# AUSD School Contact Information

## Elementary Schools

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<tr>
<th>School</th>
<th>Phone</th>
<th>Address</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Belshaw Elementary</td>
<td>(925)779-7495</td>
<td>2801 Roosevelt Lane</td>
<td>Casey Lewis</td>
</tr>
<tr>
<td>Carmen Dragon Elementary</td>
<td>(925)779-7475</td>
<td>4721 Vista Grande Dr.</td>
<td>Mark Hemauer</td>
</tr>
<tr>
<td>Diablo Vista Elementary</td>
<td>(925)779-7470</td>
<td>4791 Prewett Ranch Dr.</td>
<td>Bonny Bausola</td>
</tr>
<tr>
<td>John C. Fremont Elementary</td>
<td>(925)779-7405</td>
<td>1413 F St.</td>
<td>Sylvia Ramirez</td>
</tr>
<tr>
<td>Mno Grant Elementary</td>
<td>(925)779-7465</td>
<td>4325 Spaulding St.</td>
<td>Janeen Zuniga</td>
</tr>
<tr>
<td>Adelia Kimball Elementary</td>
<td>(925)779-7415</td>
<td>1310 August Way</td>
<td>Christie Steiner</td>
</tr>
<tr>
<td>Jack London Elementary</td>
<td>(925)779-7455</td>
<td>4550 Country Hills Dr.</td>
<td>Dolores Williams</td>
</tr>
<tr>
<td>Lone Tree Elementary</td>
<td>(925)779-7480</td>
<td>1931 Mokelumne Dr.</td>
<td>Crystal Berry</td>
</tr>
<tr>
<td>John Marsh Elementary</td>
<td>(925)779-7410</td>
<td>2304 G St.</td>
<td>Blair Wilkins</td>
</tr>
<tr>
<td>Mission Elementary</td>
<td>(925)779-7435</td>
<td>1711 Mission Dr.</td>
<td>Mindy Laituri</td>
</tr>
<tr>
<td>John Muir Elementary</td>
<td>(925)779-7450</td>
<td>615 Greystone Dr.</td>
<td>Michael Flosi</td>
</tr>
<tr>
<td>Orchard Park (K-8)</td>
<td>(925)779-7445</td>
<td>5150 Live Oak Ave. (Oakley)</td>
<td>Ed Dacus</td>
</tr>
<tr>
<td>John Sutter Elementary</td>
<td>(925)779-7425</td>
<td>3410 Longview Rd.</td>
<td>Heather Ogden</td>
</tr>
<tr>
<td>John Turner Elementary</td>
<td>(925)779-7430</td>
<td>4207 Delta Fair Blvd.</td>
<td>Deborah Meylan</td>
</tr>
</tbody>
</table>

## Middle Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Address</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antioch Middle</td>
<td>(925)779-7400</td>
<td>1500 D St.</td>
<td>Lindsay Wisely</td>
</tr>
<tr>
<td>Black Diamond Middle (7-8)</td>
<td>(925)779-7460</td>
<td>4730 Sterling Hill Dr.</td>
<td>Phyllis James</td>
</tr>
<tr>
<td>Dallas Ranch Middle</td>
<td>(925)779-7485</td>
<td>1401 Mt. Hamilton Dr.</td>
<td>Bridget Spires</td>
</tr>
<tr>
<td>Orchard Park (K-8)</td>
<td>(925)779-7445</td>
<td>5150 Live Oak Ave. (Oakley)</td>
<td>Ed Dacus</td>
</tr>
<tr>
<td>Park Middle</td>
<td>(925)779-7420</td>
<td>1 Spartan Way</td>
<td>John Jimno</td>
</tr>
</tbody>
</table>

## High Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Address</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antioch High</td>
<td>(925)779-7550</td>
<td>700 West 18th St.</td>
<td>Louie Rocha</td>
</tr>
<tr>
<td>Deer Valley High</td>
<td>(925)779-7570</td>
<td>4700 Lone Tree Way</td>
<td>Bukky Oyebade</td>
</tr>
<tr>
<td>Dozier-Libbey Medical High</td>
<td>(925)779-7540</td>
<td>4900 Sand Creek Rd.</td>
<td>Scott Osterholt</td>
</tr>
</tbody>
</table>

## Alternative Education

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Address</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Bidwell High</td>
<td>(925)779-7520</td>
<td>800 Gary Avenue</td>
<td>Rajnesh Naicker</td>
</tr>
<tr>
<td>Live Oak High</td>
<td>(925)779-7440 (option 1)</td>
<td>1708 F St.</td>
<td>Tim Cooper</td>
</tr>
<tr>
<td>Bridges High</td>
<td>(925)779-7440 (option 2)</td>
<td>1708 F St.</td>
<td>Tim Cooper</td>
</tr>
<tr>
<td>Prospects High/Alt. Ed.</td>
<td>(925)779-7490 (option 1)</td>
<td>820 West 2nd St.</td>
<td>Carol Lowart</td>
</tr>
<tr>
<td>Adult Education</td>
<td>(925)779-7490 (option 2)</td>
<td>820 West 2nd St.</td>
<td>Carol Lowart</td>
</tr>
<tr>
<td>Encore (Home School)</td>
<td>(925)779-7490 (option 3)</td>
<td>820 West 2nd St.</td>
<td>Carol Lowart</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENT OF PARENT/GUARDIAN
ANNUAL RIGHTS NOTIFICATION 2020-21

Detach, sign, and return this page to your child’s school indicating you have received the Student and Parent/Guardian Handbook, which contains the Parent Notice of Rights and Responsibilities, Uniform Complaint Procedures, Hate-Motivated Behavior Policy, and Student Non-Discrimination/Harassment Policy.
(Annual Notification)

Student’s Name: ____________________________________________

Please Print

School ________________________________________________________  Grade: ______________

I hereby acknowledge receipt of information regarding my rights, responsibilities, and protections.

Parent or Guardian: ____________________________________________

Please Print

Signature of Parent or Guardian: _________________________________ Date: ______________

Signature of Student ____________________________________________

MILITARY INFORMATION

Please provide the following information to ensure the District is meeting the needs of students with a parent or guardian who is on active duty in the military:

Is either Parent/Guardian a member of the Armed Forces on Active duty?

☐ Yes  ☐ No

Is either Parent/Guardian on full-time National Guard duty?

☐ Yes  ☐ No
Publishing Release Form and Parent Permission for Publishing Student Work
Board Policy 1113, Board Policy 6162.6

I give permission to the Antioch Unified School District to publish or release for publication (check all that apply):

☐ work including but not limited to drawings, materials, or writings, from my student’s classroom, individual work by my son/daughter, and/or photographs of school activities that may contain my student’s photograph on the school’s website, which is housed on the web server designated by Antioch Unified School District;

☐ photographs, videos, sound recordings or other audio/visual materials for use in the production of printed or audio-visual materials;

☐ just this specific designated item. ____________________________________________

I understand that the work will appear with a copyright notice prohibiting the copying of such work without express written permission. In the event anyone requests such permission, the request will be forwarded home. No home address or telephone number will appear with such work. I agree to hold the school, the District, and its officers, employees, or agents harmless for any unauthorized uses or copyright violations arising from the publication of my student’s work and/or photograph published on the school’s web site.

In addition, I release any claims against the school, the District, and its officers, employees, or agents for any damages, awards, claims, or liabilities that may arise from any unauthorized uses or copyright violations of my student’s work and/or photograph.

Student Name: ____________________________________________________________
(Print)

Classroom Teacher: ____________________________ School: ______________________

Home/Cell Phone Number: __________________________________________________

Name of Parent or Guardian: ________________________________________________
(Print)

Signature of Parent or Guardian: _____________________________________________ Date: __________________

RELEASE OF STUDENT INFORMATION (Optional)

If you do not wish directory information released, please sign where indicated below and return to the school office within the next 30 days. Note that this will prohibit the District from providing the student’s name and other information to the news media, interested schools, parent-teacher associations, interested employers, and similar parties. A separate letter must be sent to your student’s principal if you do not want information released to military recruiters.

(Annual Notification)

Do NOT release student information regarding __________________________________________

(Student’s Name – Please Print)

☐ Check if an exception may be made to include student information and photos in the yearbook.

☐ Check if an exception may be made to provide student information/photos to newspapers/media for the purpose of graduation announcements, scholarships, awards, and recognitions.

Signature of Parent or Guardian: _____________________________________________ Date: __________________

Revised 1/14
For inquiries regarding Title II, contact:
Amy Bettencourt, Director of Educational Services
510 G Street, Antioch, California 94509
(925) 779 – 7500, Extension 43211

For inquiries regarding Title V, contact:
Michael Santos, Director of Educational Services
510 G Street, Antioch, California 94509
(925) 779 -7500, Extension 40996

For inquiries regarding Title IX, contact:
Christine Ibarra, Associate Superintendent, Educational Services
510 G Street, Antioch, California 94509
(925) 779 – 7500, Extension 53198

For inquiries regarding 504 Plans, contact:
Scott Bergerhouse, Director of Student Support Services
510 G Street, Antioch, California 94509
(925) 779 – 7500, Extension 53498

Download our FREE Antioch Unified SD Mobile App for one-stop access to:
- News
- Facebook
- Twitter
- YouTube
- Lunch Menus
- And more!

NONDISCRIMINATION STATEMENT

The Antioch Unified School District (AUSD) is committed to ensuring equal, fair, and meaningful access to employment and education services. AUSD prohibits discrimination, intimidation, harassment, and bullying in any employment practice, education program, or educational activity on the basis of actual or perceived age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, immigration status, marital, family or parental status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans’ status, or association with a person or group with one or more of these actual or perceived characteristics or any other basis prohibited by California state and federal non-discrimination laws respectively. Not all bases of discrimination will apply to both educational services and employment.
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**Antioch Unified School District**

**Student and Parent/Guardian Handbook**

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STUDENT AND PARENT/GUARDIAN HANDBOOK
ORIENTATION

All Antioch Unified School District families shall be given a copy of this handbook and shall be responsible for knowing and understanding the content.

Handbook regulations apply when students are going to and from school, on school grounds, and at school-related activities supervised by school personnel. The State of California requires that parents/guardians be notified of their rights and responsibilities in certain matters pertaining to their children’s education. This notice informs you of your rights and responsibilities under the applicable sections of the California Education Code. (EC 48980)

CENTRAL ADMINISTRATION DIRECTORY

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Office</td>
<td>(925) 779-7500</td>
</tr>
<tr>
<td>Superintendent</td>
<td>(925) 779-7500 ext. 51000</td>
</tr>
<tr>
<td>Educational Services</td>
<td>(925) 779-7500 ext. 53100</td>
</tr>
<tr>
<td>Business Office</td>
<td>(925) 779-7500 ext. 52000</td>
</tr>
<tr>
<td>Bilingual Programs</td>
<td>(925) 779-7500 ext. 53700</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>(925) 779-7500 ext. 53401</td>
</tr>
<tr>
<td>Special Education</td>
<td>(925) 779-7500 ext. 53500</td>
</tr>
<tr>
<td>Nutrition Services</td>
<td>(925) 779-7500 ext. 54300</td>
</tr>
<tr>
<td>Transportation</td>
<td>(925) 779-7600 ext. 13395</td>
</tr>
<tr>
<td>Human Resources (Certificated)</td>
<td>(925) 779-7600 ext. 13295</td>
</tr>
<tr>
<td>Human Resources (Classified)</td>
<td>(925) 779-7500 ext. 55100</td>
</tr>
</tbody>
</table>

SCHOOL CALENDAR

SCHOOL HOLIDAYS 2020-21

<table>
<thead>
<tr>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Fall semester begins August 5, 2020)</td>
<td>(Spring semester begins January 6, 2021)</td>
</tr>
<tr>
<td>Sept. 7, 2020 Labor Day</td>
<td>Jan. 5 2021 Staff Development Day</td>
</tr>
<tr>
<td>Oct. 5-9, 2020 Non-School Days</td>
<td>Jan. 18, 2021 Martin Luther King Birthday</td>
</tr>
<tr>
<td>Oct. 12, 2020 Staff Development Day</td>
<td>Feb. 8, 2021 Lincoln’s Birthday</td>
</tr>
<tr>
<td>Nov. 11, 2020 Veteran’s Day Observed</td>
<td>Feb. 15, 2021 President’s Day</td>
</tr>
<tr>
<td>Nov. 23-27, 2020 Thanksgiving Break</td>
<td>March 29-April 1, 2021 Spring Break</td>
</tr>
<tr>
<td>Dec. 21, 2020-Jan. 5, 2021 Winter Break</td>
<td>April 2, 2021 Good Friday</td>
</tr>
<tr>
<td></td>
<td>April 5, 2021 Easter Observed</td>
</tr>
<tr>
<td></td>
<td>April 30-May 3, 2021 Emergency Make Up</td>
</tr>
<tr>
<td></td>
<td>May 31, 2021 Memorial Day</td>
</tr>
</tbody>
</table>

Pupil-Free Professional Development Day and Minimum Day Schedule: A school calendar depicting the District’s pupil-free professional development days and minimum day schedules may be found on the back cover. A pupil’s parent or guardian will be notified during the school year of any additional minimum days, pupil-free professional development days, and/or any other pupil-free days no later than one month before the actual date. (EC 48980(c)) (Annual Notification) Shortened and minimum day release times vary by school.

Additional information may be accessed through our website:

www.antiochschools.net
In order to obtain a high school diploma, a student must complete at least 220 credits, regardless of when a student first entered ninth grade or where a student began ninth grade study. These credits may be earned in the classroom or through other supervised activity, including work experience and online learning.

The following are required courses that must be completed successfully (earning a passing grade of “D” or higher) to graduate:

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Required Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40 semester credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30 semester credits*</td>
</tr>
<tr>
<td>Science</td>
<td>20 semester credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>30 semester credits</td>
</tr>
<tr>
<td>Fine Arts/Foreign Language</td>
<td>10 semester credits</td>
</tr>
<tr>
<td>PE</td>
<td>20 semester credits (unless the student has been otherwise exempted pursuant to Education Code)</td>
</tr>
<tr>
<td>Health</td>
<td>5 semester credits</td>
</tr>
<tr>
<td>Electives</td>
<td>65 semester credits (85 semester credits required for continuation high school graduation)</td>
</tr>
</tbody>
</table>

*Students who complete mathematics through Algebra II may graduate with the alternative requirement of 20 semester credits of mathematics and 75 credits in elective courses.

NOTE
Concurrent Credit for Community College Courses Taken by High School Students – The Governing Board desires to provide opportunities for eligible District students to enroll concurrently in courses offered at postsecondary institutions in order to foster individual student achievement, increase opportunities for students to complete college preparatory course requirements or career technical education preparation, and prepare students for a smooth transition into college by providing exposure to the collegiate environment. A concurrent enrollment authorization must be approved by the school of attendance site administrator prior to enrollment in class. Refer to AR 6146.1 for additional information.

Foster Youths (AR 6173.1) - AB 216 exempts foster youth students with 602 status from school district graduation requirements that exceed state graduation requirements if the student transfers to the district, or transfers from one high school to another within the district in the 11th or 12th grade if the student would not be reasonably able to complete the additional district requirements. The state requirements include:

a. Three courses of English;

b. Two courses in mathematics (including one year of Algebra I unless previously completed);

c. Two courses in science, including biological and physical sciences;

d. Three courses in social studies, including U.S. History, World History, a one-semester course in American Government, and a one-semester course in economics;

e. One course in visual or performing arts or foreign language; and

f. Two courses in physical education, unless the student has been exempted.

ALTERNATIVES TO A HIGH SCHOOL DIPLOMA
For information regarding alternatives to a high school diploma, including the General Educational Development (GED) and the California High School Proficiency Exam (CHSPE), please call the high school your child is enrolled in and ask to speak with a counselor.

RESIDENCY REQUIREMENT FOR STUDENTS (BP/AR 5111.1) A student may be enrolled in the District if (1) the student’s parent, legal guardian, or other person having control and charge of the student resides in the District (EC 48200); (2) the District has approved interdistrict attendance (EC 46600); (3) the student is placed in a regularly established children’s institution, licensed foster home, or family home; (4) the student is a foster child who remains in his or her school of origin pursuant to EC 48853.5(f) and (g); (5) the student is emancipated and lives within the District; (6) the student lives in the home of an adult who has submitted a caregiver affidavit; (7) the student resides in a state hospital within the District; or (8) the student’s parent or legal guardian resides outside of the boundaries of the school district but is employed and lives with the student at the place of his/her employment within the school district boundaries for a minimum of three days during the school week. (EC 48204) The law allows, but does not require, a district to accept a student for enrollment where at least one parent or legal guardian of the student is physically employed within the district’s boundaries for a minimum of 10 hours during the school week. (EC 48204) A student also complies with the residency requirements for school attendance in a school district if he or she is a student whose parent is transferred or pending transfer to a military installation within the state while on active duty pursuant to an official military order. However, the parent must provide proof of residence in the school district within ten days after the published arrival date provided on official documentation. (Ed. Code, §48204.3) A student also complies with the residency requirement if the student’s parent/guardians are residents of the state but departed California against their will if the student provides official documentation evidencing the departure of her/his parent/guardians against their will; that the student moved outside of California as a result of her/his parent/guardians departing California against their will, and that the student lived and was enrolled in school in California immediately before moving outside of California. (Ed. Code, § 48204.4) (Annual Notification)
ENROLLMENT OF STUDENTS (BP/AR 5111.1)
To assure each school attendance area serves its area residents, the District needs a verification of each student’s home address. The District may deem it necessary to further verify a student’s legal residence with a home visit by school officials. If a student is determined not to reside at the address claimed, parents will be required to register the student, effective five school days from the date the parent or legal guardian was notified of the residency determination, at the school/district that corresponds with the actual address of the student. Any exceptions shall be made by the principal. Reasonable evidence of residency may be established by documentation including, but not limited to, item 1 and another two of the following (Education Code 234.7):

1) Current Photo ID of resident for the purposes of verifying identity only, not residency (e.g., California Driver’s License or identification card, valid passport, consulate issued photo identification, military identification, other government issued picture identification);
2) Current Pacific Gas & Electric (PG&E), water or other Utility service contract, statement, or payment receipt with resident’s name and address;
3) Final escrow papers;
4) Rental or property contract, lease, or payment receipt with parent/guardian’s name and address, as well as manager or owner’s name and phone number;
5) Current property tax payment receipt with parent/guardian’s name and property address indicating home owner’s exemption;
6) Pay stub
7) Voter registration
8) Correspondence from a government agency
9) Affidavit of Residency executed by the student’s parent/guardian.
10) If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student.

For verification of birth date you need to provide one of the following:

Birth certificate (original or certified copy if entering kindergarten or first grade; for grades 2-12, a copy will suffice), baptismal certificate duly attested, or passport.

If the document does not contain the parent/guardian name, additional guardianship verification is required. Some examples of verification are:

- Adoption decree
- Court order of legal guardianship/custody
- Letter of documentation from the Department of Human Services indicating guardianship
- Letter or documentation of foster care placement

Additional items requested for registration:

- Immunization records
- Most recent Individualized Education Plan (IEP) or 504 Plan, if applicable and available
- Current physical, only if entering first grade
- Transcripts for students in grades 6-12, if available
- Withdrawal verification (transfer slip) from your child’s previous school, if applicable and available

Students Expelled From Other School Districts
The District may deny enrollment of a student who has been expelled from another school district for the following acts: (EC 48915(a), 48915(c), 48915.1)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the student
3. Unlawful sale of any controlled substance
4. Robbery or extortion
5. Assault or battery upon any school employee
6. Possessing, selling, or otherwise furnishing a firearm
7. Brandishing a knife at another person
8. Unlawfully selling a controlled substance
9. Committing or attempting to commit a sexual assault
10. Possession of an explosive

Students expelled from another district are to provide the District’s Student Support Services Department with the specifics of the circumstances leading to the expulsion. (School administrators shall refer parent/guardian/caregiver and student to the Student Support Services Department.)

CHILDREN IN HOMELESS/FOSTER CARE SITUATIONS, FORMER JUVENILE COURT SCHOOL STUDENTS, MIGRANT, AND NEWCOMERS WITH 602 STATUS Homeless Students (BP 6173)
Each local district shall designate a staff person as a liaison for homeless students who shall ensure the dissemination of public notice of the educational rights of students in homeless situations. (EC 48852.5, 42 USC 11432(g)(1)(J)(ii))

A district serving a homeless child must allow the child to continue his/her education in the school of origin through the duration of homelessness at the point of any change or any subsequent change in residence once a child becomes a homeless child.

If the child’s status changes before the end of the academic year so that he/she is not homeless, the district must allow a child in high school to continue his/her education in the school of origin through graduation. For a child in grades K through 8, the district must allow the formerly homeless child to continue his/her education in the school of origin until the end of the academic school year.

A homeless child transitioning between school grade levels must be allowed to continue in the school district of origin in the same attendance area. If a homeless child is transitioning to a middle or high school where the school designated for matriculation is in another school district, the homeless child must be allowed to continue to the school designated for matriculation in that school district.

The new school is required to enroll the child immediately regardless of any outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or if the child is unable to produce clothing or records normally required for enrollment, including medical records, proof of immunization history, and proof of residency. (EC 48852.7) (Annual Notification)

Foster Youths (BP/AR 6173.1)
Each local district shall also designate a staff person as the educational liaison for foster children. The educational liaison shall disseminate a standardized notice to foster children that has been developed by the State Department of Education and includes complaint process information. (EC 48853.5)
The district serving the foster child shall allow the foster child to continue his/her education in the school of origin under specified circumstances. If it is determined that it is in the best interests of the foster child to transfer to a school other than the school of origin, the foster child shall immediately be enrolled in the new school, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended or if the child is unable to produce clothing or records normally required for enrollment, including immunization history. The last school attended must provide all records to the new school within two business days of receiving the request. (EC 48853, 48853.5)

The district receiving a transfer request or notification of a student in foster care shall, within two business days, transfer the student out of school and deliver the educational information and records to the next educational placement. Grades and credits will be calculated as of the day the student left school and no lowering of grades will occur as a result of the student’s absence due to the decision to change placement or for a verified court appearance or related court activity. (EC 49069.5)

The district shall exempt from local graduation requirements a student who is in foster care, a homeless youth, a child of a military family, or a former juvenile court school student with 602 status and who transfers between schools under certain circumstances. (EC 51225.1)

A district shall accept coursework done by a student who is in foster care, a homeless youth, a child of a military family, or a former juvenile court school student with 602 status while attending another school. The district is prohibited from requiring those students to retake courses or partial courses they have satisfactorily completed elsewhere. (EC 51225.2)

A complaint of noncompliance alleging violations of these sections, except for EC 48852.7, may be filed under the District’s Uniform Complaint Procedures and Title 5 of the California Code of Regulations. (Annual Notification)

Continued Education Options for Juvenile Court School Students
A Juvenile court school student, or the person holding the right to make educational decisions for the student, may voluntarily defer or decline issuance of their diploma until after the student is released from the juvenile detention facility, thereby allowing the student to take additional coursework at a local education agency. The county office of education will notify the student, the person holding the right to make educational decisions for the student, and who transfers between schools under certain circumstances. (Annual Notification)

The option to defer or decline the diploma and take additional coursework. (ED 48645.3(a) 48645.7)

CHANGE OF RESIDENCE/EMERGENCY INFORMATION
For the protection of student health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, the District, in accordance with EC 49408, requires the parent/legal guardian to provide current emergency information on an official Emergency Card at the school site. Every parent/legal guardian or caregiver must complete an Emergency Card for each student at the time of enrollment. Parent/legal guardian must notify the school during the school year when there is a change of address and/or phone numbers. Emergency information should include, but is not limited to the following:

- Home address and current telephone numbers, including cell phone;
- Employment/business phone numbers;
- Relative/friend’s name, address, and telephone numbers authorized to pick up and care for the student in an emergency situation, if the parent/legal guardian cannot be reached;
- The student’s healthcare provider and insurance information should be indicated in case of emergency; and
- Any medication or chronic illness must be noted on the card so appropriate action can be taken in case of emergency.

