement contact
 - 2.3 Suspension and referral for an administrative discipline hearing for Expulsion following Ed Code 48900, 48900.2 and 48900.5.
 - 2.4 Referral to an appropriate counseling program
 - 2.5 Transfer/alternative placement
 - 2.6 Restriction from all extracurricular activities, including athletics, for the length of the semester. (cf. 6145 - Extracurricular and Co-curricular Activities)

STUDENTS' RESPONSIBILITIES

1. Adhere to this policy.
2. Do not bring, have in your possession, use, or sell alcohol or illegal drugs on the way to or from school or at school
3. Ask for help from your parents or from school officials.

PARENTS' RESPONSIBILITIES

1. Cover this policy with your child.
2. Refer your child for help if your child has a problem with alcohol or illegal drugs.

TEACHERS' RESPONSIBILITIES

1. Refer to the principal/designee any student who violates or is suspected of violating this policy.

ADMINISTRATOR'S RESPONSIBILITIES

1. Implement this policy.

SCHOOL SPONSORED TRIPS

All school sponsored trips must follow the most current CRSIG rules and regulations and complete all permission forms and driver registration forms as needed.

ACCIDENT OR ILLNESS AT SCHOOL

Whenever a student becomes ill or is in an accident in school, he/she is sent to the nurse's room or office for minor first aid. If the injury or illness warrants it, the parent is called and requested to take the student home for further care.

1. Students are never sent or taken home unless supervision is there.
2. Please be certain that you have notified the office of any medical problem(s) of your child/children.
3. Make sure an alternate phone number (friend or neighbor) is also registered at the school office.
4. The student's doctor's name and phone number should be registered in the office.
5. In case of a serious injury to a student when the parents are unavailable, the following steps will be taken:
 - a. The physician authorized by the parent may be contacted.
 - b. Any special instructions given by the parent will be followed.
 - c. At the discretion of school personnel, the pupil will be transported by ambulance or private vehicle to a local hospital. Ambulance expenses are the responsibility of the student's parent or guardian.

ATTENDING SCHOOL EVENTS

A student may not participate in an after school extra-curricular event if he/she has not attended school for at least half of the school day. A student may not attend or participate in any after school events if he/she has been suspended for that day.

ALCOHOL/DRUG POLICY

The use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the Governing Board intends to keep district schools free of alcohol and other drugs. Therefore, the Governing Board has adopted an Alcohol/Drug Policy which is included in this DBC.

BICYCLES

Students may not ride bicycles to Chatom Preschool, Chatom Elementary School and Mt. View Middle School.

BOOKS

Students are responsible for care of textbooks and library books. Students will be charged for lost or damaged books.

BULLYING/HARASSMENT

All students have a right to safe and healthy environment. The District will not tolerate bullying, harassment or any other behavior which infringes on the safety or well-being of any student, and will not tolerate retaliation in any form when bullying or harassment is reported.

Students may be disciplined for bullying and/or harassment, up to and including expulsion. A student who feels he/she is a victim of bullying or harassment should immediately contact the school office. Ed Code 48900 (r) defines "bullying" as "any severe or pervasive physical or verbal act or conduct directed toward a student and which would have certain consequences upon a reasonable student."

Definitions of Bullying/Harassment

Physical: The use of physical force or intimidation

Verbal: The use of words or gestures
Retaliation: Spreading of rumors, harming friendships
Cyber: Use of technology to bully

The Chatom Union Governing Board has adopted a Bullying Policy which is included in this DBC.

BUSES

All pupils are expected to follow instructions regarding bus conduct. Bus rules and consequences are included at the end of this handbook as Appendix B. Bus riding is a privilege and may be revoked temporarily or permanently if students do not abide by safety regulations. The school office does not accept "bus" phone calls except in an emergency situation. If you want your child to go home with someone else or stay after school, please send a note with him/her to be turned into the school office.

CAFETERIA Telephone: (209)664-8502

We are pleased to inform you that Chatom Union School District has applied to continue a provision available at schools participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision for 2024-2025 School Year.

What does this mean for you and your children attending the school(s) identified above if approved?

All enrolled students of the Chatom State Preschool, Chatom Elementary, and Mountain View Middle School are eligible to receive a healthy breakfast and lunch at school at no charge to your household each day of the 2024-2025 school year. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit an application. Reimbursable meals are provided free of charge to all enrolled students. Milk only purchases will be available at a cost to the family of .50 per carton.

CAMPUS VISITATIONS

If you would like to visit your child's classroom, please make arrangements with the teacher or schedule an appointment in the school office. If you are interested in a general school visitation, please make arrangements with the principal. **All visitors must report to the office, sign in, get a "visitor's pass", and sign out.**

CHANGE OF ADDRESS OR TELEPHONE NUMBER

Please notify your school office if you have a change of address or telephone number. It is vital that we have current information on file for your child/children.

CHEATING

All students should be fully aware that unless otherwise specified, all assignments are to be done individually. Any unauthorized copying or sharing of work or answers will be considered cheating. Both the person who takes and copies information, as well as the person who provides it, will suffer the same consequences.

DELIVERIES

Because we are working hard to increase the amount of learning time in the classroom, we will not be able to make personal deliveries to students in classes. We discourage sending flowers, balloons, or other gifts to school.

EARLY RELEASE

We try to minimize the amount of classroom interruptions. Therefore, if a student needs to leave school early for an appointment, the parent should send a note in the morning of the day of the appointment stating the time and reason the student is to be released. In this way, the student can give the release note to the teacher at an

appropriate time during the day. This will prevent unnecessary classroom interruptions. Parents taking a child out of school before the end of the school day must sign the child out in the school office.

EMERGENCY CONTACTS

Make sure you have on file at the school site emergency names, current addresses and telephone numbers in case your child becomes ill or has an accident. Authorization for emergency medical treatment must be signed by the parents or legal guardian and sent to the school office immediately upon registering a new student or the first week of each school year.

FINAL EXAMS

Comprehensive exams, unit assessments, or local benchmarks may be completed at the end of the school year in Grades K-8.

FOGGY DAY SCHEDULE

During the foggy season, it is possible that buses will be delayed. When the decision is made to delay the start of the buses, the message will be entered on the Chatom Union School District Hotline. Please dial 664-5540 to listen to the message. School will begin on time for the students who arrive on time. Students arriving on the bus will not be considered late. Please don't feel that you have to get out in the foggy weather to bring your children to school. If safe, the buses will run, they just may be delayed. Updates will be made to the message if conditions change.

FORMAL WARNING

A formal warning may be issued by a staff member when there is a problem they wish to have acknowledged by a parent/guardian. The formal warning does not become part of a student's behavioral file or get recorded in the form of a demerit. A formal warning is given to a student in an effort to remedy a situation before it results in a detention and open the channel of communication between student-parent-teacher. A formal warning must be signed by a parent/guardian and returned to the teacher issuing the warning on the following day of school.

GANG AND VIOLENCE RELATED ACTIONS, ATTIRE AND MATERIALS

No gang or violence related attire; colors, symbols, actions or materials may be brought, worn, or acted out at school.