Students will not be released to anyone not listed on the emergency card unless the parent/legal guardian has provided written authorization on a case-by-case basis. Additionally, all parents or others listed on the emergency card must provide proof of identification when picking up a student.

RELATIONS WITH NON-CUSTODIAL PARENTS PROCEDURES
The District recognizes that parents who are estranged or divorced may disagree regarding the education of their child, and/or may attempt to limit one another’s access to their child and/or their child’s education record.

If one parent desires that the school comply with a divorce decree, custody order, or restraining order, he/she has the obligation to present a certified copy of the signed order to the principal/designee.

The principal/designee may prohibit either parent (regardless of custodial status and the language of the court order) from entering the school or otherwise participating in school-sponsored activities if he/she disrupts the educational process or his/her presence is detrimental to the morals, health, safety, academic learning, or discipline of the student(s).

Progress Reports and Student Records
- If parents are separated or divorced, progress reports will be sent to the custodial parent with the expectation that he/she will share the report with the non-custodial parent.
- The school will send copies of the progress report to the non-custodial parent, if requested.
- Both parents have the right to review their minor student’s records.
- Upon written request by the custodial parent, the school secretary/designee will delete the minor child’s address from student records supplied to the noncustodial parent.
- Any request to review the student’s records shall comply with current policy.

Participation in Conferences
Both parents are welcome and encouraged to participate in conferences called by school/District personnel regarding the student’s education including, but not limited to, parent/teacher conferences and other multi-disciplinary team meetings (e.g. Student Success Team and/or Individual Educational Plan team meetings).
Students

- If the parents are separated or divorced, the custodial parent is expected to share scheduling information with the non-custodial parent.
- The school will provide scheduling information to the non-custodial parent upon request.

Educational Decisions

In the event the parents are unable to agree on decisions regarding their child’s educational program, including, but not limited to, placement, participation in extracurricular activities, and consent to evaluation and services, the custodial parent’s decision will be binding on both parents unless a court order requires otherwise. In the event the educational decision relates to services provided pursuant to the Individuals with Disabilities Education Act, the educational decisions, and the parents’ rights and responsibilities, will be pursuant to the statutory requirements.

Visitation with the Student during School Hours

Generally, both parents have the right to:

- attend school programs open to parents and patrons,
- volunteer in the child’s classroom,
- visit the child, and
- otherwise be in the school setting.

Visitation will only be limited if the principal/designee has received a certified copy of a court order specifically restricting the parent’s access to the child by:

- denying the parent’s visitation rights, or
- requiring supervision of the parent’s visitation with the child.

The school does not have the responsibility to supervise visitation between a parent and his/her child and will not allow the parent access to the child in the school setting when supervision is a requirement of the court order.

When visiting the school, all parents shall:

- check-in with the school office before proceeding to a classroom or other area of the school,
- comply with all District policies,
- not take any action that disrupts the educational process.

If a parent wants to visit with his/her child privately, the principal/designee shall have the authority to:

- grant or deny the request,
- determine the place and time of any visit granted,
- ensure minimal disruption to the student’s participation in class.

Release of the Student to Someone Other than the Custodial Parent

Only the custodial parent has the right to authorize removal of the child from school property during school hours.

Removal of Students during School Hours

The custodial parent shall inform the school in writing that he/she is authorizing another individual to remove the student.

Such authorization shall be assumed to be generally applicable, unless the custodial parent specifies that it is limited to a specific date and time.

If the non-custodial parent seeks to remove the child from school without written consent of the custodial parent, the following steps should be followed:

- The principal/designee will meet with the non-custodial parent and, in his/her presence, telephone the custodial parent to explain the request.
- If the custodial parent agrees to the removal, the student will be released and the records will reflect that the permission was granted orally.
- If the custodial parent objects to the removal, the principal/designee may allow a visit between the non-custodial parent and student in the office area only.
- If the principal/designee has reason to believe that a possible abduction may occur at the school or the parent is disruptive, the superintendent/designee and/or local law enforcement officials shall be immediately notified.
- If the custodial parent cannot be reached, such will be noted for the record and the principal/designee may make a decision based upon all relevant information available regarding removal of the child.

SCHOOL ACCOUNTABILITY REPORT CARDS

Parents/guardians may request a hard copy of the School Accountability Report Card which is issued annually for each school in the District. (EC 35256) Parents may access the District website at www.antiochschools.net to view an annual School Accountability Report Card (SARC). The SARC is a state mandated document. Its purpose is to inform parents of California public school students about the make-up of their student’s school and the school’s rank on the annual California Academic Performance Index (API).

ATTENDANCE OPTIONS

TRANSFER RIGHTS (BP 5116.1, 5117)

All districts must inform parents at the beginning of the school year how to enroll in a school within the district that is different than the one assigned. Students who attend schools other than those assigned by the district are referred to as “transfer students” throughout this notification. There is one process for choosing a school within the district which the parent lives (intradistrict transfer), and three separate processes for selecting schools in other districts (interdistrict transfer). (EC 48980(h)) There is also a process under the Open Enrollment Act for students enrolled in “low-achieving schools,” as identified annually by the State Superintendent of Public Instruction. (EC 48350 et. Seq.)

Parents interested in interdistrict or intradistrict transfers should contact the District office at 510 G Street. (See Appendices K, L, M and N for a copy of policies and forms.) The general requirements and limitations of each process are as follows:

A. Choosing a School Within the District in Which Parent Lives (Intradistrict Transfers) (BP 5116.1)

EC 35160.5(b) requires the school board of each district to establish a policy that allows parents to choose the schools their children will attend, regardless of where the parent lives
in the district. The law limits choice within a school district as follows:

- Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school’s attendance area.

- In cases in which there are more requests to attend a school than there are openings, the selection process must be “random and unbiased,” which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student’s academic or athletic performance as a reason to accept or reject a transfer. However, a district may consider special circumstances that might be harmful or dangerous to a particular pupil in the current attendance area of the pupil, including physical threats of bodily harm or threats to the emotional stability of the pupil documented by a state or local agency, licensed or registered professional, or court order.

- Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.

- A district is not required to provide transportation assistance to a student that transfers to another school in the district under these provisions.

- If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.

- Victims of Bullying: A school district of residence must approve an intradistrict transfer request for a victim of an act of bullying unless the requested school is at maximum capacity, in which case the district must accept an intradistrict transfer request for a different school within the district. A school district of residence may not prohibit the interdistrict transfer of a victim of an act of bullying if there is no available school for an intradistrict transfer and if the school district of proposed enrollment approves the transfer application. (EC 46600)

- A school district of proposed enrollment shall ensure that students admitted under this law are selected through an unbiased process that prohibits an inquiry into or evaluation of consideration of whether a pupil should be enrolled based on academic or athletic performance, physical condition. English proficiency, family income, or any of the individual characteristics set forth in Section 220 including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status.

B. Choosing a School Outside the District in Which Parent Lives (Intradistrict Transfers) (BP 5117)

Parents have two different options for choosing a school outside the district in which they live. The options are:

- a. Interdistrict Transfers (EC 46600-46610): The law allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. The law on interdistrict transfers also provides for the following:
  - Once a student is enrolled in a school pursuant to an interdistrict transfer agreement, the student must be allowed to continue to attend the school in which he or she is enrolled without reapplying, unless revocation of the interdistrict transfer is a term and condition of the agreement between districts; however, a district must not rescind existing transfer permits for students entering grade 11 or 12 in a subsequent school year.
  - Upon request, a pupil determined to be the victim of an act of bullying by a pupil of the district of residence must be given priority for interdistrict attendance under any existing interdistrict attendance agreement or additional consideration for the creation of an interdistrict attendance agreement. (EC 46600 (b), 48900(r))
  - If either district denies a transfer request, a parent may appeal that decision to the County Board of Education. There are specified timelines in the law for filing an appeal and for the County Board of Education to make a decision.
  - A school district of residence shall not prohibit the transfer of a student who is a homeless child or youth, a current or former migratory child, a foster youth, the victim of an act of bullying, or a child of an active military duty parent to a school district of proposed enrollment if the school district of proposed enrollment approves the transfer application.
  - If a pupil is a victim of an act of bullying and his or her school district of residence has only one school offering his or her grade level, such that there is no option for an intradistrict transfer, the pupil may apply for an interdistrict transfer, and the school district of residence shall not prohibit the transfer if the school district of proposed enrollment approves the application for transfer. (EC 46600)
  - A school district that elects to accept an interdistrict transfer pursuant to this subdivision shall accept all pupils who apply to transfer under this subdivision until the school district is at maximum capacity and shall ensure that pupils admitted under this subdivision are selected through an unbiased process that prohibits an inquiry into or evaluation of consideration of whether or not a pupil should be enrolled based on his or her academic, performance, athletic performance, physical condition, proficiency in English, family income, actual or perceived characteristics, such as disability (mental and physical), gender (includes gender identity, gender expression, and gender-related appearance and behavior whether or not stereotypically associated
with the person’s assigned sex at birth), actual or potential parental, family, or marital status, pregnancy (including childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), nationality (includes citizenship, country of origin and national origin), immigration status, race or ethnicity (includes ancestry, color, ethnic group identification and ethnic background), religion (includes all aspects of religious belief, observance and practice, including agnosticism and atheism), sexual orientation (heterosexuality, homosexuality or bisexuality), or association with a person or group with one or more of these actual or perceived characteristics. (EC 46600)

- Upon request of the parent on behalf of a pupil eligible for transfer pursuant to this subdivision, a school district of enrollment will provide transportation assistance to a pupil who is eligible for free or reduced-price meals. (EC 46600)

- A school district of enrollment may provide transportation assistance to any pupil admitted under this subdivision. (Ed. Code, § 46600(d))

b. “Allen Bill” Transfers (EC 48204(b)): The law allows, but does not require, each school district to adopt a policy whereby the student may be considered a resident of the school district in which his/her parents (or legal guardian(s)) physically work for a minimum of 10 hours during the school week if that is different from the school district in which the student resides. This code section does not require that a school district accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental income, academic achievement, or any other “arbitrary” consideration. Other provisions of EC 48204(b) include:

- Either the district in which the parent (or legal guardian) lives or the district in which the parent (or legal guardian) physically works may prohibit the student’s transfer if it is determined that there would be a negative impact on the district’s desegregation plan.

- The district in which the parent (or legal guardian) physically works may reject a transfer if it determines that the cost of educating the student would be more than the amount of state funds the district would receive for educating the student.

- There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.

- There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student is encouraged to provide in writing to the parent the specific reasons for denying the transfer.

TRANSITIONAL KINDERGARTEN
A school district or charter school may admit a child who will have his/her fifth birthday after December 2 to a transitional kindergarten at the beginning of or at any time during the school year with parental/guardian approval if:

a. The governing board or body determines that the admittance is in the best interests of the child, and

b. The parent/guardian is given information on the advantages and disadvantages and any other explanatory information or the effects of early admittance. (EC 48000) (Annual Notification)

COLLEGE AND CAREER ACADEMIES
The Antioch Unified School District is pleased to provide many educational options to our high school students. To prepare our students for college, career and life, our high schools offer rich curricular and instructional programs based on an academy design. Eighth grade students are encouraged to select a high school pathway based on their interest.

The following academies are offered at the comprehensive high schools:

<table>
<thead>
<tr>
<th>Antioch High School</th>
<th>Deer Valley High School</th>
<th>Dozier-Libbey Medical High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering &amp; Designing a Green Environment (EDGE)</td>
<td>Academic Challenge &amp; Enrichment (ACE)</td>
<td>Health Science</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Business and Technology</td>
<td></td>
</tr>
<tr>
<td>Leadership Education Advocacy Development</td>
<td>Law and Social Justice</td>
<td></td>
</tr>
<tr>
<td>Media Technology</td>
<td>Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Non-themed Smaller Learning Community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

College and career academies provide a system of support to ensure student success. They have courses of study that meet University of California A-G requirements and a career pathway based on an identified industry sector. Each academy consists of a team of teachers who work together with a cohort group of students to build meaningful relationships and develop engaging integrated curricula. The teacher teams meet regularly to plan lessons, activities, and interventions to meet students’ diverse needs. The academies may also offer career training that links State standards to work-based learning activities. Academies and their pathways connect learning in the classroom to real-world applications.

Academies are open to all students, but space is limited. To be eligible, students must be a resident of Antioch schools and complete an application to enroll in a program of choice. All applicants are entered in a random lottery for placement.

Parent informational meetings for each program are held in the fall. Dates and times for these meetings are posted on the District website: www.antiochschools.net. Applications are distributed during parent meetings and are available on the District website in October. Applications are due by December 11, 2020, at 4:30 p.m. at the District office.

Student placement in academies is determined by a random lottery drawing. All applications received by December 11, 2020, will
enter the lottery with no priority given to when the application is received. The lottery will be conducted in an open forum in January 2021. Lottery results will be mailed to each applicant with their lottery status. Parents and students are encouraged to prioritize their academy choices. If a student is selected in the lottery to attend the academy identified as their first choice, the student will not be included in other academy lotteries. However, students who are selected for their second choice will be placed on the waiting list for their first choice. Students who are selected for their third choice will be placed on the waiting list for their first and second choices, etc.

CAREER TECHNICAL EDUCATION (CTE) PATHWAYS
The Antioch Unified School District provides a comprehensive career technical education (CTE) program in the secondary grades, which integrates core academic instruction with technical and occupational instruction. The district’s CTE program is designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program includes a rigorous academic component and provides students with practical experience and understanding of all aspects of an industry.

The Antioch Unified School District is committed to ensuring equal, fair, and meaningful access to career technical education (CTE). All career technical education (CTE) courses are offered without regard to actual or perceived characteristic protected from discrimination by law. The District ensures that the lack of English language skills will not be a barrier to admission and participation in the CTE program. (20 USC 2354; 34 CFR 100 Appendix B, 104.8, 106.9).

The Antioch Unified School District currently offers career technical education (CTE) programs as follows:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>CTE PATHWAY INDUSTRY SECTOR</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deer Valley High School</td>
<td>Culinary Arts</td>
<td>Prepares students for careers related to the hospitality, tourism and recreation sector. Current program pathway focuses on culinary arts.</td>
</tr>
<tr>
<td>Deer Valley High School</td>
<td>Digital Arts</td>
<td>Trains students to use film as a tool for communication and self-expression in entertainment and industry. Students explore the foundational elements of writing, photography, visual perception and elements of design as they apply to cinematic expression.</td>
</tr>
<tr>
<td>Deer Valley High School</td>
<td>Arts, Media and Entertainment</td>
<td>Provides student experiences that prepare them for possible careers in visual and performing arts.</td>
</tr>
<tr>
<td>Deer Valley High School</td>
<td>Early Childhood Education</td>
<td>Provides students with understanding related to children’s physical, mental, emotional and social growth and development, as well as provide for their care and family services.</td>
</tr>
<tr>
<td>Antioch High School</td>
<td>Building and Construction Trade</td>
<td>Provides students with relevant and challenging academic and career-related experiences leading to building and construction trades careers.</td>
</tr>
<tr>
<td>Antioch High School</td>
<td>Media Technology</td>
<td>Provides students with foundational knowledge of programming and computer science. Students explore topics of human computer interaction, problem solving, web design, computer programming, data modeling and others.</td>
</tr>
<tr>
<td>Antioch High School</td>
<td>Careers in Education</td>
<td>Provides students with professional or learning support positions in education, prekindergarten through grade twelve. Students study human development, positive guidance and counseling techniques, age-appropriate and grade-appropriate learning strategies, learning theories standards-based curriculum and instructional design.</td>
</tr>
<tr>
<td>Dozier-Libbey Medical High School</td>
<td>Health Sciences</td>
<td>Provides students with insights into the health care industry. Students explore health-related curricula in public health and medical sciences.</td>
</tr>
</tbody>
</table>

NONDISCRIMINATORY STATEMENT
District programs, activities and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on actual or perceived age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, immigration status, marital, family or parental status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or association with a person or group with one or more of these actual or perceived characteristics or any other basis prohibited by California state and federal non-discrimination laws respectively.

ALTERNATIVE SCHOOLS AND EDUCATIONAL PROGRAMS FOR HIGH SCHOOL STUDENTS
California state law authorizes all school districts to provide for alternative schools. EC 58500 defines an alternative school as a school or separate class group within a school which is operated in a manner designed to:

a. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.

b. Recognize that the best learning takes place when the student learns because of his/her desire to learn.
c. Maintain a learning situation maximizing student self-motivation and encouraging the student in his or her own time to follow his or her own interests. These interests may be conceived by the student totally and independently or may result in whole or in part from a presentation by teachers of choices of learning projects.

d. Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous permanent process.

e. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world including, but not limited to, the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal’s office in each attendance unit have copies of the law available for parent information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. (EC 58501) (Annual Notification)

ATTENDANCE GUIDELINES

ATTENDANCE POLICY (BP/AR 5113)
The Board of Education has established the following policies in relation to attendance:

A. Students shall attend school regularly and punctually.

B. Students shall not leave school premises during school hours without prior authorization from parent/guardian/caregiver and consent of the principal/designee.

Attendance and participation in class are essential if the student is to gain the maximum benefit of the educational program.

The California State Legislature has established that it is the parent/guardian/caregiver’s legal responsibility to ensure that his/her child/children attend school. Further, it has authorized penalties which may be assessed against the parent/guardian/caregiver for failure to do so. Failure to attend will mean that the school authorities will refer the parents/guardians/caregivers and students to the School Attendance Review Board, and if necessary, to the District Attorney’s office.

EC 48200 requires student attendance as follows:

Ages 6 through 15: Students must attend school full time.

Ages 16 and 17: Students must attend regular school, continuation high school, or a District alternative program.

Ages 18 and over: No student shall be automatically dropped because he/she has reached the age of 18, and, for reasons other than the student’s fault, has not completed a full course of study.

In a case where there are school closures due to a pandemic, the school district will follow guidelines set forth from the state for reopening of schools.

PARENT’S/GUARDIAN’S/CAREGIVER’S VERIFICATION OF STUDENT’S ABSENCE FROM SCHOOL

Young children, beginning with enrollment in kindergarten, adopt the attitude of their parents/guardians/caregivers toward the importance of going to school and being on time. We also realize that families face obstacles and crises from time to time, but all students should be encouraged to go to school, except when they have a valid excuse. If a student is allowed to remain at home, the parent/guardian/caregiver must do one of the following:

- Call the attendance clerk at the school on the day of the absence.
  - Identify yourself as the parent/guardian/caregiver of your child.
  - Give the reason for the absence and the anticipated date(s) of absence(s). Babysitting, going shopping, oversleeping, didn’t feel like going, and nothing to wear are unexcused absences.

- Write a note to the principal and send it with your child when he/she returns to school.
  - The note should include the student’s name, the date of the absence to which the note refers, the reason for the absence, the signature of the responsible adult, and the date the note was written.

If the parent/guardian/caregiver does not do one of the above, the student will be credited for “Unexcused Absences.” Accumulating three (3) unexcused absences in one year will result in a parent receiving a “First Declaration of Legal Truant” letter.

VALID EXCUSED ABSENCES (EXCUSED BY STATE LAW) (BP/AR 5113)

Verification of student absences is accepted only from parents/guardians/caregivers, or the student if he/she is 18 years old or older.

No student may have his or her grade reduced or lose academic credit for any absence or absences which are excused for the reasons specified below when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. (EC 48205, 48980(j)) (Annual Notification)

EC 48205 states that, notwithstanding Section 48200, a student shall be excused from school when the absence is:

1. Due to the student’s illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of the student’s immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

“Immediate family” as used in this section refers to the parent or guardian, brother or sister, grandparent, or any
5. For the purpose of jury duty in the manner provided for by law.

6. Due to the illness or medical appointment during school hours of a child for whom the student is the custodial parent, including absences to care for a sick child for which the school shall not require a doctor’s note.

7. For justifiable personal reasons including, but not limited to, an appearance in court, incarceration, observance of a holiday or ceremony of the student’s religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the student’s absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

8. For the purpose of serving as a member of a precinct board for an election pursuant to section 12302 of the Elections Code.

9. For the purpose of spending time with a member of the pupil’s immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

10. For the purpose of attending the student’s naturalization ceremony to become a United States citizen.

11. Authorized at the discretion of a school administrator based on the facts of the pupil’s circumstances, which are deemed to constitute a valid excuse, including, but not limited to, working for a period of not more than five consecutive days in the entertainment or allied industries or participate with a not-for-profit performing arts organization in a performance for a public school pupil audience for a maximum of up to five days per school year provided the pupil’s parent or guardian provides a written note to the school authorities explaining the reason for the pupil’s absence. (Ed. Code, §§ 48260, 48205, 48225.5)

A student absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments. (Annual Notification)
When a student has been absent more than three days without a valid excuse, the District sends the parent/guardian/caregiver a letter informing them that the student has been classified as a truant. EC states that the parent/guardian/caregiver is obligated to compel the attendance of the student at school. Parents/Guardians/Caregivers who fail to meet this obligation may be guilty of an infraction and subject to prosecution.

SCHOOL ATTENDANCE REVIEW BOARD (AR 5113.1)
If any District student is a habitual truant, or is irregular in attendance at school, as defined, or is habitually insubordinate or disorderly during attendance at school, the student shall be referred to the District’s School Attendance Review Board (SARB). (EC 48320-48325)

If SARB interventions fail to bring about improvement in the student’s attendance, then SARB will refer the case to the courts for corrective action.

SARB has the jurisdiction to:
1. Administratively transfer students within the District.
2. Refer student for counseling.
3. Refer the student and parent/guardian/caregiver to the Juvenile Division of the Superior Court of California, County of Contra Costa.
4. Refer the parent/guardian/caregiver to the District Attorney for truancy mediation.
5. Refer the parent/guardian/caregiver to the Juvenile Probation Department for lack of parental care in maintaining the student’s regular and punctual attendance.
6. Refer the student to Opportunity Program, independent study, county community schools, or other alternative educational programs.

ACADEMIC GUIDELINES

ACADEMIC HONESTY
Academic honesty and personal integrity are fundamental components of a student’s education and character development. All students are expected to produce work representative of his/her own efforts and abilities.

CITIZENSHIP
Students are expected to demonstrate responsible citizenship at all times. Citizenship marks will not be used in determining academic grades. At the elementary level, parents will receive updates on their child’s progress in developing life-long learning skills/habits.

HOMEWORK (BP 6154)
Homework is considered an extension of the work done at school during the day. It is not a way of introducing something new, but a way of reinforcing what has been taught in the classroom. Homework should be meaningful and the purpose should be made clear to the student.

GRADING PERIOD (AR 5121)
The formal reporting periods for students in grades one through five shall be at the end of each trimester. Progress reports shall be issued at mid-trimester to all students in danger of receiving a 2 or 1 grade and at any time a student is in danger of receiving a 2 or 1.

The formal reporting periods for students in grades six through twelve will be at the end of each quarter. Progress reports shall be issued at mid-quarter to all students in danger of receiving a D or F grade and any time a student becomes in danger of receiving a D or F grade. Please refer to the calendar located on the back of this handbook for exact dates.

GRADING GUIDELINES FOR ELEMENTARY SCHOOLS (AR 5121)
Elementary schools use a standards-based report card for students in grades one through five. Student marks relate solely to the individual student’s progress towards mastering grade level standards.

<table>
<thead>
<tr>
<th>Performance Level Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

The following rubric is used for kindergarten students:

<table>
<thead>
<tr>
<th>4</th>
<th>Mastery (on grade level)</th>
<th>3</th>
<th>Approaching</th>
<th>2</th>
<th>Emerging</th>
<th>1</th>
<th>Needing Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates an understanding of the learning objectives identified by grade-level standards taught during the grading period.</td>
<td>Student demonstrates an understanding of most of the learning objectives identified by grade-level standards taught during the grading period.</td>
<td>Student demonstrates an understanding of some learning objectives identified by grade-level standards taught during the grading period.</td>
<td>Additional support needed.</td>
<td>Student demonstrates minimal or no understanding of the learning objectives identified by grade-level standards taught during the grading period.</td>
<td>Additional support needed.</td>
<td>Student is considered at-risk in this area.</td>
<td></td>
</tr>
</tbody>
</table>
The District uses letter grades at secondary schools as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The District will calculate grade point average (GPA) as follows:

<table>
<thead>
<tr>
<th>College Prep (CP)</th>
<th>Honors Courses (Only junior and senior level courses earn a 1.0 increase; contributes to weighted GPA)</th>
<th>Advanced Placement Courses (All AP courses; contributes to weighted GPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>A 5.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>B 4.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>C 3.0</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>D 1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>F 0.0</td>
</tr>
</tbody>
</table>

Weighted GPA is determined by calculating the grades for AP classes with 1 additional point increase and Junior/Senior Level Honors courses with a 1.0 additional increase.

Late Withdrawal from Class (AR 5121)

A high school student who drops a course during the first four weeks of the semester may do so without any entry on his/her permanent record. A student who drops a course after the first four weeks of the semester shall receive a W/F on his/her permanent record, unless otherwise decided by the principal because of extenuating circumstances.

GRADUATION ACTIVITIES PARTICIPATION (AR 6146)

Seniors are expected to meet academic, behavior, and attendance standards to be eligible for participation in senior activities, including graduation. Individual high schools will communicate the guidelines for participation in senior activities and events to parents and students during the school year. Appeals will be reviewed by the school site’s principal. High school students who have not earned a minimum of 220 credits or completed the required courses by the end of the spring semester shall not participate in the June graduation ceremony.

PE INSTRUCTIONAL MINUTES (Elementary)

The adopted course of study for grades 1 through 6 and instruction in grades 1 through 8 in an elementary school must include physical education for not less than 200 minutes each ten school days, exclusive of recesses and lunch period. (EC 51210 51223) A complaint on noncompliance may be filed under the District’s Uniform Complaint Procedures and Title 5 of the California Code of Regulations. (Annual Notification)

COURSE ASSIGNMENTS (Grades 9 through 12)

A school district is prohibited from assigning a student enrolled in any of grades 9 through 12 to any course period without educational content for more than one week in any semester, except under specified conditions. Under no circumstances can a district assign a student enrolled in any of grades 9 through 12 to a course period without educational content because there are not sufficient curricular course offerings for the student to take during the relevant period of the designated school day. (EC 51228.1)

A school district is prohibited from assigning a student enrolled in grades 9 through 12 to a course that the student has previously completed and received a grade determined by the district to be sufficient to satisfy the requirements and prerequisites for admission to the California public post-secondary schools and the minimum high school graduation requirements, except under specified conditions. Under no circumstances can a district assign a student enrolled in any of grades 9 through 12 to a course the student has previously completed and received a sufficient grade, as specified, because there are not sufficient curricular course offerings for the student to take during the relevant period of the designated school day. (ED 51228.2)

These sections do not apply to students in alternative schools, community day schools, continuation high schools, or an opportunity school. A district may continue to authorize dual enrollment in community college, to run evening high school programs, to offer independent study, work experience education, and other specified courses.

A complaint of noncompliance may be filed under the District’s Uniform Complaint Procedures and Title 5 of the California Code of Regulations. (EC 51228.3) (Annual Notification)

INDEPENDENT STUDY (BP/AR 6158, BP 6183)

The Board of Education authorizes Independent Study as an optional alternative instructional strategy by which students may reach curriculum objectives and fulfill graduation requirements. Independent Study offered within the District include:

- Prospects High School Independent Study – Independent study is an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing an educational plan to serve students who desire a more challenging educational experience, whose health or personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. Contact your child’s high school vice principal or counselor for more information regarding this program.

- ENCORE (Educating and Nurturing with Options, Resources, and Education) – The ENCORE program is designed for parents who wish to teach their children at home. It is offered through Prospects’ Independent Study program and serves students in grades K-8. For additional information about this program, please call (925) 779-7490.

- Short-Term/Temporary Independent Study may be requested by a parent/guardian when their child will be absent from school for a short period due to an emergency,
vacation, or illness. The parent and school staff shall sign a written master agreement prior to the student’s participation in Independent Study. The minimum period for short-term Independent Study is five school days and the maximum is ten school days. Assignments are provided by the student’s regularly assigned teacher(s).

Prior to the student’s participation in Independent Study, the parent and school staff shall sign a current written master agreement. For additional information on the standards of Independent Study, the amount of work to be completed at home, and its equivalency to credits earned, please contact your child’s school.

**PROMOTION/RETENTION/ACCELERATION (BP/AR 5123)**

Parents/guardians/caregivers receive notification when a student is identified as being at risk of retention and will have an opportunity to consult with the teacher responsible for the decision to promote or retain the student. Parents/guardians/caregivers do not have the right to unilaterally make the decision to promote or retain their child, but do have the right to appeal the school’s decision. The appealing party bears the burden of showing why such decision should be overruled.

No student may be retained solely on the basis of a disabling condition, as defined by State and Federal Special Education laws, without an Individualized Education Program recommendation.

Students who have spent a full year in Kindergarten may not be retained if the parent/guardian/caregiver does not consent to retention. (EC 48011)

Acceleration/promotion: When high academic achievement is evident, a student may be recommended for acceleration to a higher grade level. The student’s social and emotional growth shall be taken into consideration in making a determination to accelerate a student. Student achievement data shall also be considered when acceleration/promotion is considered.

**ADVANCED PLACEMENT (AP) TEST FEE ASSISTANCE**

Several academic departments offer courses based on the Advanced Placement program (AP). Students have an opportunity for advanced study and may take AP Tests to earn up to six units of college credit. Advanced Placement grades may also be weighted on a 5-point scale for application to certain colleges and universities. All AP courses may require homework during scheduled vacation periods.

There is a charge for the AP test. The amount will be determined when the tests are ordered. The District may help pay for all or part of the costs of one or more advanced placement examinations that are charged to economically disadvantaged students. (EC 48980(k) and 52242) Students needing financial assistance are strongly encouraged to apply for an AP fee reduction. (See Appendix F for a copy of the District’s notification of these grant monies.) (Annual Notification)

**COLLEGE ADMISSION REQUIREMENTS AND HIGHER EDUCATION INFORMATION**

Each school year, a school district shall provide the parent of students in grades 9 through 12 with a written explanation of the requirements for admission to the California State University (CSU) and the University of California (UC) systems. (EC 51229)

To qualify for admission to the UC or CSU systems, high school students must meet the “Subject Requirements,” otherwise known as the “a-g” requirements. To learn more about college admission requirements, please visit the UC (www.universityofcalifornia.edu) or CSU (www.calstate.edu) website or your student’s counseling office.

For a list of District courses that have been certified by the University of California as satisfying the requirements for admission to the UC and CSU systems, please refer to https://doorways.ucop.edu/list. (Annual Notification)

**Career Technical Education (CTE) (BP/AR 6178):** CTE may be offered by the District as career and workforce preparation for high school students, preparation for advanced training, and the upgrading of existing skills. CTE provides high school students who are 16 years of age or older with valuable career and technical education so students can: (1) enter the workforce with skills and competencies to be successful; (2) pursue advanced training in postsecondary educational institutions; or (3) upgrade existing skills and knowledge. A CTE course may also satisfy a graduation requirement and a subject matter requirement for admission to the UC and CSU. (Annual Notification)

Students are encouraged to meet with a school counselor to help them choose courses at their school that will meet college admission requirements or to enroll in career technical education courses, or both. Please contact your school vice principal for further information.

**AFTER SCHOOL EDUCATION AND SAFETY (ASES) and AFTER SCHOOL SAFETY AND EDUCATION FOR TEENS (ASSETs)**

The following section is for use by districts providing before-school and/or after-school programs funded by the state After School Education and Safety program (ASES) (EC 8482-8484.6) or the federal 21st Century Community Learning Center (CCLC) – ASSETs program. (EC 8484.7-8484.9)

ASES and ASSETs funding is granted to specific schools; these schools serve students in Title I school-wide programs and are identified for program improvement under EC 8484.8. The State-funded ASES grant serves students in grades K-8; the federally-funded ASSETs grant serves students in grades 9-12.

Both programs are operated in accordance with the following program requirements:

**Program Content**

A. The program includes an educational and literacy element in which tutoring and/or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (EC 8482.3)

B. The program includes an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. (EC 8482.3)

**Nutrition**

A. Snacks and supper are served to all participating students. Snacks conform to state nutrition standards specified in EC 49430-49436.

**Staffing**

A. All staff members who directly supervise students meet the qualifications for an instructional aide. (EC 8482.8)
B. All program staff and volunteers are subject to the health screening and fingerprint clearance requirements in law and Board policy. (EC 8483.4)

C. The student-to-staff ratio is no more than 20 to 1 in ASES-funded programs. (EC 8483.4)

Hours of Operation
A. A program may be offered during summer, intersession, or vacation days for a minimum of two hours per day for the before-school program, or three hours per day for the after-school program. However, when both before-school and after-school programs are offered for the same students on such days, they will operate for a minimum of four and one-half hours per day. (EC 8483, 8483.1, 8483.2)

B. After-school programs begin immediately upon the conclusion of the regular day and will operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (EC 8483)

C. Each student admitted into the ASES program is expected to attend the full number of hours that the program is in operation.

Admission
A. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (EC 8482.6)

B. If the number of students wishing to participate in the program exceeds program capacity, students are selected for enrollment based on the following guidelines:

1. First priority for enrollment is given to foster and homeless students.
2. Second priority for enrollment is given to students identified as in need of social-emotional and academic support.
3. Depending on availability of space in the program, other students will be enrolled at the recommendation of the site administrators.

SUMMER SCHOOL (BP 6177)
The District summer school program provides intervention support for students who are in jeopardy of not graduating from high school on time. Students who receive an “F” grade in a core class are eligible for summer school. Summer school can also mean attending classes at a college or an alternative institution. The student must get site administrative approval before enrolling.

Priority to enroll in summer programs shall be given to District students who:

1. Need course credits in order to graduate from high school before the beginning of the next school year.
2. Are eligible for supplemental instruction on the basis of retention or recommendation for retention pursuant to EC 37252.2.
3. The remaining openings shall be offered to District students on a first-come first-served basis.

4. The applications of students not currently enrolled in a District school will be processed after the submission deadline for currently enrolled students has passed.

EQUAL OPPORTUNITIES

NONDISCRIMINATION/HARASSMENT/ANTI-BULLYING POLICIES (BP/AR 5145.3, BP 5131.2)
The District desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and their achievements. The District has committed to providing programs and activities free from discrimination and harassment with respect to a student's actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression.

Intimidation, harassment, or bullying of any student by any employee, student, or other person in the District on the basis of these categories is prohibited. Staff shall be alert and immediately responsive to harassing or intimidating conduct which may interfere with a student's ability to participate in or benefit from school services, activities, or privileges.

Students who harass or bully other students shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal. (See Appendices O and P.)

Individuals who believe they are being subject to discrimination or harassment should report the incident(s) to a staff member. An individual may also file a complaint regarding discrimination or harassment through the Uniform Complaint Procedure described in Appendix I of this Handbook.

HATE-MOTIVATED BEHAVIOR (BP/AR 5145.9)
The District affirms the right of every student to be protected from hate-motivated behavior. Behavior or statements that degrade an individual on the basis of his/her race, color, national origin, ethnicity, culture, heritage, gender, gender identity or gender expression, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices shall not be tolerated. This includes acts of force or threat of force, defacing of property, and aiding and abetting in an act done to willfully injure, intimidate, interfere with, oppress, or threaten any other person in the exercise or enjoyment of any right or privilege based on the person’s characteristics or perceived characteristics. (PC 422.55-422.86)

Individuals who believe they are being subject to hate-motivated behavior should report the incident(s) to a staff member or the Associate Superintendent. An individual may also file a complaint regarding discrimination or harassment through the Uniform Complaint Procedure described in Appendix I of this Handbook.

EQUAL OPPORTUNITY
Equal opportunities for both sexes in all educational programs and activities run by the District is a commitment made by the District to all students. (Title IX of the Education Amendments of 1972) Inquiries on all matters, including complaints, regarding the implementation of Title IX in the District may be referred to the
The use of “fighting words” or epithets is prohibited if the speech is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.

School officials shall not engage in prior restraint of material prepared for official school publications except insofar as the content of the material violates the law or this policy. (EC 48907)

Off-campus student expression, including but not limited to, student expression on off-campus Internet web sites, is protected except to the extent that it violates this policy and would make the student subject to discipline pursuant to EC 48900 et seq.

Conduct by a student outside of class which, for any reason, materially disrupts class work or involves substantial disorder or invasion of the rights of others, is not protected by the constitutional guarantee of free speech.

UNIFORM COMPLAINT PROCEDURES (UCP) (BP 1312.3)
Complaints Alleging Discrimination, Harassment, Intimidation, and Bullying:
State and federal law prohibit discrimination in education programs and activities. The District is primarily responsible for compliance with federal and state laws and regulations. (CCR title 5, 4620)

Under state law, all pupils have the right to attend classes on school campuses that are safe, secure, and peaceful. (EC 32261) State law requires school districts to afford all students equal rights and opportunities in education, regardless of their actual or perceived characteristics, such as disability (mental and physical), gender (includes gender identity, gender expression, and gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth), ), actual or potential parental, family, or marital status, pregnancy (including childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), nationality, (includes, citizenship, country of origin, immigration status and national origin), race or ethnicity (includes ancestry, color, ethnic group identification and ethnic background), religion (includes all aspects of religious belief, observance and practice, including agnosticism and atheism), sexual orientation (heterosexuality, homosexuality or bisexuality), or association with a person or group with one or more of these actual or perceived characteristics. (EC 210-214, 220 et seq., 66260-66264, CCR title 5, 4900 et seq., 20 USC 1681 et seq., 29 USC 794, 42 USC 2000d et seq., 42 USC 12101 et seq., 34 CFR 106.9) The District prohibits discrimination, harassment, intimidation, bullying, and retaliation in all acts related to school activity or attendance. In addition to being the subject of a complaint, a student engaging in an act of bullying as defined by EC 48901 may be suspended from school or recommended for expulsion.

The District’s Uniform Complaint Procedures may be used in cases where individuals or a group have suffered discrimination, harassment, intimidation, or bullying. ((CCR title 5, 4610, 4630, 4650, EC 234 et seq., 48900 r)

The District’s written complaint procedure may also be used in cases where any individual, public agency, or organization alleges violations of state or federal law, other than those relating to discrimination, harassment, intimidation, and bullying. (Annual Notification)
See Appendices I and J of this Handbook for a description of the UCP and the UCP complaint form.

The District’s Complaint Coordinator is:

    Associate Superintendent
    510 G Street, Antioch, CA 94509
    (925) 779-7500

The District’s UCP Complaint Form and further information about the UCP process can be obtained at: www.antiochschools.net, the District office, and the office of each school within the District.

WILLIAMS/VALENZUELA UNIFORM COMPLAINT PROCEDURES (AR 1312.4)

Williams Settlement Complaints, including anonymous complaints, may be made and addressed on a shortened time line in the following areas: (EC 35186)

1. Insufficient textbooks and instructional materials;
2. Emergency or urgent school facilities conditions, including restrooms that pose a threat to the health and safety of students; or
3. Teacher vacancy or misassignment.

A complaint of noncompliance with EC 35186 may be filed with the school principal or designee under the Uniform Complaint Procedures. A complainant not satisfied with the resolution of a Williams Complaint has the right to bring the complaint to the district governing board at a regularly scheduled hearing. In the case of a complaint regarding emergency or urgent school facilities conditions, a complainant has the right of appeal to the State Superintendent of Public Instruction.

The District official responsible for processing complaints is:

    Associate Superintendent
    510 G Street, Antioch, CA 94509
    (925) 779-7500

The District’s Uniform Complaint Form and further information about the complaint process can be obtained at: www.antiochschools.net, the District office, and the office of each school within the District. A copy of the complaint form is also included in Appendix J of this handbook. (Annual Notification)

REGIONAL OCCUPATIONAL CENTERS AND PROGRAMS/ COUNTY OFFICES OF EDUCATION PROGRAMS/ ADULT EDUCATION PROGRAMS

A regional occupational center or program county office of education program, or adult education program must meet specified requirements for certification by the Superintendent of Public Instruction in order to provide an employment training program for adults or to authorize an education program beyond secondary education that leads to a degree or certificate. (EC 52334.7)

A complaint alleging that a local agency violated federal or state laws or regulations governing adult education programs under EC 52501 or regional occupational centers and programs may be filed under the District’s Uniform Complaint Procedures and Title 5 of the California Code of Regulations. A complaint alleging that a county office of education violated federal or state laws or regulations governing the county office’s participation in any student financial assistance program authorized by Title IV may also be filed under the Uniform Complaint Procedures and Title 5 of the California Code of Regulations. (Annual Notification)

SPECIAL EDUCATION (AR 6159.4)

Child Find System; Policies and Procedures: Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the Director of Special Education, or his/her designee. The request must be made in writing and the District shall assist the parent to make the written request if the parent requests such assistance. However, such a request does not guarantee that the child will be assessed. Policies and procedures shall include written notification to all parents of their rights pursuant to EC 56300. (EC 56301; 34 CFR 104.32(b)) (Annual Notification)

Services for Students with Exceptional Needs or a Disability: State and federal law require that a free and appropriate public education (FAPE) in the least restrictive environment be offered to qualified students with disabilities ages 3 through 21 years. Students classified as individuals with exceptional needs for whom a special education placement is unavailable or inappropriate may receive services in a private non-sectarian school. (EC 56040 et seq.) Please contact your child’s school or the District’s Special Education Department:

    Director of Special Education
    510 G Street, Antioch, CA 94509
    (925) 779-7500

In addition, services are available for students who have a disability which interferes with their equal access to educational opportunities. (Section 504 of the Rehabilitation Act of 1973, 34 CFR 104.32)

Please contact your child’s school or the following District official for services under Section 504:

    Director of Student Support Services
    510 G Street, Antioch, CA 94509
    (925) 779-7500

(Annual Notification)

Complaints (Special Education): Parents may file a complaint concerning violations of federal or state law or regulations governing special education related services. Parents may submit a description of the manner in which parents believe special education programs for handicapped students do not comply with state or federal law or regulations to:

    Associate Superintendent
    510 G Street, Antioch, CA 94509
    (925) 779-7500

(Annual Notification)

Parents and students over age eighteen have the right:

To Participate

Parents have the right to refer their child for special education services (from age 3 through age 21), to participate in the development of the Individual Education Plan (IEP) and to be informed of all program options and alternatives, both public and nonpublic.

To Receive Prior Written Notice
Parents have a right to receive prior written notice, in their native language, when the school district initiates or refuses their request to initiate a change in their child’s identification, assessment, or educational placement in special education.

**To Consent**
Parents must provide informed, written consent before their child is assessed or provided with any special education services. Parental consent must also be provided before any change in special education services may occur. The district must ensure that parents understand proceedings of the IEP team meeting including arranging for an interpreter for parents with deafness or those whose native language is other than English.

**To Refuse to Consent**
Parents may refuse to consent to an assessment or the placement of their child in special education.

**To Be Given a Nondiscriminatory Assessment**
Children must be assessed for special education through the use of methods that are not culturally biased or discriminatory.

**To Receive Independent Educational Assessments**
If parents disagree with the results of the assessment conducted by the school district, they have the right to ask for and obtain an independent educational evaluation (IEE) at public expense. The parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees.

When a parent requests an IEE at public expense, the school district must, without unnecessary delay, ensure either that an IEE is provided at public expense, or request a due process hearing if the district believes their assessment was appropriate and disagrees that an IEE is necessary. The school district also has the right to establish the standards or criteria (including cost and location) for IEEs at public expense.

**To Access Educational Records**
Parents have a right to inspect, review, and obtain copies of their child’s educational records.

**To Stay in the Current Program If There is a Disagreement About Placement**
If parents disagree with the district regarding their child’s special education placement or a proposed change in placement, the law requires the student to “stay put” in the current program until the dispute is resolved.

**To Be Given a Hearing Regarding Disagreements About an IEP**
Parents have the right to present a complaint relating to the provision of a FAPE for their child; to have an attorney, an advocate, and the student, if appropriate, present at the due process hearing; and to make the hearing public. Under certain conditions, the hearing officer may award, reduce, or deny the reimbursement of attorneys’ fees and fees paid to nonpublic institutions by parents in the settlement of a case. To request a due process hearing or to receive a complete notice of procedural safeguards related to a due process hearing, contact the Office of Administrative Hearings (see contact information below).