GRADUATION ACITIVITES STANDARDS

Students will be eligible to graduate upon successful completion of their 8th grade year. Eligibility means being a graduate in good standing by meeting the following requirements:

1. If a student is not eligible to "walk" the ceremony, they are not eligible for any related graduation activities. (See above.) (i.e. Graduation Dance, Graduation trip, etc.)
2. Eligibility means being a graduate in good standing by meeting the standards of graduation.
3. No more than 5 days suspension during the year.
4. Must owe no money to the school.

(8th grade activities are defined as activities for all 8th grade students. 8th grade activities are listed as "8th grade fieldtrip, the 8th grade etc." 8th grade activities are separate from graduation activities.)

GRADUATION AWARDS AT MOUNTAIN VIEW

Valedictorian

In effect for the Class of 2027: Highest GPA in class, working at grade level from 8th grade first quarter through 8th grade final grades.

In effect for the Class of 2028: Highest GPA in class, working at grade level from 7th grade first quarter through 8th grade final grades.

In effect for the Class of 2029 and subsequent years: Highest GPA in class, working at grade level from 6th grade year third quarter through 8th grade final grades.

Salutatorian

In effect for the Class of 2027: Second-highest GPA in class, working at grade level from 8th grade first quarter through 8th grade final grades.

In effect for the Class of 2028: Second-highest GPA in class, working at grade level from 7th grade first quarter through 8th grade final grades.

In effect for the Class of 2029 and subsequent years: Second-highest GPA in class, working at grade level from 6th grade third quarter through 8th grade final grades.

Honor Cord

3.5 or higher GPA from 8th grade first quarter through 8th grade fourth quarter final grades

Honor Roll

3.0 or higher GPA for at least one quarter of 8th grade year

Presidential Academic Fitness Award

B+ (3.5) average in both 7th and 8th grade final grades and scoring a 3 or 4 performance level on the CAASPP in either Language Arts or Math in 7th grade.

Most Improved

Students are nominated by teachers. Then, teachers and staff vote for one boy and one girl to receive the award.

Outstanding Citizen Award

Students are nominated by teachers. Then, teachers and staff vote for one boy and one girl to receive the award.

Perfect Attendance

Student with perfect attendance in grades 1 through 8

- Final grades for 8th grade are due two Fridays before graduation, which is approximately ten school days.
- If a tie occurs in any category, all identified students receive the honor in the areas of Salutatorian and Valedictorian.

GRADUATION POLICY

GRADUATION ACTIVITIES' STANDARDS: 8th GRADE

1. If a student is not eligible to "walk" the ceremony, they are not eligible for any related graduation activities. (See above.) (i.e. Graduation Dance, Graduation Field Trip, etc.)
2. Eligibility means being a graduate in good standing by meeting the standards of graduation.
3. No more than 5 days suspension during the year
4. Owe no money to the school

HONOR ROLL

Mt. View has three (3 **) levels of honor roll.

Mt. View Middle School

- ** 1. Those who have all "A" grades
- ** 2. Those who have a "3.5" average or better
- ** 3. Those who have between a "3.0 - 3.5" average

The honor rolls are calculated after each report card period. The calculation is based upon the letter grades:

A = 4.00	B = 3.00	C = 2.00
D = 1.00	F = 0.00	

Chatom Elementary 3rd- 5th Grade

**Honor Roll- Average of 3

Student meets grade level expectations with an average of 3 on Standard-Based Report Cards.

INDEPENDENT STUDY

If you are planning a trip, which will require a period of time away from school, you may still be granted school credit by arranging, in advance, for an independent study program. Contact your child's teacher to arrange for the program. The District partners with the Stanislaus County Office of Education to provide a long-term Independent Study program for students who will be absent for more than 15 school days. Contact your child's school office for more information.

INSURANCE

The school does not carry medical or dental insurance for pupils injured on school premises. However, low-cost accident insurance information is available and forms from the insurance company are distributed at the beginning of the school year and are available in the main office. Any student participating in sports must have proof of private insurance or they may sign up for the accident insurance offered.

INVITATIONS

We request that you do not ask your child to distribute invitations at school unless you are going to invite the entire class. We have seen many disappointed children who have been left out when invitations are distributed in class.

LOST AND FOUND

We have a lost and found box in the office. Found items are kept for a period of approximately three months. Unclaimed items are donated to a charitable organization every 3-4 months of the school year. Please check with us for lost items.

OFFICE HOURS

Office hours are from 7:30 AM to 4:00 PM at Chatom Elementary School and 7:45 AM to 4:15 PM at Mountain View Middle School. If you have any questions, please feel free to contact the schools at 664-8500/Chatom Elementary and 664-8515/Mt. View Middle School.

OUTDOOR EDUCATION

Subject to funding, our sixth-grade students will go to Outdoor Education School sometime during the year. Outdoor education is a tremendous learning experience for the pupils. The program covers a wide range of subjects such as forest, plant and animal life, ecology, geography, early California history, constructive use of natural resources, and much more. The knowledge gained by the pupils helps them to appreciate our natural

resources and the need to preserve them. More information to parents of sixth grade students will be sent home after the school year begins.

PARENT CONFERENCES

In the fall, Parent-Teacher Conferences are scheduled. Parents are requested to come to school at a prearranged time to talk with their child's teacher about his/her academic and social growth. **We strongly feel that the Parent-Teacher Conference is the most meaningful method of communication between the school and home.** During the conference there can be a mutual exchange of pertinent information about each individual child, which may be very important to his/her progress in school.

PARENT INVOLVEMENT

We are very fortunate to have many parents who make time in their busy lives for their children's school. It has been shown that children whose parents are actively involved in their education do better in school. There are many ways for you to become involved and help your child in school. For example:

1. Help in the classroom.
2. Help with special events such as field trips, class parties, sports events.
3. Assist in our special projects. Some of the traditional ones are sports events, graduation, carnival and other fund raisers.
4. Attend Parent Conferences, Open House and Back-To-School Night.
5. Monitor your child's screen time (computer, phone, tv) habits and homework completion.
6. Be a member of the School Site Council.
7. Be involved in the Parent-Teacher Club activities.
8. Most importantly, be in contact with your child's teacher.

PARENT-TEACHER CLUB

The Chatom-Mt. View Parent-Teacher Club is very active. It meets monthly, except during December and April. We encourage you to participate in the meetings and be active in its activities.

PICTURES

A special photography company takes pictures of all students and staff early in the fall and in the spring. Several plans are offered for purchase at a low cost. Purchase is optional. Baseball caps are not allowed for pictures in the fall since they may be used for student identification.

PROGRESS REPORTS

Progress reports are sent out at least four weeks ahead of the grading period or *whenever it becomes evident to the teacher that the pupil is in danger of failing a course*. Parents will receive progress reports for D's and F's at any time during a quarter. Teachers are encouraged to send progress reports home for C's or higher as well. The grading periods are listed under the Report Cards section. Parents must be notified if a student is to receive a D or F **prior** to the issuance of a report card.