**To Receive Mediation**
Parents are encouraged to consider settling disagreements regarding their child’s special education program through voluntary mediation, a process through which parties seek mutually agreeable solutions to disputes with the help of an impartial mediator. Parents may seek mediation alone or separate from due process, or they may participate in mediation pending a due process hearing. Mediation cannot be used to delay parents right to a due process hearing.

**To File a Complaint Against the School District**
If parents believe their child’s school district has violated the law, they may file a complaint with the California Department of Education. The Department must investigate complaints alleging violations of noncompliance with IDEA, state special education laws, or regulations, and issue a written report of findings within 60 days of receiving the complaint.

**To Be Informed of School Discipline and Alternative Placement**
There are specific rules regarding the suspension and expulsion of students with IEPs. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities. If the student with a disability is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of the child’s current placement and the extent to which the disability is the cause of the misconduct. Regardless of the child’s placement, the district must provide FAPE.

**To Be Informed of Policies Regarding Children Who Attend Private Schools**
School districts are responsible for identifying, locating and assessing students with disabilities enrolled in private schools by their parents. However, school districts are not required to provide special education or related services to these students. There is no entitlement for services, though some private schools and students attending private schools may receive some services from the school district.

Special Education includes: (1) resource specialist programs, (2) special day classes and centers, (3) related services, and (4) non-public school services. Special Education services are offered to eligible individuals who require specialized instructional services in programs designed to promote interaction between those receiving services and the general school population. The goal is to offer services in the least restrictive environment appropriate to meet the student’s needs. Special classes and centers are maintained in conjunction with regular programs wherever possible. Parental Educational Rights Holder approval is a prerequisite to enrollment in all special programs and services. The resource specialist works cooperatively with regular classroom teachers and others to help identify, assess, and plan individualized education programs for students with exceptional needs. The resource specialist program provides, directly or indirectly, instructional and other services for students whose needs have been identified by the Individualized Education Program (IEP). Students are assigned to regular classroom teachers for the majority of the school day and receive resource specialist services as determined by the IEP.

The resource specialist, with the support of an instructional assistant, coordinates services for children and may provide instructional planning, special instruction, consultant services, resource information, and materials regarding individuals with
exceptional needs, to classroom teachers, parents, or guardians. Special classes and centers provide services to students who have more intensive needs than can be met by regular school programs and the resource specialist program as identified by the Individualized Education Program (IEP). Students may be enrolled for a majority of the school day and grouped according to similar academic or emotional needs. Each class is provided with an instructional aide and maintained in connection with regular programs where possible.

Related Services are supportive of an IEP student’s total educational program and may include: speech and language therapy, adapted physical education, special instruction for the hearing impaired, special instruction for the visually impaired, orientation and mobility training, psychological services, physical therapy and occupational therapy. Instruction may be given in any appropriate setting, including the regular classroom. Services include assistance to individuals and/or work with a pupil’s teacher or parent as specified in the Individualized Education Program (IEP).

Non-public, non-sectarian school programs and services may be provided for an individual with a disability for whom the provision of a program by the Local Education Agency (LEA) is not feasible; or when a pupil’s disability is severe, causing a danger to him/herself and to others so that the pupil requires services and facilities in a separate environment. These services may be provided when a pupil’s previous placement within the public special education program has been determined by the IEP team to be inappropriate and further modification of the program or alternative public school placement has not been successful.

Residential schools operated by the State of California for deaf or blind students may be considered for placement of deaf or blind students. Placement in these programs will be arranged following determination by an IEP team that residential school placement is needed. The State of California also operates a Diagnostic Center which is available for complete diagnostic assessments, if needed, as determined by an IEP team.

ENGLISH LEARNER PROGRAM (BP/AR 6174)
Academic instruction for English Learners (EL) is designed and implemented to ensure that English Learner students develop full proficiency in English as rapidly and effectively as possible and achieve the same rigorous grade level academic standards that are expected of all students within the District’s regular course of study.

Identification
At the time of first enrollment in a California public school, school districts are required to determine the primary language spoken in the home of each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS), as required by state law. This information assists schools in providing the appropriate level of instruction for all students. As a part of the process, the District will request and receive previous HLS(s) and results from the California English language proficiency assessment/information on a student from other districts or the state database. Upon receipt of the information, the parent will be contacted regarding any discrepancies between previous and current documentation. Adjustments to the student’s program placement will be made according to state and federal regulations. The HLS is available in both English and Spanish. If the parent is limited English proficient, site staff will arrange for bilingual assistance for the parent.

Can I Change My Child's Primary Language?
This is a common question and it can be confusing for parents and students. In public school systems, the definition of primary language is not the most used language or the strongest language used at any particular time. Rather, primary means the first language the student was exposed to other than English when the student was learning to talk.

A student's primary language is determined by the parent's answers on the first three questions of the home language survey (HLS) was completed when the student enrolled in public school for the first time. When a language other than English (or English and another language) is entered on one of those lines, the language other than English is the primary language for that student for their entire career in the public school system, even if they move to another school district at a later time. This procedure follows Education Code and is required by the California Department of Education (CDE).

When a language other than English is indicated on the Home Language Survey, it triggers language testing with the English Language Proficiency Assessments for California (ELPAC). This testing is used to determine if a student would benefit from English Learner services. A student who is determined to be initially fluent in English (IFEP) as a result of this testing will never again take the ELPAC. Students who are determined to be English Learners (EL) will take the ELPAC again each year until they are determined reclassified English Proficient (RFEP). The primary language for a student remains their primary language even after they are determined to be IFEP or RFEP.

There are no adverse effects to having a primary language other than English. If students become or are proficient in their primary language, that is even better. The District encourages parents to continue helping their children gain proficiency in their primary language. When students apply to college, there will be a question about primary language. In college applications, the definition of primary language is the language that is preferred or most used, quite different than the definition for public school districts. The question on college applications is mainly for foreign exchange students so that the college can provide interpreters for the application process if needed. On college applications, English should be entered as primary language.

English Language Proficiency Assessment for California
California state law (EC sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act) require that districts administer a state mandated assessment of English language proficiency to newly enrolled students whose primary language is other than English and to students who are English Learners as an annual assessment. The English Language Proficiency Assessment for California (ELPAC) is the current state approved assessment instrument used by the District to determine English language proficiency skills. Based on the score of the ELPAC, the student is identified as either Initially Fluent English Proficient (I-FEP) or the student is identified as an English Learner (EL). Parents are notified of student placement and placement options through a parent notification letter.
PARENT INVOLVEMENT

PARENTS’ RIGHTS TO REVIEW CURRICULA
A prospectus of curriculum, including titles, descriptions, and instructional aims of every course offered by each public school, is available at the school site for parent review upon request. Copies are available upon request for a reasonable fee not to exceed the actual copying cost. (EC 49063, 49091.14) (Annual Notification)

PARENT/FAMILY INVOLVEMENT (BP 6020)
As a parent/guardian in our school district, you are encouraged to be involved in the education of your children. Early and consistent family involvement helps children do well in school. District policies have been developed over the years to ensure parents/guardians are welcome in schools, notified of matters concerning their children, and included in decision-making at school sites. Along with volunteering in school, there are also other valuable ways to be involved with your child’s education. Children need encouragement and support to succeed in school; in partnership we can support student learning. Speak with your child’s teacher or call your school’s principal for further information. (For more, please see Appendices S and U.)

Websites
All school sites create websites for sharing school information, such as resources and events that are important for success in school and the classroom. To find out more about our District and to see a directory of school websites, please visit www.antiochschools.net.

Parent Portal
Home Access Center links to the Aeries student information system to show attendance, schedules, and grades, as well as other important information. For information about the Home Access Center, go to the District homepage at www.antiochschools.net/parent-portal. If you are unable to locate your login or need assistance with login information, please contact your child’s school.

COMMUNICATION IN PRIMARY LANGUAGE
EC 48985 (state translation requirements) requires that when 15% or more of students enrolled in a public school speak a single primary language other than English, as determined by the language census data from the preceding year, all materials sent to the parents by the school or school district must be provided in that language, as well as English.

SCHOOL/HOME CONTACTS
A minimum of two yearly opportunities are available for parents/guardians/caregivers and teachers to make contact with one another. These opportunities include: parent/teacher conferences, phone conferences, Back-to-School-Night, and Open House. In addition, high schools will notify parents/guardians/caregivers of 12th graders by mail no later than the first six (6) weeks of the third quarter grading period, and again six (6) weeks into the fourth quarter grading period if the 12th grade student is in jeopardy of not graduating because of academic performance.

EVERY STUDENT SUCCEEDS ACT (ESSA)
The Every Student Succeeds Act (ESSA) took full effect in 2018 to replace the No Child Left Behind Act in modifying the Elementary and Secondary Education Act of 1965 (ESEA). If updates are provided by the California Department of Education, the following parent notice requirements may change and new notice requirements may be added.

• Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides: Upon request, parents have a right to information regarding the professional qualifications of their student’s classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he/she teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the major or field of discipline for any degrees or certifications held by the teacher, and whether any instructional aides or paraprofessionals provide services to the parents’ child and, if so, their qualifications. In addition, parents have a right to notice when the parent’s child has been taught for four or more weeks by a teacher who is not highly qualified. (ESEA § 1111(h)(6) (as amended by ESSA))

• Information Regarding Individual Student Reports on Statewide Assessments: Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student. (ESEA § 1111(h)(6) (as amended by ESSA))

• School Identified for School Improvement: A local educational agency shall promptly provide notice to a parent or parents of each student enrolled in an elementary school or a secondary school identified for school improvement (school that fails for two consecutive years to make adequate yearly progress as defined in the State’s plan), for corrective action or for restructuring. The notice should be in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. Notice must include: an explanation of what the identification means; how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency involved; the reasons for the identification; an explanation of what the school identified for school improvement is doing to address the problem of low achievement; an explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem; an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and an explanation of the parents’ option to transfer their child to another public school.
(with transportation provided by the agency when required or to obtain supplemental educational services for the child). (ESEA § 1116(b)(6) (as amended by ESSA))

- **Limited English Proficient Students:** The Act requires notice be given to parents of limited English proficient students regarding limited English proficiency programs, not later than 30 days after the beginning of the school year (or, for students identified later in the school year, within two weeks). Notice includes: the reasons for the identification of the student as limited English proficient; the need for placement in a language instruction educational program; the student’s level of English proficiency and how such level was assessed; the status of the student’s academic achievement; the methods of instruction used in the available programs (including content, instructional goals, and the use of English and native language); the exit requirements for the program; how the program meets the objectives of the student’s IEP, if applicable; and, parent options for removing a student from a program, declining initial enrollment and/or choosing another program. (ESEA § 1112(g)(1)(A) (as amended by ESSA)) In addition, the notice shall include the following: (1) whether the student is a long-term English learner or at risk of becoming a long-term English learner; (2) the manner in which the program will meet the needs of long-term English learners or those at risk of becoming long-term English learners; and (3) the manner in which the program will help long-term English learners or those at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards. (Ed. Code, § 313.2, 440; USC 6312)

The information provided above is available upon request from each student’s school or the District office. Additional notices that may be required shall be sent separately. (20 USC 6301 et seq.) (Annual Notification)

**SCHOOL PROPERTY – RESTITUTION (BP 6161.2)**

The District has established as its policy that the following action be taken to recover loaned District property or to seek restitution for damaged District property:

- Any student who defaces, damages, or destroys any school property shall be liable to disciplinary action.
- Parents/guardians of students are financially responsible for damage to school property. (EC 58904)
- The school principal shall notify the parent/guardian/caregiver of the student in writing before withholding the student’s grades, diploma, and/or transcript.
- When the student and parent/guardian/caregiver are unable to pay for the damages or return the property, the principal shall offer a program of voluntary work in lieu of payment and be available at the discretion of the principal.

Implementation of this policy shall not be interpreted as denying the student a right to the normal use of texts and other school property while actively enrolled in school.

**SCHOOL PLANS/SCHOOL SITE COUNCILS (BP 0420)**

School Site Councils and advisory committees (e.g. English Learner Advisory Committees) play a critical role in providing a voice for all students. These groups can bring diverse ideas to the table and craft a shared plan for improvement. The best councils and committees are ones that focus on the big picture, make a concerted effort to achieve authentic participation of staff and families, diagnose problems using relevant data, develop innovative and effective solutions that are research-based, and work collaboratively to monitor progress.

**School Site Council** – The School Site Council (SSC) is a major part of the overall decision-making structure at each school. Participants are elected by their peers to represent the members of their school community. Their primary role is to guide the site planning process to ensure that school goals are aligned to the needs of the school population. The School Site Council represents the school community, including parents, teachers, principal, other school staff, and (in secondary schools) students.

**English Learner Advisory Committee** – If a school has 21 or more English Learner (EL) students, the parents of EL students must elect an English Learner Advisory Committee (ELAC). The ELAC must include a percentage of parents of EL students equal to or greater than the percentage of EL students of the school population. Others on the ELAC may include the principal, teachers, aides, other persons, and/or community representatives elected by the parents of EL students. ELAC is responsible for advising the principal and staff on how to address the issues of EL students in the Academic Plan.

**ACCESS TO SCHOOL RECORDS**

**RELEASE OF STUDENT INFORMATION (BP/AR 5125, 5125.1)**

The District does not release information or records concerning a student to non-educational organizations or individuals without parent consent except by court order, receipt of a lawfully issued subpoena, or when otherwise allowed by law. The following categories of directory information may be made available to various persons, agencies, or institutions unless the parent or guardian notifies the District in writing not to release such information: name, address, telephone, date of birth, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received, and most recent previous educational institution attended. In accordance with state and federal law, the District may also make available photographs, videos, and class rosters. (EC 49060 et seq. and 49073, 20 USC 1232g, 34 CFR 99.7)

Directory information will not be released regarding a pupil identified as a homeless child or youth unless a parent, or pupil accorded parental rights, has provided written consent that directory information may be released. (EC 49073c, 20 USC 1232g, 42 USC 1134a(2)) (Annual Notification)

A student’s citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.
INSPECTION OF STUDENT RECORDS (AR 5125)
Most student records are maintained at the school site. Some student records, such as discipline, special education, or psychology records, may be maintained in central district offices.

State law requires that the District notify parents of the following rights which pertain to student records: (EC 49063, 49069, 34 CFR 99.7) (Annual Notification)

a. A parent or guardian has the right to inspect and review student records relating directly to their child during school hours or obtain a copy of such records within five (5) business days of his/her request.

b. Any parent who wishes to review the types of student records and information contained therein may do so by contacting the principal at their child's school. The principal of each school is ultimately responsible for maintenance of student records.

c. A parent with legal custody has a right to challenge information contained in their child's records. Any determination to expunge a student's record is made after a review of said record(s) by site administrators and certificated staff. Following an inspection and review of student records, the parent may challenge the content of the student's record. The right to challenge becomes the sole right of the student when the student becomes eighteen (18) years of age.

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

(1) Inaccurate.

(2) An unsubstantiated personal conclusion or inference.

(3) A conclusion or inference outside of the observer's area of competence.

(4) Not based on the personal observation of a named person with the time and place of the observation noted.

(5) Misleading.

(6) In violation of the privacy or other rights of the student.

Within thirty (30) days, the Superintendent or designee shall meet with the parent/guardian and the certificated employee who recorded the information, if any, if the person is still employed with the District, and sustain or deny the allegations. If the allegations are sustained, the Superintendent or designee shall order the correction, removal, or destruction of the information. If the Superintendent or designee denies the allegations, the parent may appeal the decision to the Governing Board within thirty (30) days. The Board shall determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it shall order the Superintendent to immediately correct, remove, or destroy the information from the written records of the student. (EC 49070)

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

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

d. A Student Records Log is maintained for each student. The Student Records Log lists persons, agencies, or organizations requesting and/or receiving information from the records to the extent required by law. Student Records Logs are located at each school and are open to inspection by parents or guardians. (EC 49064)

e. School officials and employees having a legitimate educational interest, as well as persons identified in Education Code sections 49076 and 49076.5 and in the Family Educational Rights and Privacy Act, may access student records without first obtaining parental consent. "School officials and employees" are persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and District-employed law enforcement personnel), a Board member, a person or company with whom the District has contracted to perform a special service (such as an attorney, auditor, medical consultant, or therapist), or a parent, student, foster family agency, short-term residential treatment staff, or caregiver whose access to student records is legally authorized. A "legitimate educational interest" is one held by a school officer or employee whose duties and responsibilities create a reasonable need for access. (EC 49063(d), 49076, 49076.5, 20 USC 1232 (g))

f. Parents and guardians have the right to authorize the release of student records to themselves. Only parents and guardians with legal custody can authorize the release of student records to others.

g. Parents and guardians may be charged ten (.10) cents per page for the reproduction of student records.

h. Parents have a right to file a complaint with the U.S. Department of Education for alleged violations of parent rights related to student records. (20 USC 1232(g)(g))

i. Parents may obtain a copy of the District's complete student records policy by contacting the District Office or their school principal. (Annual Notification)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
Parents have certain rights regarding student information and records which are guaranteed under federal law with respect to their student’s education records. See Appendix B for additional information. (Annual Notification)
STUDENT PHOTOGRAPHS, MOTION PICTURES, AND VIDEOTAPES
The District may take photographs, motion pictures, or videotapes of students, individually or in a group, for the purposes of informing teachers, parents, and the general public of the aims, activities, or methods of instruction of programs operated by the District. Such motion pictures or videotapes may be shown to local and national audiences, and such photographs may appear in local newspapers, as well as national publications where applicable. Parents may inspect or view these photographs or other materials upon request. The parent or guardian may notify the District in writing not to take such photographs, motion pictures, or videotapes of his or her child by filling out the Release of Student Information form (page 1) and returning it to their child’s school.

STATISTICAL DATA (BP 5125)
The District may, at its discretion, provide statistical data from which no student can be identified to a public agency or entity, or a private nonprofit college, university, or educational research and development organization when such action would be in the best educational interest of students. (EC 49074) If you believe the District is not in compliance with federal regulations regarding privacy of records, you may file a complaint with the U.S. Secretary of Education, 50 United Nations Plaza, San Francisco.

Upon written request, the District will withhold directory information. Requests must be submitted within 30 days of receipt of this notification.

MILITARY RECRUITER INFORMATION
EC 49073.5 requires that school districts disclose the names, addresses, and telephone numbers of high school students to military recruiters upon request, unless parents request that this information not be released without prior written consent. Parents have the option of making such a request. If parents do not wish this information to be provided to military recruiters, they must notify the school office of this fact in writing. The request should be directed to the school principal. (Annual Notification)

STUDENT RIGHTS AND OBLIGATIONS

CO-CURRICULAR ACTIVITIES/ATHLETICS (BP 6145)
Students – Grades Seven (7) through Twelve (12)
To be eligible for co-curricular activities, students must maintain an overall grade point average of 2.0 on a 4.0 scale (C). They must do so in the grading period prior to the start of their participation and during each grading period at the time of participation in the activities.

Co-curricular activities are defined as those which are not part of the regular school curriculum, do not offer credit, and do not take place during classroom time. The 2.0 grade point average applies to all activities where an academic grade is not required. Students will be allowed to participate in activities, such as band, for which evening performances are required as part of the grade.

Co-curricular activities include after school band, choir, drama, yearbook, cheerleading, student government, journalism, all clubs, drill team, and drum corps.

Athletic Eligibility Requirements (BP/AR 6145)
A student must have an overall 2.0 grade point average in the most recently concluded marking period in order to be eligible for interscholastic athletic participation. A student must also have been enrolled in a full time academic course load in the previous marking period and be currently enrolled in a full time academic course load in the current marking period. Middle school and high school students must also meet the athletic eligibility requirements set out in their respective athletic manuals. High school students are governed by the California Interscholastic Federation (CIF) and must comply with all CIF regulations. Middle and high school students who transfer must meet the transfer requirements set out in their respective athletic manuals and high school students must meet CIF transfer requirements.

Any student who physically assaults a person or a game event official shall be banned from interscholastic athletics for the remainder of the student’s eligibility. A game or event official is defined as a referee, umpire, or any other official assigned to interpret or enforce rules of competition at an event or contest. A student may, after a lapse of 18 calendar months from the date of the incident, apply for reinstatement of eligibility to the State Commissioner.

CONDUCT OF STUDENTS (BP 5131)
Section 300 of Title 5 of the California Code of Regulations requires students to follow school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Administrators and staff are responsible for creating an environment where the entire school community understands that bullying or cyber-bullying behavior is inappropriate and will not be tolerated. Students must also take responsibility for helping to create a safe environment:

- Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
- Do not engage in or contribute to bullying or cyber-bullying behaviors, actions, or words.
- Report bullying or cyber-bullying behavior to a trusted adult.
- Never engage in retaliatory behavior or ask, encourage, or consent to anyone’s taking retaliatory actions on your behalf.

CONDUCT ON SCHOOL BUSES (BP/AR 5131.1)
Students transported on school buses are expected to follow the bus rules and shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of students while they are on the bus. A student may be removed from the bus or denied bus transportation if it is determined he/she created a safety hazard. (5 CCR 1103)

Parent/guardian/caregiver will be notified of student misconduct on the school bus. An infraction that occurs on a school bus will be treated as if it occurred on a school campus. (EC 48900 (s))

PUBLIC TRANSPORTATION
District students are expected to observe District bussing rules and regulations when riding public transportation.
PREGNANT AND PARENTING STUDENTS
Pregnant or parenting students, regardless of their marital status, have the right to attend their current school or any district school, and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment. Enrollment in any school or program specifically designed for pregnant or parenting students must be completely voluntary on the part of the student. Classes, programs, and materials offered to pregnant and parenting students must be equal to those offered to other students and students must be provided access to those classes needed to complete their course of study.

Pregnant and parenting students have a right to full participation in school classes, programs, and activities and it is the school’s responsibility to make reasonable accommodations to keep pregnant students safe on campus and facilitate their continued participation. Such accommodations may include, but are not limited to: additional time for use of facilities and class changes, and providing independent study activities during absences due to pregnancy related illness or recovery at the request of the student/family.

Pregnant and parenting students with excused absences, such as pregnancy-related illnesses, medical care of related conditions due to the illness, or the medical appointment of a child for whom students are the custodial parents, shall be treated like all other students with excused absences. Students with excused absences shall be allowed to complete all assignments and tests missed, or a reasonable equivalent of the work missed during the absence, and shall be given full credit upon satisfactory completion of that work in a reasonable time period.

All schools are required to provide parents and guardians with annual written notice of pregnant and parenting pupils. (Ed. Code, § 222.5) Pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. “Pregnant or parenting pupil” means a pupil who gives or expects to give birth or a parenting pupil who has not given birth and who identifies as the parent of the infant.

A pregnant or parenting pupil is entitled to, but not required to take, eight weeks of parental leave. This leave may be taken before the birth of the pupil’s infant if there is a medical necessity and/or after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. A pregnant or parenting pupil is entitled to additional leave if deemed medically necessary by the student’s physician. (Ed. Code, §§ 46015)

The person holding the student’s educational rights (i.e. the pupil if over 18 or the parent if under 18) may notify the school of the student’s intent to exercise this right. Leave may still be taken even if notice was not provided. During the leave, the student’s absences shall be deemed excused, but the student shall not be required to complete academic work or other school requirements.

A pregnant or parenting pupil may return to the school and the course of study in which he or she was enrolled before taking parental leave. Upon return to school after taking parental leave, a pregnant or parenting pupil is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses.

A pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the school in which the pupil was previously enrolled when it is necessary in order for the pupil to be able to complete state and any local graduation requirements, unless the local educational agency makes a finding that the pupil is reasonably able to complete the local educational agency’s graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school.

A student who chooses not to return to the school in which he or she was enrolled before taking the leave is entitled to alternative education options offered by the local educational agency to include educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.

A student will not incur any academic penalties as a result of using the accommodations in this section. (Ed. Code, § 46015)

A complaint of noncompliance may be filed under the District’s Uniform Complaint Procedures and Title 5 of the California Code of Regulations.

Student Parent Lactation Accommodations
The District is required to provide reasonable accommodations to a lactating student on a school campus to address breastfeeding needs. (EC 222) A student may not be penalized academically because of the reasonable accommodations provided during the school day. A student must also be given the opportunity to make up missed work.

A complaint of noncompliance may be filed under the District’s Uniform Complaint Procedures and Title 5 of the California Code of Regulations. (Annual Notification)

POSITIVE SCHOOL CLIMATE (BP 5137 and 4119.21/4219.21/4319.21)
The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. (See Appendix V.)

UNIFORMS (BP/AR 5132)
The District’s Board of Education voted at the February 26, 2010 meeting to approve use of school uniforms for all secondary schools, including continuation high schools, and to extend the current school uniform policy to all schools serving kindergarten through grade eight. EC 35183 allows a governing board to adopt a uniform policy that authorizes schools to require students to wear a school uniform.

There are many positive reasons for a school uniform code, including:

- A uniform policy encourages students to express their individuality through personality and academic achievements, not outward appearances.
- A uniform policy puts the focus on academics.
- Uniform clothing items can be less expensive.
- Uniform dress codes eliminate pressure to wear brand name clothing, “gang attire,” etc.
- Uniform clothing creates a sense of school pride and belonging.
Parents must be advised of their right to opt out of the school’s uniform policy. Students whose parents choose not to participate in a uniform program may not be disciplined, discriminated against, or otherwise denied rights and privileges available to other students.

DRESS/APPEARANCE STANDARDS (BP/AR 5132) There are certain rules pertaining to dress that every district student must adhere to throughout the school year. Overall, a student’s dress, grooming, and appearance, including hairstyle, jewelry, makeup, and nails, must be safe, appropriate, and not disrupt or interfere with the educational process. If special circumstances in adhering to this policy should arise, please contact the individual school’s principal for assistance.

Examples of inappropriate clothing include:

- Clothes shall be sufficient to conceal undergarments at all times. Examples of prohibited items include tank tops, see-through or fish-net fabrics, halter tops, off-the shoulder or low-cut tops, and bare midriffs skirts or shorts shorter than mid-thigh or saggy pants.
- Undergarments including, but not limited to, underwear, such as boxer and underpants, should be covered at all times.
- Clothing should not be provocative and/or revealing.
- Hats, caps, and other head coverings shall not be worn indoors.
- Clothing, jewelry, exposed skin, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol, or tobacco company advertising, promotions, and likenesses, or advocate racial, ethnic, or religious prejudice.
- Gang-related clothing or accessories including, but not limited to, bandannas; other symbols, emblems, or insignia; and gang-related web belts with or without punched-out metal buckles. School officials shall consider student history and information obtained from community agencies and resources when making judgments regarding gang-related clothing. School administrators have the right to restrict the color of clothing worn by any student involved in a documented gang offense.
- Dangerous clothing accessories are prohibited (i.e., spiked jewelry, studded collars, studded belts).
- Appropriate shoes must be worn at all times.
- Gym shorts may not be worn in classes other than Physical Education.
- Pajamas or other types of sleepwear may not be worn.

Students who persist in violation of the above infractions may be suspended.

STUDENT SEARCHES (BP/AR 5145.12) Should it become necessary to proceed with a student search, the following procedures shall be used:

1. Call suspected student to the office.
2. Conduct a reasonable search of the student’s person, lockers, or other location under student’s control, with an administrator and another staff member as a witness.
3. Searches of individual students shall be conducted in the presence of at least two District employees, including at least one administrator.
4. If practicable, have the student present during any locker search, along with an administrator and staff member as witness.
5. Prevent destruction or other disposition of any materials.
6. Notify parents that a search has been conducted.
7. Call the police if necessary; turn over materials to police for further investigation.
8. Consider immediate suspension and possible expulsion, if applicable or necessary.
9. Record and file complete record of the incident.
10. Reasonable suspicion may also warrant school officials’ use of:

- A metal detector to identify concealed weapons.
- A breathalyzer to determine if a student is under the influence of alcohol.
- Specially trained contraband detection dogs to sniff out and alert staff to the presence of substances prohibited by law and/or Board policy.

LOCKERS

While school authorities will respect the rights of each student in the use of his/her locker, it shall be clear to all that lockers are the property of the school and are assigned to students for the purpose of storing school-related materials and items essential to the physical well-being of the student.

PERSONAL PROPERTY

The District is not responsible for the loss, theft, or damage of any student’s personal property, including vehicles parked on District property, cell phones, money, jewelry, etc.

RADIOS, CELL PHONES, AND OTHER ELECTRONIC SIGNALING DEVICES (BP 5131)

The Governing Board of the District regulates the possession and use of all electronic signaling devices that operate through the transmission or receipt of radio waves, including, but not limited to, cell phones, pagers, and other signaling equipment, by students. Cell phones and other types of electronic devices must be turned off during class time. Student use of cell phones and other electronic devices is restricted to time before and after school. (EC 48901.5)

A student will be allowed to bring an electronic signaling device onto campus if a parent, guardian, or caregiver of the student provides a written note from a licensed physician or surgeon indicating that such a device is essential for the health of the student. The use of the device must be limited to purposes related to the health of the student.

CYBER BULLYING (BP 5131, 5131.2)

The Board strives to provide a safe, positive learning climate for students in all District schools. Therefore, it shall be the policy of the District to maintain an educational environment in which bullying and cyber bullying in any form are not tolerated. (See Appendix P.)

All forms of bullying and cyber bullying by District students are prohibited. Anyone who engages in bullying via any electronic means shall be subject to appropriate discipline.
Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which has the effect of:

1. Physically, emotionally, or mentally harming a student or staff member;
2. Placing a student or staff member in reasonable fear of physical, emotional, or mental harm;
3. Placing a student or staff member in reasonable fear of damage to or loss of personal property; or
4. Creating an intimidating or hostile environment that substantially interferes with a student’s educational opportunities or a staff member’s ability to perform his/her duties.

Cyber bullying or online bullying is a term used to refer to bullying over electronic means. Cyber bullying is willful and involves recurring or repeated harm inflicted through electronic text. Cyber bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender. Cyber bullies may also include threats, "putdowns," or hate-motivated speech. Cyber bullies may publish the personal contact information of their victims. They may attempt to assume the identity of a victim for the purpose of publishing material in their name that defames or ridicules them.

**STUDENT USE OF TECHNOLOGY (BP/AR 6163.4)**

### A. District Obligations and Responsibilities

1. The District provides computers, computer network, and Internet services to students for the specific and limited purpose of achieving the District’s goals and accomplishing its educational purposes. The District has the right to place restrictions to ensure that use of the system is in accordance with these purposes.

2. In compliance with the Children’s Internet Protection Act (CIPA) (P.L. 106-554, Title XVII, Section 1702, et seq.), the District ensures that all District computers with Internet access have a technology protection measure designed to block or filter Internet access to content that is obscene, pornographic, or harmful to minors.

3. Age appropriate instruction regarding safe and appropriate behavior when using electronic communication and other Internet services will be provided to students by staff. Staff will supervise students while they are using the Internet.

4. As owner of the technological resources, the District reserves the right to monitor use of District resources for improper use without advance notice or consent. Students and staff will be informed that computer files and electronic communications are not private and may be accessed by the District.

5. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the District network.

6. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege to use District technological resources.

7. In the event there is an allegation that a student has violated District rules and regulations, the student discipline will be conducted in the manner set forth in the student disciplinary policies and regulations.

### B. Student and Parent/Guardian Obligations and Responsibilities

1. Student users of the District’s network must comply with BP/AR 6163.4, the Student Acceptable Use of Technology, related District and school regulations, and the student disciplinary code as set forth in the Student and Parent/Guardian Handbook.

2. All parents/guardians will be given a Student Acceptable Use agreement form at the beginning of the school year to be reviewed with students and signed by the parent/guardian. At that time, the parent/guardian may elect to withhold their consent to the student’s use of the District’s network. The parents/guardians of students, at any time during the school year, also have the right to withdraw that consent. Such requests must be made in writing and sent to the principal of the student’s school.

3. Students who use District technological resources will receive instruction regarding safe and appropriate use of electronic communication, other Internet services, the District’s network, and their rights and responsibilities.

4. Students are to keep personal passwords private and only use the network accounts to which they have been assigned.

5. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is prohibited by any United States or California law or regulation or is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

6. Unless otherwise instructed by school personnel, students shall not disclose, use or disseminate personal information about themselves or others when using electronic communication methods.

7. Students shall not use District resources to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.

8. Students shall not use District resources to engage in commercial or other for-profit activities.

9. Copyrighted material shall be posted online only in accordance with applicable copyright laws.

10. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy District equipment or materials or manipulate the data of any other user, including so-called
“hacking.” This includes disabling any technology protection measures.

Students shall report any security problem or misuse of the services to the teacher or principal.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT
The Protection of Pupil Rights Amendment (PPRA) affords parents and students who are 18 or emancipated minors certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. The District has developed and adopted policies regarding these rights. For additional information, see Appendix C. (Annual Notification)

STUDENT DISCIPLINE: SUSPENSION, EXPULSION, AND TRANSFER

DISCIPLINARY GUIDELINES
District and school rules pertaining to student discipline are available to parents or guardians of District students in the school office. (EC 35291) Students may be subject to discipline for off-campus misconduct if the misconduct is related to school activity or attendance and causes or is reasonably likely to cause a substantial disruption to school activity. For example, a student using technology such as a home computer, cellular phone, or other electronic device may be disciplined for bullying, engaging in unlawful harassment, or making threats against students, staff, or District property even if such misconduct occurred off-campus and during non-school hours. (EC 48900r) (Annual Notification)

The District desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The District believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

District policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's individual needs.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, District policy, and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Staff shall enforce disciplinary rules fairly, consistently, and without discrimination. (See Appendix X.)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

SELF-DEFENSE AND FIGHTING
From time to time, students may have disagreements (verbal confrontations) which result in physical altercations. Any student involved in an exchange of blows WILL BE SUSPENDED FOR FIGHTING, regardless of who/what precipitated the exchange of blows. When blows are exchanged, this is a fight. Self-defense is the act of pushing away, holding off the aggressor, or otherwise avoiding the physical altercation. Please understand that if you encourage your child to “hit back” and he/she does, he/she WILL BE SUSPENDED. Hitting back is not self-defense, it is fighting. Encourage your student to resolve conflicts peacefully, find an adult to help, or talk to an adult at the school for assistance.

SUSPENSION AND EXPULSION PROCESS (BP 5131, BP/AR 5144.1)
The District has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, staff shall implement appropriate discipline and address the cause of the student’s behavior. It may be necessary to suspend or recommend expulsion of a student from regular classroom instruction.

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (EC 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The District will provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. (EC 48911, 48915, 48915.5)

Definitions
Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (EC 48925)

GROUNDS FOR SUSPENSION AND EXPULSION (BP/AR 5144.1)
A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (EC 48900(a1) (a2))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in PC 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to EC 48900(a) once he/she has been adjudged by a juvenile court
to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (EC 48900(s))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (EC 48900(b))

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in HSC Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (ED 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in HSC 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as controlled substance, alcoholic beverage, or intoxicant. (EC 48900(d))

5. Committed or attempted to commit robbery or extortion. (EC 48900(e))

6. Caused or attempted to cause damage to school property or private property. (EC 48900(f))

7. Stole or attempted to steal school property or private property. (EC 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (EC 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (EC 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in HSC 11014.5. (EC 48900(j)) (grades 4-12)

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k)) (Grades 4-12 for suspension, cannot use for expulsion)

12. Knowingly received stolen school property or private property. (EC 48900(l))

13. Possessed an imitation firearm. (EC 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (EC 48900(m))

14. Committed or attempted to commit a sexual assault as defined in PC 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in PC 243.4. (EC 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (EC 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (EC 48900(p))

17. Engaged in, or attempted to engage in, hazing. (EC 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (EC 48900(q))

18. Aided or abetted the infliction of physical injury to another person. (EC 48900(t))

19. Made terrorist threats against school officials and/or school property. (EC 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (EC 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

20. Committed sexual harassment as defined in Education Code 212.5. (EC 48900.2)

Sexual harassment means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (EC 212.5, 48900.2)

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (EC 48900.3)

Hate violence means any act punishable under PC 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (EC 233)

22. Intentionally engaged in harassment, threats, or intimidation against District personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (EC 48900.4)

23. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a
Bullying means one or more acts by a student or group of students that constitutes sexual harassment pursuant to EC 48900.2, as defined in item #19 above; hate violence pursuant to EC 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to EC 48900.4, as defined in item #21 above. (EC 32261)

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (EC 32261)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any District school under the jurisdiction of the Superintendent or principal or within any other school district, including, but not limited to, the following circumstances: (EC 48900)

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

The District will not take disciplinary action against any student for non-school related conduct that occurs after school at private business establishments, and has included a statement to that effect in its revised discipline policies.

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (EC 48900(u))

Students may not be suspended or expelled for being truant, tardy, or otherwise absent from assigned school activities. Accordingly, alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

The Superintendent or principal may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (EC 48911)

The Superintendent or principal shall immediately suspend any student found at school or at a school activity to be: (EC 48915)

1. Possessing, as verified by a District employee, selling, or otherwise furnishing a firearm, unless the student obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife, as defined in EC 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in HSC 11053-11058.
4. Committing or attempting to committed a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possessing an explosive as defined in 18 USC 921.

Explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device. A destructive device includes any other type of weapon (except a shotgun or shotgun shell recognized by the United States Secretary of the Army as suitable for sporting purposes) which might be converted to project an explosive. (18 USC 921)

Suspension also may be imposed upon a first offense if the Superintendent or principal determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (EC 48900.5)

Otherwise, a student may not be suspended or expelled for a first offense.

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (EC 48903, 48911, 48912)

The District may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (EC 48903)

Mandatory Reporting to Law Enforcement

Some offenses require school personnel, by law, to file a report with the police or other legal agency. For additional information, see Appendix A.

SUSPENSION PROCEDURES (BP/AR 5144.1)

Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or principal's designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (EC 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (EC 48911)

2. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact
the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (EC 48911)

This notice shall state the specific offense committed by the student. (EC 48900.8)

In addition, the notice shall state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

3. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter. (EC 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (EC 48911)

4. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (EC 48911(g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (EC 48911)

Supervised Suspension Classroom

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension.

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (EC 48911.1)

Authority to Expel

A student may be expelled only by the District’s Board. The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer, or administrative panel, based on either or both of the following finding(s): (EC 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and/or
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Mandatory Recommendation for Expulsion

Unless the principal, Superintendent, or designee finds that expulsion is inappropriate due to particular circumstances, the principal or the Superintendent or designee shall recommend a student's expulsion for any of the following acts: (EC 48915(a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in EC 48915(g), explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in HSC 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in PC 240 and 242, upon any school employee.

Mandatory Recommendation and Mandatory Expulsion

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (EC 48915(c))

1. Possessing, as verified by a District employee, selling, or otherwise furnishing a firearm, unless the student obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in EC 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in HSC 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (EC 48915)

STUDENT'S RIGHT TO EXPULSION HEARING (BP/AR 5144.1)

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (EC 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent
postponement may be granted at the Board's discretion. (EC 48918(a))

If the District’s Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (EC 48918(a))

If the District’s Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in EC 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (EC 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (EC 48918(a))

Written Notice of the Expulsion Hearing
Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (EC 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of District disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to EC 48915.1, to provide information about the student's status in the District to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in EC 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Right to Appeal
The student or parent/guardian is entitled to file an appeal of the District Board's decision to expel with the County Board of Education. The appeal must be filed within 30 days of the District Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (EC 48919)

SAFE SCHOOL ENVIRONMENT

VISITORS TO SCHOOL CAMPUSES (BP/AR 1250)
Each school site maintains a visitor/volunteer policy at their site. To ensure the classroom and school environment are conducive to learning as well as to maintain a safe campus, visitors/volunteers are expected to sign in/out at the school office. Visitors/volunteers must present valid identification upon signing in and visiting or volunteering on campus when students are present. Visitors are required to display a badge or permit while on school campus and to identify their purpose when requested by school personnel.

Please note that a visitor or volunteer’s access to the school or classroom may be limited if the principal or teacher determines that the individual’s presence obstructs, interrupts, or interferes with the classroom or school environment. (For additional information regarding visitors on campus and parent volunteers, see Appendices R and S.)

SAFE SCHOOLS
The District wishes to continue its successful collaboration with the Antioch Police Department to ensure safety in all schools, enhance the education of students, and strengthen the relationship of trust between schools and students’ families. Moreover, the District recognizes the serious potential consequences for youth of juvenile court involvement and wishes to avoid unnecessary criminalization of our students. Therefore, the District shall adhere to the following protocols:

A. Requesting Police Assistance: Staff members and site administrators shall only request police assistance when (1) necessary to protect the physical safety of students and staff; (2) required by law; or (3) appropriate to address criminal behavior of persons other than students. Police involvement should not be requested in a situation that can be safely and appropriately handled by the District’s internal disciplinary procedures.

B. Procedure to Request Police Assistance: (1) Call 911 or any police officer in an emergency or crisis situation and notify the site administrator as soon as possible; (2) if there is no immediate danger to students or staff, a staff member should contact a site administrator to make the decision about whether to request police assistance for an incident involving potentially criminal behavior by a student, based on criteria in Section A; (3) notify the District Office and prepare a written incident report the same day to detail police response to the incident. Disproportionate use of police intervention in inappropriate situations shall be cause for corrective action by the District.

C. Police Interviews: Except in situations where the student is a suspected victim of child abuse, the school will attempt to contact a parent/guardian, if possible. Although the District will attempt to contact the parent/guardian, when possible, law enforcement does have the right to question students without a parent/guardian in attendance. All formal interviews with an individual student on school grounds and
in school buildings will be conducted as discretely as possible, with the knowledge and assistance of the school administration. Informal conversations between a police officer and groups of students does not constitute a formal interview. Before custodial interviews, the police officer shall advise the student of his/her rights during the interview and confirm with the student that he/she understands these rights.

Law Enforcement – Removing Students from School

Upon presentation of proper identification to the principal or designee, police officers have the authority to remove students from school premises. Principals shall take immediate steps to notify the parent/guardian/caregiver or relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse. In those cases, the school official shall provide the police officer with the address and telephone number of the minor’s parent/guardian/caregiver. (EC 48906)

Surveillance Systems

Antioch Unified School District recognizes it is the District’s responsibility to promote a healthy and safe school climate and maintain security and discipline on all school sites. Therefore, the District may use electronic surveillance systems for monitoring activity at selected school campuses in order to protect the health, welfare, and safety of its students and staff as follows:

1. Video cameras shall be placed in public locations deemed appropriate by the Superintendent or designee and shall not be placed in areas where there is a reasonable expectation of privacy.

2. The use and maintenance of electronic surveillance equipment on school grounds shall be supervised and controlled by the Superintendent, the school principal, or other administrators.

3. The use of video or digital recordings from surveillance equipment shall be subject to other policies of the District including policies concerning the confidentiality of student and personnel records. The District shall comply with all applicable state and federal laws related to record maintenance, retention, and disclosure including the Family Educational Rights and Privacy Act (FERPA), and applicable student records and personnel files sections of the California Education Code, as well as relevant provisions from existing collective bargaining agreements.

4. Electronic surveillance shall only be used to promote the order, safety, and security of students, staff, property, and other authorized individuals.

5. The District may rely on the images obtained by video surveillance cameras in connection with the enforcement of Board policy, administrative regulations, building rules, and other applicable laws.

6. Surveillance systems and all resulting recordings shall be located in a secured area and access to the system and recordings shall be strictly limited. Recordings may be reviewed as authorized by the Superintendent or designee.

7. Video recordings retained as part of an individual student’s disciplinary record shall be maintained in accordance with law and Board policy governing the access, review, and release of student records.

8. All media viewed or listened to by law enforcement, parents, or any persons outside of authorized school personnel will be documented in a log with the date, time, reason, and names of individuals reviewing the media.

Employees shall be responsible for the appropriate use of technology and shall not use any District resources for unethical practices or any activity prohibited by law or District policy.

Recording Devices (BP 5131)

No student or any other person shall use any electronic listening or recording device on any District property without the approval of the appropriate administrator. Any use in a classroom will require prior consent of the teacher and the principal. Any student violating this policy shall be subject to appropriate disciplinary action. Any person other than a student violating this policy shall be guilty of a misdemeanor. (EC 51512)

SAFE AND HEALTHY SCHOOL PLANS

California public schools are required to comply with EC 35294, dealing with the preparation of “Safe School Plans.” The District is also required to comply with the Child Nutrition and Women, Infant, and Children (WIC) Reauthorization Act of 2004 to establish and monitor a local wellness policy (BP 5030). These plans address violence prevention, emergency preparedness, traffic safety, crisis intervention, and building a coordinated school health system that supports and reinforces children’s health.

PREPARING FOR EMERGENCIES

All District schools work diligently to make sure that students and staff are prepared for an emergency. Every school has a detailed Safety Plan that provides guidance for the school staff in an emergency. Every school conducts regular drills that meet or exceed the state mandated requirements and accommodate persons with disabilities.

Regular drills are a part of a school’s activities. Every school conducts the following types of drills:

Fire Drill – Every elementary and middle school practices this procedure once a month; high schools practice once each semester.

Earthquake or Emergency Drill – Twice a year, all schools conduct an earthquake/emergency drill. One drill is a District-wide drill where all the elements of the school’s disaster plan are practiced. This drill is held on the third Thursday of October of each year as part of the state-wide Great California ShakeOut.

Shelter in Place Drill – On a regular basis, schools practice how they will respond to a threat on or near the campus.

Lock Down Drill – On a regular basis, schools practice how they would respond to a violent/armed intruder on campus.

Parents are asked to make sure that their students actively participate and take these drills seriously. These drills make the public schools the safest place for students during an emergency.