PROMOTION/RETENTION POLICY

The Board of Trustees has adopted policies regarding Promotion/Retention. These policies and administrative regulations are included for your information in this DBC.

REPORT CARDS

Report cards are prepared for parents at the end of each quarter for Mt. View Middle School Students and each trimester for Chatom Elementary students. Each student is evaluated according to his/her individual ability and progress. Academic and citizenship grades are given for each student. They are issued a week after the grading period ends. In the fall, report cards are given to parents during the Parent-Teacher Conference. At the remaining quarters, report cards are sent home with TK-5 students and mailed home for 6-7-8 grade students.

SAFE SCHOOL ENVIRONMENT

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

SPECIAL PROGRAMS

The school provides several special programs to enrich and meet the special needs of students. They are the GATE Program, Title I Program, Special Education/Resource Program, and Limited-English Proficient.

SPORTS PROGRAM

The Chatom Union School District maintains an excellent inter-scholastic sports program for boys and girls in the 6th, 7th and 8th grades. To participate, a student must maintain a 2.00 grade average and a good behavior pattern. The purpose of the program is to encourage the development of healthy bodies, sportsmanship and experience in teamwork.

STUDENT COUNCIL

The Student Council is composed of eight officers and a representative from each of the 6th, 7th and 8th grades. The officers consist of: President, Vice-President, Secretary, Treasurer, Recreation Commissioners (2) and School Improvement Representatives (2). The officers and room representatives serve for one year. The student council serves several purposes:

1. To provide and organize a democratic form of student government.
2. To promote and maintain a high level of school spirit.
3. To sponsor extracurricular activities.
4. To develop an attitude of interest and cooperation in all school functions.
5. To learn democratic procedures.

STUDENT TESTING

Parents have the right to be notified of their child's performance on standardized and statewide tests and the school's ranking on these tests. Under other state law, parents may request that their child not participate in the statewide tests. Additional information about the state assessment is available on the CDE CAASPP web page at <http://cde.ca.gov/ta/tg/ca/>.

TARDY

If a student is late in the morning, he/she must report to the office before going to class. Being punctual is very important and we encourage parents to be sure their children arrive at school on time. Additionally, it is extremely important that students not be tardy between classes. Appendix A includes a complete policy on tardiness.

TOBACCO POLICY

Smoking presents a health hazard which can have serious consequences both for the smoker and the non-smoker. No one shall be allowed to smoke, chew or possess tobacco or nicotine products of any kind on school property or at school-sponsored events. This includes all forms and devices including but not limited to e-cigarettes and vaping devices. Anyone who violates this policy shall be subject to removal from the grounds or event. The District's buildings and grounds have now been designated a Tobacco Free Campus. We appreciate your cooperation in this matter. Please refer to Appendix E in this handbook.

TELEPHONE

Students are to have a written permission slip from the teacher to use the telephone. The telephone is to be used for emergency school business only.

TUTORING

In an effort to help students who may need extra help, Chatom Union School District offers an After-School Tutoring Program. Any student who wishes to participate is welcome. Check with your child's school site for days and times.

WELLNESS POLICY PROCESS

In compliance with state regulations, the Wellness Policy was developed by a committee representing the district.



California Department of Education Williams Complaint Classroom Notice Chatom Union School District

Notice to Parents, Guardians, Pupils, and Teachers 2026-2027

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site.

You may also download a copy of the Sample Williams Complaint Form in English and in other languages from the California Department of Education Web site.

Department of Education

APPENDIX

Appendix A: Attendance Expectations

Appendix B: Transportation Rules and Disciplinary Form

Appendix C: Alcohol and Other Drugs Policy

Appendix D: Tobacco-Free Schools

Appendix E: Grades/Evaluation of Student Achievement

Appendix F: Wellness Policy

Appendix G: Bullying Policy

Appendix H: Parent Participation Policy

Appendix I: Anaphylaxis Treatment Notification

Appendix J: Children in Homeless Situations

Appendix K: Child Abuse Reporting

Appendix L: Uniform Complaint Policy

Appendix M: Non-discrimination/Harassment

APPENDIX A

Chatom Union School District Attendance Expectation

Education is an opportunity and a right. If students do not exercise their right to attend school, they have limited their opportunity for the basic education necessary to become mature, knowledgeable, and productive members of society. Absenteeism has direct, negative effect on student achievement, promotion, graduation, behavior and employment potential. It has been well demonstrated that regular attendance is a key factor in the success a student achieves at school. Thus, students are expected to be in school on time every day for the full day.

Interventions: Parent Notification, Parent Conference, SART, DART, SARB, Court

Unexcused Absences	Grades TK-8 th
1	Parent Notification
3	Notification of Truancy
5	Second Notification of Truancy/ SART
10	Third Notification of Truancy/ DART
15	County Level SARB
20	Court

- Truancy Letters – Use Education Code approved letters provided by the District Office
- School Attendance Review Team (SART) - Site level conference which may include Principal, Parent, Student, Attendance/ Secretary, Teacher, Counselor, etc. based on student need.
- District Attendance Review Team (DART) - District level meeting which may include Superintendent, Management, Nurse, Counselor, Parent, Student, etc. based on student need.
- County School Attendance Review Board (SARB) which may include Multidisciplinary team at Stanislaus County Office of Education and law enforcement.
- Court- Parents are cited and referred to Stanislaus Superior Court for chronic truancy issues and failure to comply with SARB directives.

Excused Absences	Grades TK-8 th
1	Parent Notification
5	Warning/ Concern letter
7	Possible SART
10	Possible DART
18	Chronic Absence Letter

⇒ Students with excessive excused absences may be referred to SART for 5 cumulative absences or to DART for 10 cumulative absences at the discretion of the school site administrator.

APPENDIX B

CHATOM UNION SCHOOL DISTRICT

When a bus rider is guilty of misconduct, he/she will be reported to the Director of Transportation and may be reported to the School Principal or Designee. Listed below are citations and the action that may be taken for each.

DISCIPLINARY REPORT

Name: _____ School: _____ Date: _____

Route Number: _____ Driver: _____

VIOLATION

- ☐ Use of inappropriate language (threats/cussing)
- ☐ Moving from seat to seat
- ☐ Destruction of private or school property
- ☐ Student did not follow bus stop procedures
- ☐ Other _____

ACTION TAKEN

- ☐ Verbal warning
- ☐ Student assigned seat
- ☐ Issued citation (written form)
- ☐ Requested immediate removal from the bus

CONSEQUENCES

	TK-5	6-8
1 st Citation	Warning	Warning
2 nd Citation	Three days off bus	Five days off bus
3 rd Citation	Five days off bus	Ten days off bus
4 th Citation	Ten days off bus	Twenty days off bus
5 th Citation	Twenty days off bus	Remainder of the school year off bus

In instances of a severe violation or repeated offenses, the rider may be removed or denied transportation for a period of time determined appropriate by the Director of Transportation, Principal or Designee. Some examples of severe misbehavior include but are not limited to the following:

Physical Harm Property Damage Refusal to obey driver Failure to give a correct name
Physical harm or threat of physical harm to driver (may result in an arrest)
Total disruption (which created a safety hazard)

BUS RIDING IS A PRIVILEGE WHICH MAY BE DENIED. PARENTS ARE URGED TO DISCUSS DISCIPLINARY ACTION TAKEN TO PREVENT FURTHER OCCURRENCE. IF STUDENTS ARE NOT SUSPENDED FROM SCHOOL, PARENTS MUST ASSURE SCHOOL ATTENDANCE WHEN STUDENTS ARE REMOVED FROM THE BUS.