In addition to conducting regular drills, each school stocks emergency supplies to sustain students and staff. These supplies
include the following: water, food, first aid supplies, search and rescue supplies, and sanitation items. These supplies are checked regularly by school staff.

Parent Preparedness
Parents can be better prepared for an emergency by doing the following:

1. Visit your child’s school and ask about what will happen during an emergency. Make sure that your child’s Emergency Card is current and correct.
2. Instruct your child to take all emergency drills seriously. Regularly review home and school emergency procedures with your child.
3. Prepare a Family Disaster Plan and review it regularly with everyone in your family. Visit the website www.ready.gov for additional information.
4. Prepare a Disaster Supply Kit for your home, car(s), and work.
5. Eliminate the hazards from your home that could hurt you or your child in an emergency.
6. Contact the American Red Cross for disaster preparedness information. Visit the website www.redcross.org.
7. Get Community Emergency Response Team (CERT) training from your local fire department. Visit the website http://eastcountycert.webs.com for more information.

RESPONDING TO EMERGENCIES
In the event that there is an emergency, parents should remember that schools are among the safest buildings in the community. By law, California public schools are built to a higher standard than other public buildings, as required by the Field Act; therefore, schools will generally not sustain the same damage as residential or commercial buildings. Schools also have extensive Fire Life Safety Systems that include fire alarms that are designed to protect students and staff.

In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area, usually the school field or play yard.

During an emergency, parents who want to pick up their children may be asked to go to a specific reunification location that schools will use to release students to their parents. Please remember that students will only be released to a person whose name is listed on the student’s Emergency Card. Parents must make sure that the Emergency Card is current and correct. Please notify your child’s school any time the emergency contact information changes.

During a threat of violence, students will be sheltered in a locked classroom away from the threat unless safe evacuation is possible due to the location of the threat. During an emergency when the campus must be protected and locked down, parents will not be able to pick up their children until the school campus is declared to be safe by the Police or Sheriff’s Department. Parents need to understand that the students are being sheltered in a secure place for their safety and will be released only when it is safe to do so.

Parent Response
Parents need to be familiar with the District’s/school’s emergency response procedures during an emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency response procedures in place to protect all the students and the school will follow those procedures during an emergency. (See Appendix V for additional information.)

CLOSED SCHOOL CAMPUS (BP 5112.5)
All schools have closed campuses for the safety and welfare of students. Therefore, students are not allowed off-campus unless they have a Permit to Leave School issued by the school office. The Superintendent or designee shall ensure campus security procedures are developed which are consistent with the goals and objectives of the District’s Comprehensive Safety Plan and site-level safety plans.

CALIFORNIA HEALTHY KIDS SURVEY (CHKS) INFORMATION
The District, in cooperation with the U.S. Centers for Disease Control and Prevention (CDC) and the California Department of Education (CDE), will administer the California Healthy Kids Survey (CHKS) in grades 5, 7, 9, & 11. It will take about one class period to complete.

Survey Content The survey monitors six categories of priority health-risk behaviors among youth and young adults – behaviors that contribute to unintentional injuries and violence, tobacco use, alcohol and other drug use, unhealthy dietary behaviors, and physical inactivity – as well as environmental and individual strengths and assets.

It is Voluntary. Students do not have to participate in the survey. Students who participate only have to answer the questions they want to answer and they may stop taking the survey at any time. However, it is very important that students take the survey so that programs and support services can be developed to meet the needs of students in the District.

It is Anonymous. No names are recorded or attached to the survey forms or data. The results are made available only under strict confidentiality controls.

For designated grades, parents/guardians will be notified by letter asking permission for students to participate in the survey. For 5th grade students, active parent consent is required prior to survey participation – parents will be sent a form that allows them to grant or deny permission to participate in the survey. Regardless of a parent’s decision the form should be returned. For 7th, 9th, and 11th grade students, parents who do not want their student(s) to participate in the survey must provide a written statement to the school’s designated contact.

Prior to the survey administration, the CHKS will be posted on the District website for viewing by parents.

For Further Information. Visit http://chks.wested.org/ (a public, non-profit educational institution) for the California Healthy Kids Survey.
MEDICATIONS AT SCHOOL (BP/AR 5141.21)
Medication prescribed by a physician for a student may be administered during the school day by a registered nurse or other designated school personnel, or self-administered by the student if the medication is prescription auto-injectable epinephrine or prescription inhaled asthma medication, but only if the parent consents in writing and provides detailed written instructions from a physician, or a physician assistant as specified by law. Forms for administering medication may be obtained from the school secretary. (EC 49423, 49423.1, 49423.5, 49480) (Annual Notification)

Parents are to notify the principal if their child is on a continuing medication regimen. This notification shall include the name of the medication being taken, the dosage, and the name of the supervising physician. With parental consent, the principal or District nurse may confer with the physician regarding possible effects of the drug, including symptoms of adverse side effects, omission or overdose, and counsel with school personnel as deemed appropriate. (EC 49480) (Annual Notification)

Guidelines for Student Medications at School (BP/AR 5141.21)
Note: District staff will NOT dispense any medication unless the parent/guardian/caregiver follows these guidelines. (EC 49423)

1. A completed AUSD medication form must be completed for each medication used at school. Forms must be signed by the parent/guardian/caregiver giving permission and by the physician giving authorization and prescription directions. These medications include (a) prescription medications, (b) medications purchased over the counter, and (c) home remedies. Completed AUSD medication forms must be returned to your child’s school prior to the administration of medications.

2. Parents/Guardians/Caregivers must provide the medication in a properly labeled original container, along with the physician’s instructions.

3. Parents/Guardians/Caregivers must deliver the medication to the school personally or send it with a designated adult.

4. Medications will be administered at school according to health care provider’s instructions by:
   • The school nurse or a staff member trained by the school nurse;
   • The parent/guardian/caregiver or parent designee who is not a District employee may come to school to administer the medication on a pre-arranged schedule;
   • The student who, per the AUSD medication form, may self-administer prescribed auto-injectable epinephrine or inhaled asthma medications. This should be arranged with the school office prior to the administration of medication. Some students who use prescribed insulin may self-administer said insulin per their Diabetes Medical Management Plan. This should be prearranged with the school nurse prior to its administration at school.

Emergency Epinephrine Auto-Injectors
The school district will provide emergency auto-injectors to each school for use by the school nurse or trained personnel. Epinephrine may be administered to a student suffering or reasonably believed to be suffering from an anaphylactic (severe allergic) reaction. Each school will designate one or more volunteers to receive initial and annual refresher training by the District school nurse or other qualified health professional on the techniques for recognizing symptoms of anaphylaxis, standards and procedures for emergency use and storage of epi-pens, follow-up, instruction on selecting Epi-Pen adult or junior, and recommendation to obtain CPR instruction. The goal is to protect not only children with previously diagnosed allergies, but also children who do not yet know they are allergic and would not have prescribed epinephrine. (EC 49414, SB 1266)

EMERGENCY ACTION PLANS
It is important for students with chronic conditions such as allergies, asthma, diabetes, and seizure disorders to have emergency action plans at school. Emergency action plans provide information for staff on how to handle an emergency situation which may occur as a result of the student’s condition.

- Emergency action plans, as well as Diabetes Medical Management Plans, need to be completed each school year by the student’s health care provider and parent/guardian.
- If the emergency action plan includes the administration of medication, an AUSD medication form must also be completed and signed by the health care provider and parent/guardian.
- All emergency medications and delivery devices need to be supplied to the school by the parent/guardian in pharmacy labeled containers.

Emergency action plans are available via site staff, the District School Nurse, or the student’s health care provider. Diabetes Medical Management Plans should be provided by your child’s physician and then forwarded to the District School Nurse for review.

IMMUNIZATIONS (BP 5141.31)
The District shall exclude from school any student who has not been immunized properly, unless the student is exempted from the immunization requirement pursuant to Health and Safety Code section 120370. The immunization exemption based on personal beliefs has been eliminated. (HSC 120325) A student who, prior to January 1, 2016, submitted a letter or affidavit on file at the District, stating beliefs opposed to immunization, is permitted to enroll in that institution until the student enrolls in the next grade span. Grade span means: 1) birth to preschool; 2) kindergarten and grades 1 through 6, inclusive, including transitional kindergarten; and 3) grades 7 through 12, inclusive. On or after July 1, 2016, the District shall exclude from school for the first time or deny admittance or deny advancement to any student to the 7th grade unless the student has been immunized for his or her age as required by law. (HSC 120335). A student my still be exempted from the immunization requirement based on medical condition or circumstances. A parent or guardian must file with the District a statement from a licensed physician saying that the immunization is not considered safe and is not recommended based upon the nature or duration of the medical condition or circumstances,
including, but not limited to, the family medical history. (HSC 12037)

A parent may consent in writing for a physician, surgeon, or health care practitioner acting under the direction of a supervising physician and surgeon to administer an immunizing agent to a student at school. (EC 48216, 48980(a), and 49403, HSC 120325 and 120335) (Annual Notification)

It is recommended that students go to their own physician or clinic for immunizations. If the student does not have a usual source of health care, the District can provide the name of local health centers that offer immunization and tuberculosis testing.

HEALTH SCREENING FOR SCHOOL ENTRY (AR 5141.32)

A comprehensive health screening examination consistent with Child Health and Disability Prevention (CHDP) guidelines, including assessment for risk factors for TB exposure and/or TB infections, are required for all first grade students within 18 months prior to entry or within up to 3 months after admission to the first grade. A CHDP or equivalent examination may be done by a private physician or health department clinic. (HSC 124040, 124085)

EC 39452.8 requires that your child have an oral health assessment by May 31 in kindergarten or first grade, whichever is his or her first year of public school. The assessment must be performed by a licensed dentist or other licensed or registered dental health professional. Oral health assessments that have occurred within the 12 months before your child enters school also meet this requirement. If you cannot take your child for this assessment, you may request a waiver from this requirement. The assessment/waiver forms are available at your child’s school.

HEALTH EXAMINATIONS (BP/AR 5141.3)

PHYSICAL EXAMS AND TESTING

The District is required to conduct certain physical examinations and vision and hearing, testing of students unless the parent has a current written objection on file. However, the student may be sent home if he or she is believed to be suffering from a recognized contagious or infectious disease. (EC 49451, 49452, 49452.5, 49455; HSC 124085) (Annual Notification)

Vision and Hearing Screening

Each student shall be given a hearing screening test in kindergarten or first grade and in second, fifth, eighth, tenth, or eleventh grade and first entry into the California public school system. During the kindergarten year or upon first enrollment or entry in a California school district of a pupil at an elementary school and in grades 2, 5, and 8, the pupil’s vision shall be appraised. A pupil whose first enrollment or entry occurs in grade 4 or 7 shall not be required to be appraised in the year immediately following the pupil’s first enrollment or entry. These screenings are done by the school nurse or other persons authorized and licensed to perform vision and hearing screening. A student will be excused from vision or hearing screening if the parent/guardian/caregiver states in writing to the principal of the school that compliance with this requirement conflicts with religious beliefs or moral convictions. (CA HCP 58, EC 49451, 49452, 49454, and 49455)

Cheerleading, Song Leading, and Athletic Participation

Each student in grades 9 through 12 planning to participate in cheerleading, song leading, and/or interscholastic athletic competition must pass a physical examination yearly by a licensed medical practitioner who complies with current District policy.

Confidential Medical Services

For students in grades 7 through 12, the District may release a student for the purpose of obtaining confidential medical services without obtaining the consent of the student’s parent or guardian. (EC 46010.1) (Annual Notification)

STUDENTS WITH TEMPORARY DISABILITIES

(HOME/HOSPITAL) (BP 6183)

A temporary disability which makes it impossible or inadvisable for a student to attend class may entitle the student to receive individualized instruction. It is the responsibility of the student's parent or guardian to notify the school district in which the student is deemed to reside of the student's need for individualized instruction. A student with a temporary disability who is in a hospital or other residential health facility, other than a state hospital, which is located outside the student’s school district of residence shall be deemed to comply with the residency requirements of the school district in which the hospital is located. (EC 48206.3, 48207, 48208, 48980(b)) (Annual Notification)

Instruction in the home/hospital for a temporary period of time is also provided for students with a current Individualized Education Program (IEP) or students with a Section 504 Plan, under certain circumstances.

Home Instruction:  The district in which the student resides is to provide individual instruction if the student is receiving the instruction in his or her home. Individual instruction in a pupil’s home pursuant to section 48206.3 shall commence no later than five working days after a school district has determined that the pupil shall receive this instruction.

Hospital or Health Facility Instruction: The school district in which the hospital or other residential health facility, excluding a state hospital, is located must provide individual instruction to a student with a temporary disability. Within five working days of receipt of the notification, the district must determine whether the pupil will be able to receive individual instruction, and, if so, when the individual instruction will begin. A student with a temporary disability who is in a hospital or other residential health facility, other than a state hospital, which is located outside the student’s school district of residence shall be deemed to comply with the residency requirements of the school district in which the hospital is located. A school district may continue to enroll a pupil with a temporary disability who is receiving individual instruction in a hospital or residential health facility to facilitate the timely reentry of the pupil after the hospitalization has ended, or in order to provide a partial week of instruction. On days in which the student is not receiving individual instruction in a hospital or other residential health facility, he or she may attend school in his or her district of residence if well enough to do so. A pupil receiving individual instruction who is well enough to return to a school shall be allowed to return to the school, including a charter school, that he or she attended immediately before receiving individual instruction, if returning during the same school year. (Ed. Code, §§ 48206.3, 48207, 48207.3, 48207.5, 48208, 48980(b))

Pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom shall be treated in the same manner and under the same policies as any other temporary disabling condition. (Ed. Code, § 221.51)
INFECTIOUS DISEASE PREVENTION
Guidelines for exclusion and readmission follow policies set forth by the District, the state Department of Public Health – Division of Communicable Disease Control and national organizations. Temporary exclusion of a student from school generally occurs for communicable conditions, including, but not limited to, the following: Swine flu (H1N2); skin infections such as impetigo, ringworm, and scabies; parasitic infections such as lice; conjunctivitis (Pink eye); streptococcal infections including scarlet fever/strep throat; hand, foot, and mouth disease; fifth disease, chickenpox; and pertussis (whooping cough). Exclusion may occur immediately or at the end of the school day, depending on the condition; its communicability; and District, county and state policy. Readmission to school is based on condition and appropriate treatment.

An effort will be made to notify parents/guardians about school exposure to conditions that pose a risk to students. Guidance in addressing infectious diseases also comes from the Department of Public Health – Division of Communicable Disease Control. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants. Information on the treatment and prevention of head lice is available from the school office.

MISCELLANEOUS HEALTH INFORMATION
A student returning to school with a concussion, sutures, casts, crutches, brace(s), or a wheelchair must have a health care provider’s written permission to attend school and must comply with any safety procedures required by the school administration and health services personnel.

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), must have written permission by the health care provider to attend school and must comply with any safety procedures required by the school administration and health services personnel.

A current District Emergency Information Card must be on file at the school so that parents can be notified promptly in case of accident or illness involving their child.

Blood donation drives in cooperation with blood procurement agencies may be held on senior high school campuses. Efforts will be made to notify parents/guardians of planned blood donor drives; however, the written consent of the parent/guardian is no longer required for participation by students 17 years or older. EC 35183.5 mandates that students be allowed to wear protective gear (hats and/or sun visors) while outdoors at recess, physical education, etc. Schools may regulate the type of sun protective clothing/headgear in accordance with EC 35183.5. Schools are not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for their outdoor activities while at school.

INSURANCE COVERAGE (BP 5143)
Medical Coverage for Injuries: Medical and hospital services for students injured at school or school-sponsored events, or while being transported, may be insured at his/her parent’s expense. No student shall be compelled to accept such services without his or her consent or, if the student is a minor, without the consent of a parent or guardian. (EC 49472) (Annual Notification)

Medical and Hospital Services Not Provided: The District does not provide medical and/or hospital services for students injured while participating in athletic activities. However, all members of school athletic teams must have accidental injury insurance that covers medical, dental, and hospital expenses. (EC 32221.5, 49471) (Annual Notification)

Optional Student Insurance Protection: The District contracts with Student Insurance to offer a program that is optional and complies with the EC, which permits distribution of necessary information from the company providing coverage. Many options are available. Student accident insurance may be purchased for school time coverage, 24-hour coverage and dental coverage. The plans are designed to provide maximum protection for students at a reasonable premium.

The applications, description of benefits and claim forms are available on the Student Insurance Agency website. To access the application online, please follow the steps listed below:

2. Click on the Student Insurance tab.
3. Click on K-12 Students.
4. Click on Enroll Online Now.
5. Select State as California and click on Antioch Unified School District.
6. Enroll one or more students using the same link.

To speak directly to a representative for help, please call 1-800-367-5830.

Medi-Cal Coverage
All children, regardless of immigration status, are eligible for Medi-Cal coverage. Health coverage and care are an important part of making sure children and youth succeed in school and life. As of May 16, 2016, health coverage through Medi-Cal is available to all undocumented children under 19 years old, whose families meet the income requirements. For example, all children in a family of four that has an annual income of $36,156 will qualify for coverage. Medi-Cal is free for children whose household meets certain income requirements. Other families, depending on their income, may have a small monthly fee. For all children, Medi-Cal coverage opens the door to free preventive care and treatment, including medical, vision, dental, and mental health services. Getting regular preventive care, like checkups and screenings, makes it possible to identify and treat health problems before they become more serious conditions. Immigrant families can enroll their children in Medi-Cal without worrying how personal information, including their immigration status, will be shared. Personal information is safe and protected and will NOT be shared with immigration officials or used for immigration enforcement purposes. Medi-Cal will only use personal information to check eligibility status for health coverage.
Mental Health Services

The District shall notify pupils and parents or guardians no less than twice each school year of the steps to initiate access to available pupil mental health services on campus and/or in the community. (Ed. Code, § 49428)

The mental health services available include one on one, or group services, provided by licensed mental health clinicians for students at selected schools within Antioch Unified School District. During the COVID-19 pandemic, Lincoln clinicians as well as Fred Finch clinicians at Antioch High School and Deer Valley High School will be offering mental health services to student and family clients through their Telehealth platform. Lincoln School Engagement Program will be offering mental health services for students in a need of attendance support. John Muir Health, Kaiser Permanente, Sutter Health, Contra Costa Health Services, and La Clinica De La Raza also provide mental health services for our community. To initiate services, a parent or student may contact the school counselor, or principal, or contact Student Support Services for additional information and support.

Testing and Assessment

State Academic Achievement Tests (BP/AR 6162.51)

Signed into law in October 2013, Assembly Bill 484 establishes the CAASPP assessment system. For the 2020-21 school year, the CAASPP assessment system encompasses the following required assessments specified below.

Smarter Balanced Assessments are administered to grades 3-5, 6-8, and 11 with content specifications in English language arts/literacy and mathematics. CAASPP serves to ensure that the assessments cover the range of knowledge and skills in the Common Core State Standards. Students are administered this computer adaptive assessment with embedded constructive responses, technology enhanced items, and performance tasks for English language arts and mathematics.

The California Science Test (CAST) is a computer-based assessment administered to students in grades 5-8 and once in high school. It is aligned to the Next Generation Science Standards (NGSS). The content tested contains curriculum from life science, earth and space science, and physical science.

The California Alternative Assessment (CAA) is administered in English language arts and mathematics in grades 3-8 and 11 for eligible students based on a determination by a student’s Individualized Education program (IEP) team. The criteria for the alternative assessment is specific to students with significant cognitive disabilities. Contents on this assessment are linked to Common Core State Standards (CCSS) for ELA and mathematics and to the California Next Generation Science Standards (CA NGSS). Parents/Guardians have the right to request that their child be exempt from any or all state mandated tests. For more information about the waiver process, please contact your school principal.
English Language Proficiency Assessment (ELPAC) (BP/AR 6162.5)  
State law enacted in 1999 requires school districts to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who may be ELs in order to determine each student’s level of English proficiency in listening, speaking, reading, and writing.

The ELPAC must be administered to new enrollees with a home language other than English, unless they have been assessed at another California Public School. Students who have previously been identified as being English Learners must also be administered the ELPAC annually to determine annual English language development progress until the EL student has been reclassified.

State and federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in Transitional Kindergarten through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2019. The ELPAC is aligned to the 2012 California English Language Development Standards. It is comprised of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student’s progress in learning English and to identify the student’s level of ELP.

PHYSICAL FITNESS TEST (BP 6142.7)  
State law requires school districts to administer the Physical Fitness Test (PFT) annually to all students in grades five, seven, and nine. The state-designated PFT is the FITNESSGRAM® developed by the Cooper Institute for Aerobics Research. The FITNESSGRAM® is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity.

Board Policy 6142.7 aligns with California Education Code and requires that students must pass at least 5 out of 6 physical fitness standards in the 9th grade in order to be exempt from taking physical education in grades 11 and 12. Students who do not meet this requirement will be retested in grade 10 and each grade thereafter in order to meet this requirement. (EC 51241)

The complete FITNESSGRAM® test battery measures student performance in the following areas:

1. Aerobic capacity;
2. Body composition; and
3. Muscular strength, endurance, and flexibility.

Teachers and administrators are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. It is recommended that schools provide students appropriate practice as part of the regular physical education program throughout the year. Student are tested between February and May.

Parent should see that their children participate in a regular program of physical activity and nutrition.

To find out more information about any testing and/or assessment programs, please contact the Assessment Department at (925) 779-7500.

Testing calendars may be found on the District website at www.antiochschools.net

OTHER IMPORTANT INFORMATION

NUTRITION PROGRAM (3550-3555)  
The State Department of Education has established a statewide program to provide nutritious meals and milk at school for students, and to provide free meals to the neediest children. In some instances, nominal cash payments may be required. (EC 49510 et seq.) (Annual Notification)

A new Application for Free and Reduced Price Meals and School Funding must be on file within the first 30 days of the new school year; this is known as the “grace period.” After the end of the “grace period,” any student without a new application on file will be required to pay full price for meals until an application is submitted and eligibility determined.

The application form can be obtained at any school site or via www.schoollunchapp.com and must be submitted each year. Please call the Nutrition Services Office for questions regarding the program or the form at (925) 779-7600 (select option 2).

Community Eligibility Provision  
Antioch Middle School, Fremont Elementary School, Kimball Elementary School, Live Oak High School, Lone Tree Elementary School, Marsh Elementary School, Mission Elementary School, and Turner Elementary School are participating in the Community Eligibility Provision (CEP). This means students at these schools may eat free breakfast and lunch regardless of family income. It is not necessary to complete an Application for Free/Reduced-Price Meals and School Funding for students only attending CEP schools in order to receive free meals. However, completing this form will impact funding for your student’s school. In the event your child at a CEP school transfers to a non-CEP school, an application will have to be submitted if you believe they qualify for free or reduced-price meals.

Meal Prices for 2020-21  
Breakfast – Paid: $2.00, Reduced Price - $0.25  
Lunch for Grades K-8 – Paid: $3.25, Reduced Price - $0.40  
Lunch for Grades 9-12 – Paid: $3.50, Reduced Price - $0.40

To add funds to your child’s meal account online, please visit www.myschoolbucks.com.

Meal Charge Policy  
The Meal Charge Policy only applies to students not attending a Community Eligibility Provision (CEP) school. Students at CEP schools may all eat breakfast and lunch at no charge.

Under Senate Bill 265, all students may charge a reimbursable breakfast and lunch of choice regardless of amount owed. Students may not charge a la carte snacks. Students may request their account balance at the Point of Sale or from the Cafeteria staff. Parents/Guardians are responsible for paying all delinquent student meal debt.
Parents/Guardians may add a note to their student’s account prohibiting meal charges by completing the Meal Charging Restrictions Form below and returning to their student’s cafeteria or in person at the Nutrition Services Office, 701 West 18th Street, Antioch. If the student has a no charging note on their account, the note may be removed by contacting the Nutrition Services Office at (925) 779-7600, Option 2.

Parents/Guardians will be notified at least weekly via email and telephone of tardy meal payments. Charges above $10.00 will receive an additional reminder at least monthly. Parents/Guardians may pay delinquent debt or prepay for their student’s meals by sending cash/check made out to “Antioch USD Nutrition Services” to their student’s school or in person at the Nutrition Services Office. Online payments may be made by visiting www.myschoolbucks.com. There is a shared fee.

If the student is not already Directly Certified for free or reduced-price meals for the current school year and they may qualify for meal benefits, an Application for Free/Reduced-Price Meals and School Funding form may be submitted at any time. Application forms are available online at www.schoollunchapp.com or by picking up a paper version from the Nutrition Services Office or their student’s school.

Direc Certification (DC) benefits (via CalFresh, CalWorks, and Medicaid) may be extended between students living in the same household. If one student has DC meal benefits and the other student in the household does not, Parents/Guardians must notify the Nutrition Services Department to extend these benefits. If students are DC for reduced-price meals but they may qualify for free meals based on household size and income or CalWORKS/CalFresh case number, an application must be submitted.

**Meal Charging Restrictions Form**

If you do NOT want your student(s) charging meals on their account, please sign below and turn in to your school cafeteria or the Nutrition Services Office at 701 West 18th Street, Antioch.

**PLEASE DO NOT ALLOW MY STUDENT(S) TO NEGATIVELY CHARGE MEALS ON THEIR CAFETERIA ACCOUNT**

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**PARENT/GUARDIAN INFORMATION:**

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All reduced-price status students may charge breakfast and lunch regardless of grade level.

**AUTOMOBILES ON CAMPUS**

All students using automobiles to drive to and from school shall be required to file with the principal of the school written permission from parent/guardian/caregiver to do so. The student must agree, in writing, to obey all rules and regulations regarding the use of automobiles during the school day. Violation of the rules shall constitute cause for appropriate disciplinary action. The District shall not be responsible for loss or damage to personal vehicles.

**DISSECTION OF ANIMALS (BP/AR 5145.8)**

If a student has a moral objection to dissecting or otherwise harming or destroying animals, or any part of an animal, the student must notify the teacher regarding such objection, and the objection must be substantiated with a note from the student’s parent or guardian. If the student chooses to refrain from participating in such a project or test, and if the teacher believes that an adequate alternative education project or test is possible, then the teacher may work with the student to develop and agree upon an alternate education project or test for the purpose of providing the student an alternate avenue for obtaining the knowledge, information or experience required by the course of study. (EC 32255-32255.6) (Annual Notification)

**SEXUAL HEALTH EDUCATION COURSES COMPLYING WITH THE CALIFORNIA COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION EDUCATION ACT (BP/AR 6142.1)**

Schools are required to:

1. Provide students with the knowledge and skills necessary to protect them from unintended pregnancies and sexually transmitted diseases.

2. Encourage all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.

A parent or guardian has the right to excuse their child from comprehensive sexual health education and Human Immunodeficiency Virus (HIV) prevention education. A parent or guardian who wishes to exercise this right must state their request in writing. (EC 51938) A parent or guardian may inspect the written and audio-visual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education. Parents have a right to request that the District provide them with a copy of the California Healthy Youth Act (California Education Code section 51930 et. seq).

Parents or guardians shall be notified in writing if the District plans to administer an anonymous, voluntary and confidential test, questionnaire, or survey containing age-appropriate questions about the students’ attitudes concerning or practices related to sex in grades 7 to 12 and given the opportunity to review the test, questionnaire, or survey. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey by stating their request in writing. (EC 51938)

Every child’s parent will be notified prior to the commencement of any comprehensive sexual health education and HIV/AIDS prevention education instruction as to the date of such instruction and whether the instruction will be taught by District personnel or by outside consultants. If outside consultants or guest speakers are used, the name of the organization or affiliation of each guest speaker will be identified. Parent have a right to request that the
District provide them a copy of Education Code sections 51933, 51934, 51938, (EC 51938) (Annual Notification)

A student must not be subject to disciplinary action, academic penalty, or other penalty if the student’s parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV/AIDS prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

An alternative educational activity must be made available to students whose parent or guardian has requested that they not receive the instruction or participate in the test, questionnaire, or survey on comprehensive sexual education.

Upon written request of a parent, a student may be excused from any part of instruction in health which conflicts with the parent(s)’ religious training or beliefs (including personal moral convictions). (EC 51240) (Annual Notification)

Required Comprehensive Sexual Health Education (BP/AR 6142.1)

Each school district will ensure that all students in grades 7 to 12 receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each student will receive this instruction at least once in middle school and at least once in high school (EC 51934). This instruction will include all of the following:

1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. Instruction will provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction will emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.
8. Information about local resources, how to access local resources, and students’ legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy will include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:
   a. Parenting, adoption, and abortion.
   b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
   c. The importance of prenatal care.
   d. The importance of prenatal care.
10. Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking.

A school district may provide comprehensive sexual health education or HIV prevention education consisting of age-appropriate instruction earlier than grade 7 using instructors trained in the appropriate courses. A school district that elects to offer comprehensive sexual health education or HIV prevention education earlier than grade 7 may provide age appropriate and medically accurate information on any of the general topics listed above.

All comprehensive sexual health education and HIV prevention education, whether taught or supplemented by school district personnel or by outside consultants or guest speakers, will satisfy all of the following criteria:

1. Age appropriate.
2. Factual and medically accurate and objective.
3. Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
4. Provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
5. Promote understanding of sexuality as a normal part of human development.
6. Ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.
7. Provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

8. Appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds; students with disabilities; and English learners

9. Available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner as otherwise provided in the Education Code

10. Accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids

11. Do not reflect or promote bias against any person in protected categories of discrimination pursuant to Education Code 220

12. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships

13. Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes

14. Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so

15. Teach the value of and prepare students to have and maintain committed relationships such as marriage

16. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, and intimidation

17. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities

18. Do not teach or promote religious doctrine

**AUSD NOTIFICATION SYSTEM: “REMITD”**

The District uses a District-wide notification system called Remind to personally communicate with parents and staff regarding emergency situations, attendance, school events and other important issues impacting you and your child. The Remind service allows us to send personalized email, text or voice message to your family’s home, work or cell phone. This greatly improves school and District-wide communication with parents and employees. Keeping parents more informed and involved leads to higher student achievement. Please help us by ensuring we have your current contact information on file by updating your emergency card as needed.

**WORK PERMITS**

Work experience education shall include the employment of students in part-time jobs approved as having educational value for students employed therein and coordinated by school employees and shall be in accordance with Title V, Sections 10070-10078 and EC 51760-51770.

All students receiving outside work experience credit shall be paid by the employer and covered by Worker’s Compensation Insurance by the employer.

School employee supervision shall include:

- On-the-job observation of the student
- Consultation with the employer
- Written evaluation of the student’s progress
- Consultation with the student
- Related classroom instruction

Since part of the program is learning how to apply for a job, students shall be encouraged to find their own place of employment, but may be given job referrals by the work experience staff.

All laws or rules applicable to minors in employment relationships are applicable to students in the work experience program. (EC 51763)

In order to qualify for participation in work experience education, a student shall:

- Be at least 16 years of age or a high school junior or senior. Exception for students with exceptional needs may be made by the principal
- Be enrolled in four or more subjects, including work experience education
- Have parent/guardian approval
- Have the approval of the school principal
- Have a work permit if under eighteen years of age
- Have a Social Security number

For satisfactory completion of work experience education, a student shall receive maximum credit up to ten (10) semester units for each semester. A maximum of forty (40) semester units may be earned in this program. (Title V, 1635)

**Federal and State Labor Laws for Young Workers**

Both federal and state laws govern child labor; in cases where both federal and state laws apply, the more restrictive law prevails. Questions about federal child labor laws should be directed to U. S. Department of Labor, ESA/Wage and Hour Division, 866-487-9243. Questions about state child labor laws should be directed to the Labor Commissioner’s Office, 510-285-2118.

Fourteen is the minimum age for most non-farm work (with the exception of the entertainment industry). Minors under the age of 18 who have not graduated are required to attend school a minimum of four (4) hours per week.

**14 and 15 year olds:**

- May work up to 3 hours on a school day, Monday through Friday and 18 hours during a school week
• May work up to 8 hours a day on a non-school day, or 40 hours in a non-school week
• May not work during school hours
• May not work before 7:00 a.m. or after 7:00 p.m., except from June 1 through Labor Day when evening hours are extended to 9:00 p.m.
• May not work in any manufacturing, processing, mining, construction, warehouse operations, and many restrictions apply in cooking
• May not work in any of the 17 Hazardous Occupations listed below, for “16 and 17 year olds”

16 and 17 year olds:
• May work up to 4 hours on a school day, Monday through Friday and 28 hours during a school week
• May work up to 8 hours a day on a non-school day, or 48 hours in a non-school week
• May work between 5:00 a.m. and 10:00 p.m., but may be extended to one-half hour past midnight on nights preceding non-school days
• May work in any occupation except those declared hazardous by the Secretary of Labor. The 17 Hazardous Occupations for nonfarm work deal with the following:

1. Manufacturing or storing explosives
2. Driving a motor vehicle and being an outside helper
3. Coal mining
4. Logging and saw milling
5. Power-driven wood working machines
6. Exposure to radioactive substances and to ionizing radiations
7. Power-driven hoisting apparatus
8. Power-driven metal forming, punching, and shearing machines
9. Mining other than coal mining
10. Meat packing or processing (including power-driven meat slicing machines)
11. Power-driven baker machines
12. Power-driven paper products machines
13. Manufacturing brick, tile, and related products
14. Power-driven circular saws, band saws and guillotine shears
15. Wrecking, demolition, and ship-breaking operations
16. Roofing operations
17. Excavating operations

A truant/dropout student cannot be issued a work permit. A truant/dropout is in violation of California’s compulsory school attendance laws and a school district is not permitted to sanction violation of those laws by issuing a permit to work. A truant/dropout is subject to arrest and the parents are subject to criminal fines if the minor is found working without a work permit.

SKATEBOARDS, SKATES, SCOOTERS, AND BICYCLES
To ensure the safety of all students, skateboards, skates, scooters, and bicycles may not be used during school hours while on school grounds. In addition, skateboards are prohibited at all times on school campuses. Students must comply with helmet laws on the way to school and on the way home from school.

SOLICITATION BEFORE, DURING, AND AFTER SCHOOL
During school hours, and within one hour before the time of opening and within one hour after the time of closing of school, students of the public school shall not be solicited on school premises by teachers or others to subscribe or contribute to the funds of, to become members of, or to work for an organization not directly under the control of the school authorities, unless the organization is a nonpartisan, charitable organization organized for charitable purposes by an act of Congress or under the laws of the state, the purpose of the solicitation is nonpartisan and charitable, and the solicitation has been approved by the County Board of Education or by the Governing Board of the school district in which the school is located. (EC 51520)

FEES AND DEPOSITS (BP/AR 3260)
No student enrolled in the District shall be required to pay any fee or deposit not specifically authorized by law. Fees or deposits may be charged by student organizations in which the membership is entirely voluntary. The inability to pay for school/class-related activities (e.g. school-related field trips, sports transportation) shall not be the cause of denying any student the right to participate in any organized activities of the school.

A student enrolled in a public school must not be required to pay a pupil fee for participation in an educational activity. (EC 49011)

(a) The following requirements apply to prohibited pupil fees:

1. All supplies, materials, and equipment needed to participate in educational activities must be provided to students free of charge.
2. A fee waiver policy shall not make a pupil fee permissible.
3. School districts and schools shall not establish a two-tier education system by requiring a minimal educational standard and also offering a second, higher educational standard that students may only obtain through payment of a fee or purchase of additional supplies that the school district or school does not provide.
4. A school district or school shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student or a student’s parents or guardians, and a school district or school shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a student because the student or the student’s parent or guardians do not or will not provide money or donations of goods or services to the school district or school.

(b) Solicitation of voluntary donations of funds or property and voluntary participation in fundraising activities are not prohibited. School districts, schools, and other entities are not prohibited from providing pupils prizes or other recognition for voluntarily participating in fundraising activities. (EC 49010 et seq.)

A complaint of noncompliance may be filed under the District’s Uniform Complaint Procedures and Title 5 of the California Code of Regulations. (EC 49013) (Annual Notification)
TRANSFER OF STUDENT RECORDS (AR 5125.2)
Student records shall not be withheld from the requesting district/school because of any charges or fees owed by the student or his/her parent/guardian/caregiver. (CCR, Title 5, Section 438c)

TRESPASSING (BP 5112.5)
Once they arrive at school, students shall remain in school or on the grounds until the end of the school day unless they provide authorization from their parents/guardians and receive permission from school authorities to leave for a specific purpose. Students who leave campus without such authorization shall be classified as truant and subject to disciplinary action.

Students leaving assigned school grounds and entering another school campus without the authorization of a school employee is strictly prohibited. Violators will be reported to the police department. (PC 653G and 602)

Any student who brings outsiders onto campus with the intent to cause disruption, fight, theft, assault, etc., is subject to suspension and/or expulsion.

Each school site maintains a visitor/volunteer policy at their site. To ensure the classroom and school environment are conducive to learning as well as to maintain a safe campus, visitors/volunteers are expected to receive prior approval to be on campus and to sign in/out at the school office. Visitors/volunteers must present valid identification upon signing in and visiting or volunteering on campus when students are present. Visitors are required to display a badge or permit while on school campus and to identify their purpose when requested by school personnel. Individuals who do not follow the school site’s visitor/volunteer policy will be guilty of trespassing and will be reported to the police department.

U.S. DEPARTMENT OF EDUCATION PROGRAMS
The following applies only to programs directly funded by the U.S. Department of Education:

All instructional materials, including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation shall be available for inspection by the parents or guardians of the children.

No student shall be required, as part of any applicable U.S. Department of Education funded program, to submit to a survey, analysis, or evaluation that reveals information concerning:

a. political affiliations or beliefs of the student or the student’s parents;
b. mental and psychological problems of the student or his/her family;
c. sex behavior or attitudes;
d. illegal, anti-social, self-incriminating, or demeaning behavior;
e. critical appraisals of other individuals with whom respondents have close family relationships;
f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
g. religious practices, affiliations, or beliefs of the student or student’s parent; or
h. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent. (20 USC 1232h) (Annual Notification)

ASBESTOS NOTIFICATION
An updated management plan for asbestos-containing material in school buildings is available at the District Maintenance Office. (40 CFR 763.93) (Annual Notification)

A copy of the Management Plan is currently on file at the office of each site. Included in the plan is the location of all asbestos-containing building materials (ACBM), asbestos work history, future District intentions, proper handling techniques, and management policy. These documents are available for review by any interested person during the normal hours of operation. (See Appendix G for the Annual Asbestos Notification.)

PESTICIDE PRODUCTS/HEALTHY SCHOOLS ACT OF 2000
Assembly Bill 2260 went into effect on January 1, 2001. This legislation enacted Education Code sections 17608 et seq. which require, among other things, that school districts notify parents and staff about the use of pesticides at school. The purpose of this legislation is to reduce exposure to toxic pesticides through information and application of an integrated pest management system at schools. (Annual Notification)

All schools are required to provide parents or guardians with annual written notice of expected pesticide use at schools. Parents or guardians may request prior notice of individual pesticide applications at the school. If a parent wishes to be notified every time a pesticide is going to be applied, he or she must complete the Voluntary Request for Individual Pesticide Application Notification form and return it to his or her child’s school. See Appendix H for a copy of the form and for a list of pesticide products the District expects to use during the upcoming year. (EC 48980.3) (Annual Notification)
APPENDIX A

MANDATORY REPORTS TO ANTIOCH POLICE DEPARTMENT
BY SCHOOL SITE ADMINISTRATOR OR DESIGNEE

The following offenses require school personnel, by law, to file a report with the police or a legal agency: (EC 48902, PC 245, 626.9, 626.10)

1. Prior to suspending or expelling a student for assault on another person with a firearm, a deadly weapon or instrument other than a firearm, or by any means of force likely to produce great bodily injury;
2. Within one (1) school day after suspending or expelling a student for unlawful possession, use, sale, furnishing, or being under the influence of narcotics, a controlled substance or alcoholic beverage or intoxicant; or unlawful sale or negotiation to sell a look-alike substance purported to be a controlled substance, alcoholic beverage or intoxicant.
3. Possession of a firearm in a school zone, which includes inside school, on school grounds, or within 1,000 feet of school;
4. Possession of a dirk, dagger, ice pick, knife with a blade longer than 2-1/2 inches, folding knife with blade that locks in place, razor with unguarded blade, taser/stun gun, BB or pellet gun, or spot marker gun in school or on grounds;
5. If an employee is attacked, assaulted or physically threatened by any student, it is the duty of the employee and the supervisor who has knowledge of the incident to report it to the police;
6. Notify police regarding a sexual assault, in addition to filing a Department of Justice form 8572, Suspected Child Abuse Report (SCAR), within 36 hours.

MANDATORY REPORTS TO CHILDREN AND FAMILY SERVICES
BY SCHOOL SITE ADMINISTRATOR OR DESIGNEE
(BP 5141.4)

School personnel are mandated reporters, and are therefore required to file a report with Children and Family Services (CFS) or the local police if they have knowledge of or observe a child whom the reporter knows or reasonably suspects has been the victim of child abuse or neglect. The report must be made immediately or as soon as is practicably possible by telephone, and the reporter must prepare and fax or electronically transmit a written report of the incident within 36 hours of receiving the information about the incident.

Child abuse and neglect includes (1) physical injury inflicted upon a child by other than accidental means; (2) sexual abuse or assault; (3) neglect (negligent treatment or maltreatment of a child by person responsible for their welfare indicating harm or threatened harm to the child’s health or welfare); (4) willful harming or injuring of a child or the endangering of the person or health of a child; and (5) unlawful corporal punishment or injury.

Child abuse or neglect does not include a mutual affray between minors; an injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment as a peace officer; or reasonable and necessary force used by a school employee to quell a disturbance threatening physical injury to another person or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the student.
APPENDIX B

Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA) for Elementary and Secondary Schools

The Family Educational Rights Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; or a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist).

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

In addition, the student Aid Commission may have access to the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program. However, such information shall not be submitted when a student, or his or her parent or guardian if the student is under 18 years of age, “opts out” or is permitted by the rules of the Student Aid Commission to provide test scores in lieu of his or her GPA. (EC 69432.9, 69432.92). No later than January 1st each year, the Superintendent or designee shall notify each student in grade 11, and the student’s parents/guardians If the student is under 18 years of age, that the student’s GPA will be forwarded to the Student Aid Commission by October 1st unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (EC 69432.9)

Upon request, the school discloses education records, without prior consent, to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

- Family Policy Compliance Office
- U.S. Department of Education
- 400 Maryland Avenue, SW
- Washington, DC 20202-5920

(Annual Notification)
APPENDIX C

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education:
  1. Political affiliations or beliefs of the student or student’s parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of:
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screening, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- Inspect, upon request and before administration or use:
  1. Protected information surveys of students;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the education curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Antioch Unified School District has developed and adopted policies, in consultation with parents, regarding these rights, and has made arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted above and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed above and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any unprotected information survey not funded in whole or in part by the Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

(Annual Notification)
APPENDIX D
NOTICE OF PRIVACY PRACTICES

This notice describes how medical information about your child may be used and released and how you can get access to this information. Please review this document carefully.

The Antioch Unified School District and its contract agencies/schools are required by federal law, the Health Insurance Portability and Accountability Act (HIPAA), to make sure that your Protected Health Information (PHI) is kept private. PHI includes information that we have created or received about your child’s past, present, or future health/medical conditions that could be used to identify your child. Unless you give us written authorization, we will only release your health/medical information for treatment, payment, or health care operations or when we are otherwise required or permitted by law to do so. Not every use is listed, but the ways we can use and release information fall within one of the descriptions below.

1. **Appointment reminders and health-related benefits or services:** We may use PHI to send you appointment reminders. We may also use PHI to give you information about other health care related treatment and services.

2. **Treatment:** We may use and release your PHI to those who provide you with health care services or who are involved with your child’s care such as doctors, nurses, and other health care professionals. PHI may also be used for referrals to hospitals, specialists, or for other treatment alternatives. For example, we may share the PHI with relevant school staff for Individualized Educational Program (IEP) purposes to recommend appropriate Special Education related services to address your child’s health needs while at school.

3. **To receive payment for the treatment that was provided to your child:** We may use and release your PHI in order to bill and receive payment for treatment and services your child received in the school or community setting. For example, the District bills Medicaid for services that are provided to Medi-Cal eligible students.

4. **Health care operations:** We may use and release your PHI in order to administer our school-based health centers. For example, members of our quality improvement team may use information in your child’s health record to review the care and outcomes for quality improvement purposes.

5. **To meet legal requirements:** We may use and release PHI to government officials or law enforcement agencies when federal, state, or local laws require us to do so. We also share PHI when we are required to do so in a court or other legal proceedings. For example, if a law says we must report private information about students who have been abused, we will provide such information.

6. **To report public health activities:** We may use and release PHI to government officials in charge of collecting certain public health information. For example, we share general information about births, deaths, and some statistical information about diseases such as severe acute respiratory syndrome (SARS) and small pox.

7. **For research purposes:** We do not release PHI for purposes of medical research. We do, however, use PHI to create a collection of information that cannot be traced back to your child.

8. **To avoid harm:** In order to avoid a serious threat to the health and safety of a person or the public, we may provide PHI to law enforcement, emergency personnel, or others who may be able to stop or lessen the harm.

9. **Fundraising:** We may use and release the PHI when applying for grants and/or funding agencies to obtain funds for the enhancement and expansion of our services. (Although allowable by law, it is not District practice to use or release your PHI in a manner that can be traced back to your child.)