Director of Transportation: _____

Citation Number _____

Date of Phone Call _____

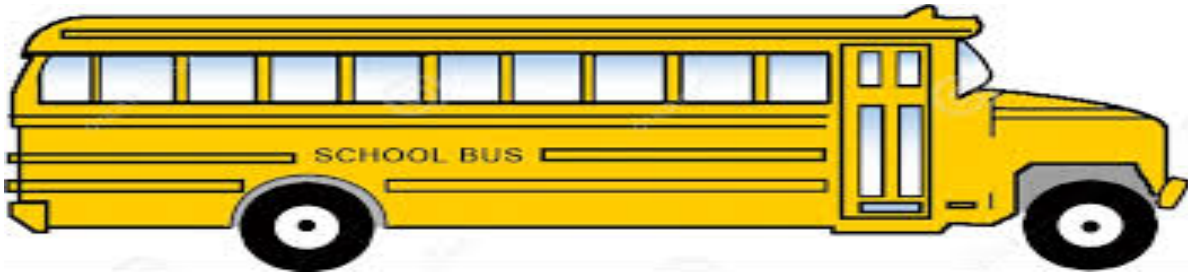
- Note:
1. Days off are school days. Vacation days do not count.
 2. Students will start each year with no citations; however, they must finish days off penalties from the previous year. Extenuating circumstances will be handled by using Severe Citations.
 3. Citation must be signed by a parent and returned to the bus driver before the student can resume bus riding privileges.

For questions or concerns, please call the transportation office at 209-664-8507.

I have read, understand and discussed these bus riding rules with my child(ren) and agree to support and abide by them.

Signed: _____ / _____ / _____
Parent/Legal Guardian Date Telephone

Student Signature Date



Bus Rules

1. BE AT THE BUS STOP 5 MINUTES BEFORE BUS ARRIVES. IF CROSSING THE STREET BE SURE TO LOOK BOTH WAYS BEFORE CROSSING.
2. FORM LINES FACING THE DIRECTION OF THE APPROACHING BUS.
3. WAIT BACK AT LEAST 12 FEET UNTIL THE BUS HAS COME TO A COMPLETE STOP AND THE FRONT DOOR HAS OPENED.
4. DO NOT PUSH OR SHOVE WHILE LOADING AND UNLOADING THE BUS.
5. BE SEATED AS QUICKLY AS POSSIBLE, TALK QUIETLY WITH FRIENDS.
6. FASTEN ANY PASSENGER RESTRAINT SYSTEMS AND STAY SEATED WHILE THE BUS IS IN MOTION.
7. KEEP AISLE AND EMERGENCY EXITS CLEAR.
8. DO NOT PUT HANDS, FEET, OR HEAD OUTSIDE OF THE WINDOW.
9. DO NOT THROW OBJECTS INSIDE OR OUT OF THE BUS.
10. REMAIN SILENT AT ALL RAILROAD GRADE CROSSINGS.
11. REMAIN SEATED UNTIL THE BUS COMES TO A COMPLETE STOP AND THE DOOR HAS BEEN OPENED.
12. GET OFF OF THE BUS ONLY AT THE DESIGNATED STOP.
13. KEEP HANDS TO YOURSELF.
14. NO EATING OR DRINKING.
15. FOLLOW DIRECTIONS OF DRIVER.
16. SHOW RESPECT TO DRIVER AND OTHERS.
17. RIDERS MAY BRING ELECTRONIC DEVICES ONTO THE BUS ONLY IF SUCH DEVICES ARE PERMITTED AT SCHOOL. IF THE USE OF CELLULAR TELEPHONES OR SIMILAR DEVICES DISTURPTS THE SAFE OPERATION OF THE SCHOOL BUS, THE BUS DRIVER MAY DIRECT THE STUDENT TO NO LONGER USE THE DEVICE ON THE BUS.
18. ON FOGGY DAYS TALK QUIETLY.
19. KEEP THE BUS AND THE AREA AROUND THE BUS STOP CLEAN. DO NOT DEFACE OR DAMAGE THE BUS OR BUS EQUIPMENT. DAMAGING OR DEFACING ANY PART OF A BUS SHALL BE REIMBURSABLE BY THE PARENT/GAURDIAN OF THE INDIVIDUAL RESPONSIBLE.

APPENDIX C

ALCOHOL AND OTHER DRUGS POLICY

Alcohol and Other Drugs

Because the use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the governing board intends to keep district schools free of alcohol and other drugs.

The Board desires that every effort be made to reduce the chances that our students will begin or continue to use alcohol and other drugs. Alcohol is like any other drug, illegal for use by minors. The Superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. The Superintendent or designee shall clearly communicate to students, staff and parents/guardians all Board policies, regulations, procedures and school rules related to this prevention program.

Recognizing that keeping schools free of alcohol and other drugs is a concern common to the district and community, the Board supports cooperation among schools, parents/guardians, law enforcement and other appropriate community organizations involved in preventing alcohol and other drug abuse.

To obtain the widest possible input and support for district policies and programs related to alcohol and other drug abuse prevention, the board shall appoint a district-wide school-community advisory committee to make recommendations in this area.

Instruction

The district shall provide instructional programs which help students to avoid the use of alcohol or other drugs, and which teach students how to influence their peers to avoid and/or discontinue the use of alcohol or other drugs. Instruction shall be preventive in nature and designed to help students who have questions related to alcohol and other drugs.

The instructional programs will help students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol and other drugs, and will assist the student toward maturity.

The curriculum will be K-8, comprehensive and sequential in nature and suited to meet the needs of students at their respective grade levels.

Intervention

The Board supports intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.

The Board finds it essential that school personnel be trained to identify symptoms which may indicate use of alcohol and other drugs. The responsibilities of staff in working with, intervening, and reporting students suspected of alcohol and other drug use shall be clearly defined in administrative regulations.

Students and parents/guardians shall be informed about the signs of alcohol and other drug use and about appropriate agencies offering counseling.

Recovering Student Support

The Board recognizes the presence of recovering students in the schools and the necessity to support these students in avoiding re-involvement with alcohol and other drugs. The board shall provide ongoing school activities which enhance recovery.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Students possessing, selling

and/or using alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion.

School authorities may search students and school properties for the possession of alcohol and other drugs as long as such searches are conducted in accordance with law, Board policy and administrative regulations.

Tobacco

Smoking presents a health hazard which can have serious consequences both for the smoker and the nonsmoker. Students shall not be allowed to smoke, chew or possess tobacco or nicotine products on school property or during school hours, at school-sponsored events, or under the supervision of district employees. (Education Code 48901) Students who violate this policy shall be subject to disciplinary procedures which may result in suspension from school.

The Board shall provide instruction regarding the effects of smoking on the human body and shall take steps to discourage students from making it a practice to smoke. (Education Code 48901, 51202)

APPENDIX D

Chatom Union School District Board Policy

Business and Noninstructional Operations

BP 3513.3(a)

TOBACCO-FREE SCHOOLS

Note: Health and Safety Code 104420 and 104559, as added by ABX2 9 (Ch. 5, Statutes of 2016), define products containing tobacco and nicotine as including smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions. Education Code 48901, which prohibits smoking or tobacco use by students on campus, applies the definition of smoking and tobacco products specified in Business and Professions Code 22950.5, as amended by SBX2 5 (Ch. 7, Statutes of 2016). The following paragraphs reflect the more comprehensive definitions in Business and Professions Code 22950.5.

The Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

(cf. 3514 - Environmental Safety)

(cf. 4159/4259/4359 - Employee Assistance Programs)

(cf. 5030 - Student Wellness)

(cf. 5131.62 - Tobacco)

(cf. 5141.23 - Asthma Management)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The Board prohibits smoking and/or the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles. (Health and Safety Code 104420, 104559)

These prohibitions apply to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

(cf. 1330 - Use of School Facilities)

(cf. 1330.1 - Joint Use Agreements)

TOBACCO-FREE SCHOOLS (continued)

Note: Health and Safety Code 104420 and 104559, as added by ABX2 9 (Ch. 5, Statutes of 2016), define products containing tobacco and nicotine as including smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions. Education Code 48901, which prohibits smoking or tobacco use by students on campus, applies the definition of smoking and tobacco products specified in Business and Professions Code 22950.5, as amended by SBX2 5 (Ch. 7, Statutes of 2016). The following paragraphs reflect the more comprehensive definitions in Business and Professions Code 22950.5.

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

Tobacco products include: (Business and Professions Code 22950.5; Education Code 48901)

1. Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)

Legal Reference: (see next page)

TOBACCO-FREE SCHOOLS (continued)

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

BUSINESS AND PROFESSIONS CODE

22950.5 Stop Tobacco Access to Kids Enforcement Act;
definitions HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular
sources 104350-104495 Tobacco use prevention,
especially:

104495 Prohibition of smoking and tobacco waste on
playgrounds 104559 Tobacco use prohibition

119405 Unlawful to sell or furnish electronic cigarettes to
minors LABOR CODE

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health; use of tobacco
products UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7111-7122 Student Support and Academic Enrichment Grants

CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to
minors PUBLIC EMPLOYMENT AND RELATIONS BOARD RULINGS

Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District
(1989) PERB Order #750 (13 PERC 20147)

Management Resources:

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:
<http://www.cde.ca.gov/lr/he/at>

California Department of Education, Tobacco-Free School District
Certification: <http://www.cde.ca.gov/lr/he/at/tobaccofreecert.asp>

California Department of Public Health, Tobacco Control: <http://www.cdph.ca.gov/programs/tobacco>

Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>

U.S. Environmental Protection Agency: <http://www.epa.gov>

Revised: June 24, 2025

February 8, 2005

July 19, 1993

Policy Reference UPDATE Service

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Chatom Union School District

Administrative Regulation

Business and Noninstructional Operations

AR 3513.3(a)

TOBACCO-FREE SCHOOLS

Notifications

Note: Districts receiving Tobacco-Use Prevention Education (TUPE) funds are required by Health and Safety Code 104420 to communicate information about the district's tobacco-free schools policy. Districts that do not receive TUPE funds may delete or revise the following paragraph at their discretion.

Information about the district's tobacco-free schools policy and enforcement procedures shall be communicated clearly to employees, parents/guardians, students, and the community. (Health and Safety Code 104420)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee may disseminate this information through annual written notifications, district and school web sites, student and parent handbooks, and/or other appropriate methods of communication.

(cf. 1113 - District and School Web Sites)

Note: Health and Safety Code 104559, as added by ABX2 9 (Ch. 5, Statutes of 2016), requires all districts to display signs prohibiting tobacco use, as provided below.

The Superintendent or designee shall ensure that signs stating "Tobacco use is prohibited" are prominently displayed at all entrances to school property. (Health and Safety Code 104420, 104559)

Enforcement/Discipline

Note: Pursuant to Labor Code 6404.5, no employer shall knowingly or intentionally permit the smoking of tobacco products in an enclosed space at a place of employment. The effects of the district's tobacco policy, including any disciplinary action taken against employees resulting from the enforcement of the policy, may be subjects of negotiation between the Governing Board and employee organizations. Pursuant to Education Code 48900(h), a student may be subject to disciplinary action when it is determined that he/she possessed or used tobacco or nicotine products; see AR 5144.1 - Suspension and Expulsion/Due Process.

Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

TOBACCO-FREE SCHOOLS (continued)

(cf. 4118 - Suspension/Disciplinary Action)

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

(cf. 5144 - Discipline)

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

Note: Labor Code 6404.5 requires the district to take "reasonable steps" to prevent smoking by nonemployees. These reasonable steps include posting clear and prominent signs as specified in the "Notifications" section above and requesting that the nonemployee refrain from smoking on school premises. The following **optional** paragraph may be revised to reflect district practice.

Any other person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may:

1. Direct the person to leave school property
2. Request local law enforcement assistance in removing the person from school premises
3. If the person repeatedly violates the tobacco-free schools policy, prohibit him/her from entering district property for a specified period of time

(cf. 1250 Visitors/Outsiders)

(cf. 3515.2 - Disruptions)

The Superintendent or designee shall not be required to physically eject a nonemployee who is smoking or to request that the nonemployee refrain from smoking under circumstances involving a risk of physical harm to the district or any employee. (Labor Code 6404.5)

Revised: June 24, 2025
February 8, 2005
July 19, 1993

APPENDIX E

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

Grades for Achievement

Grades for achievement, for 6th-8th, shall be reported each marking period as follows:

A. (90-100%)	Outstanding Achievement	4.0 grade points
B. (80-89%)	Above Average Achievement	3.0 grade points
C. (70-79%)	Average Achievement	2.0 grade points
D. (60-69%)	Below Average Achievement	1.0 grade points
E. (0-59%)	Little or No Achievement	0
F.	Incomplete	0

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

An incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within two weeks, the incomplete will become an F.

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, or does not wear standardized physical education apparel.

Students in grades 6, 7, and 8 must earn at least 2.00 or C grade point average in order to participate in extra/co-curricular activities. Students must maintain a good behavior pattern.

Criteria for determining grades for achievement may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility and promptness.
2. Contribution to classroom discussions.
3. Demonstrated understanding of concepts in tests.
4. Application of skills and principles to new situations.
5. Organization and presentation of written and oral reports.
6. Originality and reasoning ability when working through problems.

Kindergarten through fifth grade will be reported as follows:

- 4 Exceeds Standard
- 3 Meets Standard
- 2 Partially Meets Standard
- 1 Does Not Meet Standard

Policy adopted: 4/8/97

*Policy will be revised to reflect California assessment system.

APPENDIX F

Chatom Union School District Wellness Policy

I. Involvement of School and Community Stakeholders in Developing the Wellness Policy.

District Health Task Force

The District Health Task Force will consist of representatives from all sites in the district. The committee may also include district administrators, health professionals, school nurses, health educators, physical education teachers, counselors, parents, secondary student representatives and/or other community members interested in school health issues.

The District Health Task Force shall:

- A. assist with policy development
- B. advise the district on health-related issues, activities, policies, and programs
- C. plan and implement activities as appropriate to promote health within the school or community
- D. monitor implementation of the policy and report annually to the School Board.

The designated official with the authority and responsibility to ensure each school complies with the Local School Wellness Policy is Genevieve Lucas, Food Service Director.

II. Establishment of Goals for Nutrition Education, Physical Activity, and Other School-Based Activities that Promote Student Wellness.

Nutrition Education and Physical Goals

The district's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Nutrition education shall be provided as part of the health education program in grades K-8 and, as appropriate, shall be integrated into core academic subjects and offered through before and after-school programs.

In K-8 grades nutrition and health education level topics shall be offered as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health.

Nutrition education and promotion shall include developmentally appropriate, culturally relevant participatory activities such as contests, promotions, taste testing, farm visits, and school gardens. It shall promote eating of fruits, vegetables, whole grain products, low fat and fat free dairy products, healthy food preparation methods, and health enhancing nutrition practices. It shall emphasize caloric balance between food intake and physical activity and exercise. Training for teachers, other staff and cafeteria staff will occur as needed.

Teachers and other school and community personnel are encouraged to not use physical activity (e.g. running laps, pushups) or withhold opportunities for physical activity (recess, physical education) as punishment.

All schools shall implement (meet or exceed state) required minutes for physical education for students in that grade level. Physical education shall be structured to include time where students learn, practice, and are assessed on developmentally appropriate motor skills and sports, related social skills and physical fitness knowledge as set forth by the state of California. All classes are encouraged to be structured to ensure high levels of participation by all students.

Physical fitness shall be emphasized during recess, extracurricular programs, before and after-school programs, and other structured and unstructured activities. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities such as watching television.

All schools will offer physical activity in the afterschool program. The middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health care needs.

Professional development shall include instructional strategies that assess health knowledge and skills and promote healthy behaviors in nutrition, health, and physical fitness.

Parent Education and Communication

To encourage consistent health messages between the home and school environment, the schools will disseminate health information to parents/guardians through district or school newsletters.

The district/schools will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/schools will offer healthy eating information for parents, send home nutrition information, and provide nutrient analysis of school menus, as needed.

Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

The district/schools will provide parents with a list of foods that meet the district's snack standards, and ideas for healthy celebrations/parties and rewards.

Outreach to parents/guardians shall emphasize the relationship between student health and academic performance and opportunities for parents to share their healthy food practice with others in the school community.

III. Nutrition Guidelines for Food and Beverages (Available Outside the School Meal Programs)

Fund raising Activities

To support children's health and school nutrition education efforts, school fundraising activities are encouraged to use only foods that meet nutrition and portion size standards for foods and beverages sold individually. When foods or beverages are sold by students at any grade level as a fundraising event, the sales are required to take place off and away from school premises from midnight until at least one-half hour after the end of the school day. Schools will encourage fundraising activities (such as walk-a-thons) that promote physical activity, to the maximum extent possible. Staff will avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School/Classroom Celebrations

School staff shall communicate to and encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting pre-packaged snacks including fruits which they may donate for occasional parties.

Though the state recommends limiting celebrations to once per month, our District desires more flexibility. Class parties or celebrations shall be held after the lunch period when possible.

- Snacks: Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage.
- Rewards: Staff will limit the use of non-nutritious foods to one item per celebration as a reward for students' academic performance, accomplishments, or classroom behavior and will not withhold food or beverages as punishment.

School Sponsored Events

School-sponsored events include, but are not limited to: athletic events, dances, or performances. Food and beverage offered or sold at school-sponsored events from one half hour after the school day until midnight day do not have to meet the nutritional requirements.

Sharing of Foods and Beverages

Schools should discourage students from sharing their foods or beverages with one another during meal or snack times and be sensitive to concerns about allergies and other restrictions on children's diets.

Elementary Schools

The school food service program will approve and provide all food and beverage sales to students in elementary schools and will meet all relevant state and federal requirements as per Education Code, California Code of Regulations, and Code of Federal Regulations, including the Smart Snacks in Schools guidelines. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and no-fried vegetables.

Middle School

In the middle school, all foods and beverages sold individually outside of the reimbursable school meal program (including those sold through a la carte (snack) lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet all relevant state and federal requirements as per Education Code, California Code of Regulations, and Code of Federal Regulations, including the Smart Snacks in Schools guidelines. Please refer to the following nutrition and portion size standards:

Beverages:

- Allowed: Beverages that meet the following: Fruit or vegetable juice with 100% juice, no added sweeteners, and in a serving size of 12 ounces or less. Milk 1% White or 0% Chocolate containing Vitamins A & D, having at least 25% of the calcium daily value per 8 ounce serving, with no more than 28 grams of total sugar per 8 ounce serving, and be served in a portion of 12 ounces or less. Water may be served with no added sweeteners and does not have a serving size requirement.
- Not allowed: Soft drinks containing caloric sweeteners iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners;

beverages containing caffeine, no/low-calorie electrolyte replacement beverages, excluding low-fat or fat-free chocolate milk.

Snacks:

- Any food item sold individually will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and no more than 10% of its calories from saturated fat.
- Individual food items will have no more than 35% of its weight from added sugars.
- Individual food items must have less than .5 grams of trans fat per serving, less than 200 milligrams of sodium, and less than 200 calories per item.
- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include but are not limited to: fresh fruits and vegetables, 100% fruit or vegetable juice, fruit based drinks that are at least 50% fruit juice that do not contain additional caloric sweeteners, cooked, dried, or canned fruits in fruit juice or light syrup, and cooked, dried, or canned vegetables that meet fat and sodium guidelines.
- The item must be a fruit, vegetable, dairy, protein or whole grain rich item OR be a combination item containing at least ¼ cup of fruit or vegetable.

Entrees:

- Must be a meat/meat alternative, whole grain rich food, fruit or vegetable.
- Must be 400 calories or less with less than 4 grams of fat per 100 calories and less than .5 grams of trans fat per serving

IV. Nutrition Guidelines for Child Nutrition Reimbursable Meal Programs

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance.

To maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs, to the extent possible.

Meals served through the National School Lunch and Breakfast Programs will:

- Be appealing and attractive to students.
- Be served in clean and pleasant settings.
- Meet minimum nutrition requirements set by local, state, and federal statutes and regulations.
- Offer a variety of fruits and vegetables.
- Serve only milk approved by the National School Lunch and School Breakfast Programs and nutritionally equivalent non-dairy alternatives (to be defined by the USDA).

Schools should engage students and parents to try new foods sold through the school meal programs in order to identify new, healthy, and appealing food choices. In addition, schools may share information about the nutritional content of meals with parents and students or requested.

Breakfast

To ensure that all students have the opportunity for breakfast at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom if

appropriate, or breakfast during morning break.

- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.

Free and Reduced Priced Meals

Schools will make every effort to eliminate any social stigma attached to and prevent the overt identification of students who are eligible for free and reduced-price school meals.

Summer Service Program

Schools in which more than 50% of students are eligible for free or reduced-price school meals can sponsor or can be waived by application the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

Meal Times and Scheduling Schools will, to the extent possible:

- Provide students with access to breakfast and lunch.
- Allow 10-20 minutes of eating time after sitting down for lunch.
- Schedule meal periods at appropriate times, e.g. lunch served between 11 a.m. and 1 p.m.
- Not schedule tutoring, clubs, or organizational meetings or activities during mealtimes, unless students may eat during such activities.
- Will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
- Take reasonable steps to accommodate the tooth brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Qualifications for School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. All members of the child nutrition staff will meet or exceed the requirements established in the USDA Final Rule for Professional Standards Requirements. The district will, as part of the school district's responsibility to operate a food service program, provide continuing professional development for all nutrition professionals in schools. Staff development programs will include appropriate certification and/or training programs for school nutrition directors, school nutrition manager, and cafeteria workers, according to their levels of responsibility.

V. Measuring Implementation of a Local School Wellness Policy and Designating Responsibility for Implementation and Enforcement

Program Implementation and Evaluation

School food service staff, at the district/site levels will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Superintendent. In addition, the school district will report on the most recent USDA-Administrative review findings and any resulting changes, as required by law.

In order to ensure compliance with the established district-wide nutrition and physical activity wellness policy, administrators from every site will participate on the District Health Task Force and will be charged with operational responsibility and monitoring that all school sites implement the district's wellness policy.

The following quality indicators that will be used to measure the implementation of the policy district-wide and at each district school:

- An analysis of the nutritional content of meals served.
- Student participation rates in school meal programs.
- Feedback from food service personnel, school administrators, the district's Health Task Force, parents/guardians, students, and other appropriate persons.

This Wellness Policy will be reviewed annually by the Board. Administrators will be responsible for implementation of this policy, adherence to quality indicators, and any other Board policies related to nutrition and physical activity and State physical fitness scores.

Triennial Assessment

At least once every three years the District Health Task Force will conduct an assessment to include compliance with the Local School Wellness Policy, comparison to model policies, and progress in attaining the goals of the Policy. The District will update and inform the public about the Local School Wellness Policy by posting a report of the assessment on the District Website and inviting the public to participate in the District Health Task Force meetings.

Public Notification

The District will inform and update the public about the Local School Wellness Policy including the following areas:

- Annual notification of the content of the Local School Wellness Policy and any updates that have occurred
- Invitations regarding when and how to participate in District Health Task Force planning meetings
- The name of and contact information for the designated official within Chatom Union School District who has the authority and responsibility to ensure each school complies with the Local School Wellness Policy
- A report of the Triennial Assessment

USDA Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](http://www.ascr.usda.gov/complaint_filing_cust.html), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

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APPENDIX G

Chatom Union School District

Board Policy

Bullying

BP 5131.2

Students

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

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

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 6020 - Parent Involvement)

Bullying Prevention

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

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

(cf. 5137 - Positive School Climate)
(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 6163.4 - Student Use of Technology)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

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

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

Intervention

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

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

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

***Note: Districts have the authority to monitor students' use of the district's Internet system and to conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated district policy or the law; see BP/AR 5145.12 - Search and Seizure and BP/AR 6163.4 - Student Use of Technology. ***

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

PENAL CODE

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

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

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

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

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

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

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

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

Policy

Approved: June 19, 2012

Chatom Union School District

Turlock, California

APPENDIX H

Chatom Union School District

BP 6020

Policy 6020: Parent Involvement

Status: Approved

Original Adopted Date: 03/12/1996 | Last Reviewed & Revised Date: 10-08-2024

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; 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 district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

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

Title I Schools

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

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

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

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

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

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

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

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



Chatom Union School District

Anaphylaxis Treatment Annual Notification to Parents

California Education Code 49414 authorizes school districts to provide epinephrine auto-injectors to trained personnel to use to provide emergency medical aid to persons suffering from an anaphylactic reaction.

Anaphylaxis is a rapid, severe allergic response triggered by insect stings, foods, medications, latex materials, exercise, or in rare cases by unknown causes. This is a life-threatening allergic condition, requiring immediate treatment. Administering epinephrine to students during a medical emergency may help to insure the student's health and safety at school. Therefore, the Chatom Union School District has adopted a policy for standing orders or provides life-saving epinephrine to students who are in need of such treatment.

This policy states that a credentialed, licensed school nurse or trained, unlicensed school staff, under the direct or indirect supervision of the credentialed school nurse (or supervisor of health), may administer epinephrine in the form of an epinephrine auto-injector during a severe, life-threatening allergic reaction. The epinephrine auto-injector rapidly delivers a pre-measured, sterile dose of epinephrine by direct injection through the skin.

If your child has been diagnosed with an allergy/ health condition that requires the use of an EpiPen, it is still your responsibility to provide your child's EpiPen to the school nurse on or before the first day of class along with the medical orders.

If you have any questions, contact the District Office or Mrs. Souza at Chatom Elementary or Mountain View Middle School.

APPENDIX J

CHILDREN IN HOMELESS SITUATIONS

You can enroll in school, even if you have:

- Uncertain housing
- A temporary address
- No permanent physical address

You are guaranteed enrollment in school by the federal McKinney-Vento Act and California state law if you live:

- In a shelter (family, domestic violence, or youth shelter or transitional living program)
- In a motel, hotel or weekly rate housing
- In a house or apartment with more than one family because of economic hardship or loss
- In an abandoned building, in a car, at a campground or on the street
- In a temporary foster care or with an adult who is not your parent or guardian
- In substandard housing (without electricity, water, or heat)
- With friends or family because you are a runaway or an unaccompanied youth

To enroll in or attend school if you live under any of these conditions, you do NOT need to provide:

- Proof of residency
- Immunization records or tuberculosis skin-test results
- School records
- Legal guardianship papers

You may:

- Participate fully in all school activities and programs for which you are eligible.
- Continue to attend the school in which you were last enrolled even if you have moved away from that school's attendance zone or district.
- Receive transportation from your current residence back to your school of origin.
- Qualify automatically for child nutrition programs (free and reduced-price lunches and other district food programs).
- Contact the district liaison to resolve any disputes that arise during the enrollment process.

Parents' responsibilities are to:

- Make sure your child attends school regularly and completes homework and projects on time.
- Attend parent/teacher conferences, Back-to-School Nights, and other school-related activities.
- Stay informed of school rules, regulations and activities.
- Participate in school advisory/decision-making activities.

APPENDIX K

Child Abuse Reporting Procedures for Parents and Guardians

The following information will assist parents and guardians in determining whether or not child abuse has occurred and, if so, how to file a complaint of child abuse with local law enforcement. This information has been taken from the California Child Abuse and Neglect Reporting Act in the California *Penal Code* and from sections of the California *Education Code (EC)*.

What Actions May Constitute Child Abuse

Child abuse can be any of the following:

- A physical injury which is inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful infliction upon a child of any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.
- The willful harming or injuring of a child or endangering of the person or the health of a child where the person responsible for the child's welfare is a licensee, administrator, or employee of any facility licensed to care for children or an administrator or employee of a public or private school or other institution or agency.

Child abuse does *not* include:

- A mutual fight between minors.
- An injury that is caused by the actions of a peace officer using reasonable and necessary force within the scope of his or her employment.
- An injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:
 1. To stop a disturbance threatening physical injury to people or damage to property
 2. For purposes of self-defense
 3. To obtain possession of weapons or other dangerous objects within control of a pupil; or
 4. To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning.

How to File a Complaint of Child Abuse Committed at a School Site

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

formal report with an *appropriate* local law enforcement agency. An appropriate law enforcement agency may be one of the following:

- A Police or Sheriff's Department (*not* including a school district police department or school security department)
- A County Probation Department if designated by the county to receive child abuse reports, or
- A County Welfare Department/County Child Protective Services

The complaint may be filed over the telephone, in person, or in writing. A complaint may also be filed at the same time with your school district or county office of education. School districts and county offices of education, however, do *not* investigate child abuse allegations.

The local law enforcement agency is required to investigate all complaints.

In addition, if the child is disabled and enrolled in special education, a separate complaint may be filed by the parent or guardian with the California Department of Education (CDE) according to Title 5 of the *California Code of Regulations* Section 4650(a)(vii)(c). The CDE does not, however, investigate allegations of child abuse but rather investigates the conditions that may involve immediate physical danger or threaten the health, safety, or welfare of the child or children or which may result in denial of a free and appropriate public education.

If the complaint of child abuse is "substantiated" or confirmed by the local law enforcement agency, meaning that the report of child abuse or neglect, as determined by the law enforcement investigator who conducted the investigation, is, based upon the evidence, more likely to have occurred than not, then a report of the investigation will be transmitted by the law enforcement agency to the governing board of the local school district or County Office of Education. A confirmed report of child abuse or neglect received by a governing board of a school district or County Office of Education will be subject to the provisions of California *EC* Section 44031, which gives school employees certain rights regarding personnel information and records.

In addition, a confirmed report shall be forwarded by the law enforcement agency that investigated the complaint to the California Department of Justice according to California *Penal Code* Section 11169 and notice will be provided to the alleged child abuser that he or she has been reported to the Child Abuse Central Index, as maintained by the Department of Justice.

This guidance is mandatory only to the extent that it cites a specific statutory and/or regulatory requirement. Any portion of this guidance that is not supported by a specific statutory and/or regulatory requirement is not prescriptive pursuant to California *EC* Section 33308.5.

Policy 1312.3: Uniform Complaint Procedures**Status:** ADOPTED**Original Adopted Date:** 11/2007 | **Last Reviewed & Revised Date:** 06/2026

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500, 52616.18)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, a person's actual or perceived race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55; or based on the person's association with a person or group with one or

more of these actual or perceived characteristics (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 5 CCR 4610; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

However, the UCP shall not be used to investigate and resolve employment discrimination complaints. (5 CCR 4611)

11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and newcomer students (Education Code 48645.7, 48850, 48853, 48853.5, 48911, 48915.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 12030, 52059.5, 64000; 20 USC 6301 et seq.)
13. Instructional Materials and Curriculum: Diversity (Education Code 243)

A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243, 244)
14. Local control and accountability plan (Education Code 52075)
15. Migrant education (Education Code 54440-54445)
16. Physical education instructional minutes (Education Code 51210, 51222, 51223)
17. Student fees (Education Code 49010-49013)
18. Reasonable accommodations to a lactating student (Education Code 222)
19. Regional occupational centers and programs (Education Code 52300-52334.7)
20. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. State preschool programs (Education Code 8200-8488, 33315)
23. State preschool health and safety issues in license-exempt programs (Education Code 8212)
24. School or athletic team names, mascots, or nicknames pursuant to Education Code 221.3

25. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

26. Any other state or federal educational program the SPI or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination, the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity, was subjected to sexual harassment, as defined in 34 CFR 106.30

Such a complaint shall be addressed through the federal Title IX complaint procedures as specified in

Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in Administrative Regulation 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with Administrative Regulation 6159.1 - Procedural Safeguards and Complaints for Special Education (5 CCR 3200-3205)
6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with Board Policy 3555 - Nutrition Program Compliance (5 CCR 15580-15584)
7. Any complaint alleging discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with Board Policy 3555 - Nutrition Program Compliance (5 CCR 15582)
8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures (Education Code 35186)

Revised: (11/2007, 12/2012, 02/2013, 10/2014, 06/2016, 07/2017, 06/2018, 06/2019, 06/2025 and 06/2026)

CHATOM UNION SCHOOL DISTRICT

___ UNIFORM COMPLAINT FORM (re. federal or state programs or categorically funded)

___ PARENT COMPLAINT FORM (re. local programs and employees)

COMPLAINANT'S NAME: DATE: _____

ADDRESS: _____ PHONE: (H) _____
(W) _____

CHILD'S NAME: _____ SCHOOL: _____

GRADE: _____

COMPLAINT CONCERNING:

Uniform Complaint: A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement by an individual alleging a violation of federal or state laws governing certain educational programs.

Parent Complaint: All complaints related to local programs and employees. Formal complaints shall be filed in writing and submitted to the Superintendent, Principal or designee. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so.

COMPLAINT

(Write a brief summary including facts surrounding the complaint. Provide specific description of any prior attempt to discuss the complaint with the employee or administrator and the result of this discussion. Use additional paper, if needed.)

Signature of Complainant_____
Date

FOR OFFICE USE:

Date Complaint Received: _____

Person Receiving Complaint: _____

Appendix M

Chatom USD| BP 5145.3 | Students

Nondiscrimination/Harassment

BP 5145.3

Students

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

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

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

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

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

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

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

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

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 may provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school

community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

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

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

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

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

Record-Keeping

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

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

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

51501 Prohibited means of instruction
60044 Prohibited instructional materials
CIVIL CODE
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
PENAL CODE
422.55 Definition of hate crime
422.6 Crimes, harassment
CODE OF REGULATIONS, TITLE 5
432 Student record
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
12101-12213 Title II equal opportunity for individuals with disabilities
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Prohibition of discrimination based on age
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

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

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

FIRST AMENDMENT CENTER PUBLICATIONS

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

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

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

WEB SITES

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

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

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

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

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

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

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

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06/18