**Your Rights**

- See or obtain a copy of information that we have about your child, or correct your child’s personal information that you believe is missing or incorrect. If someone else (such as your doctor) provided us with the information, we will tell you who so that you can ask them to correct it.

- Ask us not to use your health information for payment or health care operations activities. (We are not required to agree to these requests.)

- Ask us to communicate with you about health matters using reasonable alternative means or at a different address, if communications to your home address could endanger you.

- You have a right to withdraw or revoke your consent in writing at any time. However, we may refuse to continue to treat a child if the parent revokes his or her consent.

- Receive a list of disclosures of your health information that we make on or after April 14, 2003, except when:
  - You have authorized the disclosure;
  - The disclosure is made for treatment, payment, or health care operations; or
  - The law otherwise restricts the accounting.

**Complaint Process**

If you believe that we may have violated your privacy rights, you may send your written complaint to:

Antioch Unified School District
510 G Street
Antioch, CA  94509

(Annual Notification)

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**Alternative method of processing a complaint:**

Privacy Complaints
U.S. Department of Health and Human Services
7500 Security Blvd.
Baltimore, Maryland
APPENDIX E

“KNOW YOUR EDUCATIONAL RIGHTS”:
IMMIGRATION ENFORCEMENT FROM THE CALIFORNIA ATTORNEY GENERAL

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students’ parents or guardians.

- In California:
  - All children have the right to a free public education.
  - All children ages 6 to 18 years must be enrolled in school.
  - All students and staff have the right to attend safe, secure, and peaceful schools.
  - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
  - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student’s parent or guardian to demonstrate proof of child’s age or residency.

- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

- Some schools collect and provide publicly basic student “directory information.” If they do, then each year, your child’s school district must provide parents/guardians with written notice of the school’s directory information policy, and let you know of your option to refuse release of your child’s information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child’s school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.

- You have the option to complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child. 55

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact: Bureau of Children’s Justice, California Attorney General’s Office, P.O. Box 944255, Sacramento, CA 94244-2550, Phone: (800) 952-5225, E-mail: BCJ@doj.ca.gov, https://oag.ca.gov/bcj/complaint., The Attorney General’s publications can be downloaded at: https://www.oag.ca.gov/bcj

(Annual Notification)
APPENDIX F

ANNUAL NOTIFICATION OF STATE GRANT FUNDS
FOR ADVANCED PLACEMENT EXAM FEES

The Advanced Placement (AP) program was established over 40 years ago by the College Board, a national nonprofit organization. The AP program consists of college-level courses in subject areas.

AP programs provide incentives for high schools to provide access to rigorous, college-level courses for interested and prepared students. With such programs, students may pursue college-level work while still in secondary school and receive college credit, advanced academic standing, or both.

The state's AP Test Fee Reimbursement Program removes the financial barriers that prevent many low-income students in comprehensive high schools from taking AP course tests. Funding supports the payment of AP test fees for income-eligible students. All of the District’s high schools that offer Advanced Placement Examinations have the state’s AP Test Fee Reimbursement Program available to students. For more information, contact your student’s school counselor or school administrator.

Student Eligibility Verification

Advanced Placement (AP) and/or International Baccalaureate (IB) Exams

☐ AP test ☐ IB test ☐ AP and IB tests

I. Student Information

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School of Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. The student qualifies for the AP/IB Test Fee Reimbursement Program

Household income does not exceed 185 percent of the federal poverty income guidelines. Annual gross or total income level is used to determine eligibility (if you are using a U.S. Individual Income Tax Return Form 1040, refer to line 22; line 15 on the 1040A; and line 1 on the 1040EZ). This category includes students who are eligible to participate in the Federal Free or Reduced-Price Meal Program.

III. Verification of Need – Family or Student (18 years or older, not a dependent)

I certify need for financial assistance to pay for the AP/IB test fees and that our household income during the preceding year did not exceed 185 percent of the federal poverty income guidelines.

<table>
<thead>
<tr>
<th>Signature of Parent/Guardian or Student</th>
<th>Date</th>
</tr>
</thead>
</table>

For School Use Only – Review income documentation and identify source.

☐ Government agency – Department of Social Services, Social Security Administration, etc.
☐ Most recently filed federal income tax return
☐ Pay receipts
☐ Parent/student statement
☐ Free/Reduced Price meal Verification
☐ Other – specify:

<table>
<thead>
<tr>
<th>Signature of Designated School Personnel</th>
<th>Date</th>
</tr>
</thead>
</table>

* This form is to be retained by the District for five years. The California Department of Education does not require a copy of this form. (Annual Notification)
APPENDIX G

ANNUAL ASBESTOS NOTIFICATION

In 2014, the Antioch Unified School District facilities were re-inspected for asbestos-containing building materials (ACBM) in accordance with 40 CFR Part 763 Asbestos Materials in Schools. This is more commonly known by the acronym AHERA. In addition to the inspections, the District was required to develop a comprehensive plan to manage the asbestos to insure that students, staff and the public would not be exposed to associated health concerns at the following school sites: Antioch High, Live Oak High, Antioch Middle, Park Middle, and Belshaw, Bidwell, Fremont, Kimball, Marsh, Mission, Sutter, and Turner Elementary Schools.

At least every six months the District conducts a surveillance of asbestos containing building materials to monitor any changes in condition which may render these materials unhealthful. The District will remove ACBM which is particularly difficult to manage, or becomes unhealthful due to disturbance.

A copy of the Management Plan is currently on file at the office of each site. Included in the plan is the location of all ACBM, asbestos work history, future District intentions, proper handling techniques, and management policy. These documents are available for review by any interested person during the normal hours of operation.

For further information regarding these matters, please contact the Maintenance Department at (925) 779-7600.
APPENDIX H
PESTICIDE NOTIFICATION
Antioch Unified School District
PESTICIDE LIST 2020-21 SCHOOL YEAR

As per the Healthy Schools Act of 2000, all schools are required to provide parents or guardians with annual written notice of expected pesticide use at schools. The attached list provides the name of each pesticide product, the active ingredient(s) and the Internet address for further information. Parents or guardians may request prior notice of individual pesticide applications at the school. If a parent wishes to be notified every time a pesticide is going to be applied, he or she must complete the attached form and return it to his or her child’s school. A copy of the integrated pest management plan for the school site or District may be provided on the school website or viewed at the school office. The pesticides listed below may be applied in and around schools and other District facilities this year. Spraying is conducted monthly in all kitchens and as needed for additional treatments in all other areas inside and outside buildings. They are classified as Category III (least toxic) materials. Information regarding these pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code section 13184 is available on the Internet at the Department of Pesticide Regulation’s web site: www.cdpr.ca.gov (EC 48980.3, 16711.5, 17612) (Annual Notification)

<table>
<thead>
<tr>
<th>Product Name</th>
<th>Active Ingredients</th>
<th>EPA Reg Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round Up Pro Herbicide</td>
<td>Glyphosate</td>
<td>524-529</td>
</tr>
<tr>
<td>Turflon Ester Herbicide</td>
<td>Triclopyr, acetic acid, butoxy ethyl ester</td>
<td>62719-258</td>
</tr>
<tr>
<td>Gallery</td>
<td>Isoxaben</td>
<td>62719-178</td>
</tr>
<tr>
<td>Ronstar W.P.</td>
<td>Oxadiazon</td>
<td>432-887</td>
</tr>
<tr>
<td>Tempo SC Ultra</td>
<td>B-Cyfluthrin</td>
<td>432-1363</td>
</tr>
<tr>
<td>Drione</td>
<td>Pyrethrins, Piperonyl Butoxide</td>
<td>4816-353</td>
</tr>
<tr>
<td>Demize E. C.</td>
<td>Linalool, Piperonyl Butoxide</td>
<td>4758-161</td>
</tr>
<tr>
<td>Avert</td>
<td>Abamectin B1</td>
<td>499-410</td>
</tr>
<tr>
<td>Drax</td>
<td>Orthoboric Acid</td>
<td>9444-131</td>
</tr>
<tr>
<td>MaxForce FC (Roach Stations)</td>
<td>Fipronil</td>
<td>432-1455</td>
</tr>
<tr>
<td>MaxForce 9 Roach Bait Gel</td>
<td>Hydramethylon</td>
<td>241-260</td>
</tr>
<tr>
<td>MaxForce (Ant Bait Stations)</td>
<td>Hydramethylon</td>
<td>432-1264</td>
</tr>
<tr>
<td>PT 515 Wasp-Freeze</td>
<td>D-trans Allertin: 3-Phenoxbenzyl</td>
<td>499-362</td>
</tr>
<tr>
<td>565 Plus XLO</td>
<td>D-trans Allertin</td>
<td>499-310</td>
</tr>
<tr>
<td>Otherne pt 280</td>
<td>Acephate</td>
<td>499-373</td>
</tr>
<tr>
<td>Suncide</td>
<td>D-Limonene (orange peel extract)</td>
<td>047802</td>
</tr>
<tr>
<td>Blitz Ant and Roach Spray</td>
<td>Pyrethrins, piperonyl butoxide</td>
<td>5590-98</td>
</tr>
</tbody>
</table>

Cut on line

VOLUNTARY REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION

I wish to be notified before the school district uses a pesticide at my child(ren)’s school. I understand that by making this request, I will receive information about any pesticide application at the school at least 72 hours before it occurs.

School Name ________________________________  Student Name ________________________________

Parent/Guardian Name ________________________________________________________________

Address ____________________________________________________________________________

Message Phone: (__________) __________________________

I would prefer to receive through (Check one): _____ US Mail _____ Email* (please provide email address below)

*Email Address: ______________________________________________________________________

Signed _____________________________________________________________________________  Date __________________________________________________________________
For students, employees, parents or guardians of its students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties.

Antioch Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs. The Superintendent or designee shall make available copies of the District’s uniform complaint procedures free of charge.

Antioch Unified School District shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP), adopted by the District’s local Board of Education. Unlawful discrimination complaints may be based on actual or perceived characteristics associated with the following: race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, agricultural education, American Indian education centers and early childhood assessments, career technical education, education of former juvenile court pupils now enrolled in a school district, English learner programs, Every Student Succeeds Act/No Child Left Behind (Titles I-VII), regional occupational centers and programs, state preschool programs, bilingual education, California Peer Assistance and Review programs for teachers, Compensatory Education, Economic Impact Aid, school safety plans, tobacco use prevention education, and any other district-implemented program which is listed in Education Code 64000(a).

Complaint must be filed in writing with the following compliance officer: Director of Risk Management and Compliance, 510 G Street, Antioch, CA 94509, 925.779.7500.

Civil law remedies may be available under state or federal discrimination laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the District’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

Level 1: Filing of a Complaint

Any student, parent, or other individual may file a written complaint with the District presenting the basis upon which he or she believes they have been discriminated against, or the reason why the District may be out of compliance with federal or state laws.

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

The complaint can be filed by (1) someone who personally suffered unlawful discrimination, or (2) by someone who believes an individual or a class of individuals was subjected to unlawful discrimination. The complainant may use an advocate to assist with the filing of the complaint and presentation of evidence.

If the complainant is unable to put the complaint in writing due to conditions such as a disability or illiteracy, the District shall assist the complainant in the filing of the complaint.

Level 2: Investigation of Complaint

The District Complaint Coordinator will make all reasonable efforts to investigate the complaint by reviewing relevant documents and interviewing all witnesses with information pertinent to the complaint.

The Coordinator will allow the complainant and District/school representatives to submit evidence, witness statements, and further provide relevant information about the complaint.

If the complainant refuses to cooperate with the investigation, the complaint may be dismissed due to lack of evidence. If the District/school site refuses to cooperate with the investigation, this may result in a finding that a violation occurred and a remedy is due in the complainant’s favor.

The investigation of a discrimination complaint will be conducted in a manner that protects the confidentiality of the parties. No party shall be subjected to retaliation for participating in the complaint investigation, and any alleged retaliation will be promptly investigated and addressed.
Complaints will be investigated and a written decision will be sent to the complainant within sixty (60). This sixty (60) day time period may be extended by written agreement of the complainant. The District Complaint Coordinator, who is responsible for investigating the complaint, shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621. The written decision will also include a description of how to appeal the decision to the California Department of Education.

Level 3: Appeal to the California Department of Education
The complainant has a right to appeal the District’s decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the District’s decision.

The appeal must describe why the decision is being appealed, whether the District correctly reviewed the facts, and/or whether the law was misapplied. The appeal must include a copy of the original UCP complaint and a copy of the District’s decision.

Other Programs and Services Covered by the UCP
These persons are knowledgeable about the laws and programs they have been assigned to investigate.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Contact</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education</td>
<td>Director, Educational Services</td>
<td>925-779-7500 ext. 53200</td>
</tr>
<tr>
<td>Career Technical Education</td>
<td>Director, Program Improvement</td>
<td>925-779-7500 ext. 53200</td>
</tr>
<tr>
<td>Child Nutrition</td>
<td>Director, Nutrition Services</td>
<td>925-779-7600 ext. 13395</td>
</tr>
<tr>
<td>Compensatory Education</td>
<td>Director, Educational Services</td>
<td>925-779-7500 ext. 53301</td>
</tr>
<tr>
<td>Consolidated Categorical Aid</td>
<td>Director, Educational Services</td>
<td>925-779-7500 ext. 53301</td>
</tr>
<tr>
<td>Course Assignments (High School)</td>
<td>Director, Program Improvement</td>
<td>925-779-7500 ext. 53200</td>
</tr>
<tr>
<td>Foster, Homeless and Former Juvenile Court Youth Services</td>
<td>Director, Student Support Services</td>
<td>925-779-7500 ext. 53495</td>
</tr>
<tr>
<td>Improving Academic Achievement</td>
<td>Director, Educational Services</td>
<td>925-779-7500 ext. 53295</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>Coordinator, Educational Services</td>
<td>925-779-7500 ext. 53700</td>
</tr>
<tr>
<td>Local Control and Accountability Plan (LCAP)</td>
<td>Director, Educational Services</td>
<td>925-779-7500 ext. 53301</td>
</tr>
<tr>
<td>Local Control Funding Formula (LCFF)</td>
<td>Chief Business Official, Business and Operations</td>
<td>925-779-7500 ext. 52095</td>
</tr>
<tr>
<td>Migrant Education</td>
<td>Coordinator, Educational Services</td>
<td>925-779-7500 ext. 53700</td>
</tr>
<tr>
<td>Nondiscrimination Requirements</td>
<td>Associate Superintendent, Educational Services</td>
<td>925-779-7500 ext. 53195</td>
</tr>
<tr>
<td>PE Instructional Minutes (Elementary)</td>
<td>Director, Program Improvement</td>
<td>925-779-7500 ext. 53100</td>
</tr>
<tr>
<td>Pupil Fees</td>
<td>Chief Business Official, Business and Operations</td>
<td>925-779-7500 ext. 52095</td>
</tr>
<tr>
<td>Regional Occupational Programs</td>
<td>Director, Program Improvement</td>
<td>925-779-7500 ext. 53200</td>
</tr>
<tr>
<td>Special Education</td>
<td>Director, Special Education</td>
<td>925-779-7500 ext. 53595</td>
</tr>
<tr>
<td>Student Parent Lactation Accommodations</td>
<td>Director, Program Improvement</td>
<td>925-779-7500 ext. 53200</td>
</tr>
<tr>
<td>Williams Complaints</td>
<td>Associate Superintendent, Educational Services</td>
<td>925-779-7500 ext. 53195</td>
</tr>
</tbody>
</table>

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

For additional information on uniform complaint procedures, contact the California Department of Education at (916) 319-0800 or visit their website at http://www.cde.ca.gov/re/cp/.

Complaints Alleging Discrimination, Harassment, Intimidation, and Bullying:
State and federal law prohibit discrimination in education programs and activities. The District is primarily responsible for compliance with federal and state laws and regulation. (CCR Title 5, 4620) Under state law, all pupils have the right to attend classes on school campuses that are safe, secure, and peaceful. (EC 32261) State law requires school districts to afford all students equal rights and opportunities in education, regardless of their actual or perceived characteristics, such as disability (mental and physical), gender (includes gender identity and gender related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth), gender expression, nationality (includes citizenship, country of origin and national origin), immigration status, race or ethnicity (includes ancestry, color, ethnic group identification and ethnic background), religion (includes all aspects of religious belief, observance and practice, including agnosticism and atheism), sexual orientation (heterosexuality, homosexuality or bisexuality), or association with a person or group with one or more of these actual or perceived characteristics. (EC 210-214, 220 et seq., 234 et seq., 6626-66264, CCR, Title 5, 4900 et seq., 20 USC 1681 et seq., 29 USC 794, 42 USC 2000d et seq., 42 USC 12101 et seq., 34 CFR 106.9)

The District prohibits discrimination, harassment, intimidation, bullying, and retaliation in all acts related to school activity or attendance. In addition to being the subject of a complaint, a pupil engaging in an act of bullying as defined by Education Code section 48900(r) may be suspended from school or recommended for expulsion.

The District’s Uniform Complaint Procedures may be used in cases where individuals or a group have suffered discrimination, harassment, intimidation, or bullying. (CCR Title 5, 4610, 4630, 4650, EC 234 et. Seq., 48900(r))
1. Any individual, public agency or organization has the right to file a written complaint alleging that he/she has personally suffered unlawful discrimination or that an individual or specific class of individuals has been subjected to unlawful discrimination. (CCR Title 5, 4610, 4630(b)(1))

2. Copies of the District’s complaint procedures are available free of charge. (CCR, Title 5, 4622)

3. Complaints must usually be filed with the Superintendent/designee of the District.

4. Discrimination complaints must be filed within six (6) months of the date the alleged discrimination occurred, or within six (6) months of the date the complainant first obtained knowledge of the facts of the alleged discrimination. Within that six (6) month period, complainant may file a written request with the district superintendent or designee for an extension of up to ninety (90) days following the six (6) month time period. Extensions will not be automatically granted, but may be granted for good cause. (CCR, Title 5, § 4630(b))

Complaints Other Than Discrimination, Harassment, Intimidation, and Bullying:
The District has a written complaint procedure which may be used in cases where any individual, public agency or organization alleges violations of state or federal law, other than those relating to discrimination, harassment, intimidation, and bullying.

1. Written complaints may be made regarding:
   - Adult Education
     1. After School Education and Safety
     2. Agricultural Career Technical and/or Vocational Education
     3. American Indian Education Centers and American Indian Early Childhood Education
     4. Bilingual Education
     5. California Peer Assistance and Review Programs for Teachers
     6. Consolidated Categorical Aid Programs
     7. Migrant Child Education Programs
     8. Every Student Succeeds Act (formerly No Child Left Behind)
   - Career Technical and Technical Education and Technical Training Programs
   - Child Care and Development
   - Child Nutrition
   - Compensatory Education
   - Consolidated Categorical Aid
   - Economic Impact Aid
   - Special Education
   - “Williams Complaints”
   - Pupil Fees (A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.)
   - Instructional Minutes for Physical Education
   - Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) (An LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.)
   - Pregnant and Parenting Pupils, including parental leave
   - Student Parent Lactation Accommodations
   - Course Assignments already Completed or without Educational Content
   - Physical Education Instructional Minutes
   - Foster Youth, Homeless Youth, former Juvenile Court School Student Services, Migrant Youth, and Pupils of Military Families
   - Regional Occupational Centers and Programs
   - Continued Education Options for Former Juvenile Court School Students
   - School Safety Plans
   - School Plans for Student Achievement (SPSA)
   - Tobacco-Use Prevention Education
   - Schoolsite Councils
   - State Preschool
   - State Preschool Health and Safety Issues in Local Education Agencies Exempt From Licensing
   - Any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code section 64000
   - Any other educational programs the Superintendent deems appropriate
Any individual, public agency, or organization has the right to file a written complaint alleging that the District has violated a federal or state law or regulation governing any program listed above. (CCR Title 5, 4630(b)(1))

Copies of the District’s complaint procedures are available free of charge. (CCR Title 5, 4622)

Complaints must usually be filed with Superintendent or designee of the District under the timelines established by District policy. (CCR Title 5, 4630(b)).

Within 60 days from the date of receipt of the complaint, the District’s responsible officer or his/her designee shall conduct and complete an investigation of the complaint in accordance with local procedures adopted pursuant to California Code of Regulations, Title 5, 462 and prepare a written decision. The time period may be extended by mutual written agreement of the parties.

2. Williams Complaints: Complaints, including anonymous complaints, may be made and addressed on a shortened time line for the following areas: (Ed. Code §§ 8235.5, 35186)
   (1) Insufficient textbooks and instructional materials;
   (2) Emergency or urgent school facilities conditions that pose a threat to the health and safety of students;
   (3) Noncompliance with the requirement of Education Code Section 35292.6 to stock, at all times, at least half of the restrooms in the school with feminine hygiene products and to not charge students for the use of such products.
   (4) Teacher vacancy or misassignment.
   (5) Noncompliance of a license of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code section 1596.725 and related state regulations.

A complaint of noncompliance with EC 35186 may be filed with the school principal or designee under the Uniform Complaint Procedures. A complainant not satisfied with the resolution of a Williams Complaint has the right to appeal to the State Superintendent of Public Instruction.

3. Pupil Fees Complaints: A pupil enrolled in our district shall not be required to pay a pupil fee for participation in an educational activity that constitutes an integral fundamental part of the district’s education program, including curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following: a fee charged to a pupil as a condition for registering for school or classes, as a condition for participation in a class or an extracurricular activity, as a security deposit to obtain materials or equipment, or a purchase that a pupil is required to make to obtain materials or equipment for an educational activity.

4. Foster Youth, Homeless Youth, and Former Juvenile Court Pupil Complaints: The District shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, and former juvenile court pupils now enrolled in a school district as specified in EC Sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Responsible Official: The District official responsible for processing complaints is listed below at the following address:

   Associate Superintendent
   510 G Street
   Antioch, CA 94509

Complaints Made Directly to the State Superintendent:

Complaints may be filed directly with the State Superintendent of Public Instruction in the following cases:

(1) Complaints alleging that the District failed to comply with the complaint procedures described herein; including failure or refusal to cooperate with the investigation.

(2) Complaints regarding Child Development and Child Nutrition programs not administered by the District.

(3) Complaints requesting anonymity, but only where complainant also provides clear and convincing evidence that complainant would be in danger of retaliation if filing complaint at District level.

(4) Complaints alleging that the District failed or refused to implement a final decision regarding a complaint originally filed with the District.
(5) Complaints alleging that the District took no action within sixty (60) days regarding a complaint originally filed with the District.

(6) Complaints alleging immediate and irreparable harm as a result of applying a district-wide policy in conflict with state or federal law and that complaining at the local level would be futile.

(7) Complaints relating to Special Education, but only if:
   (a) District unlawfully refuses to provide a free appropriate public education to handicapped students; or
   (b) District refuses to comply with due process procedures or fails to implement due process hearing order; or
   (c) Children may be in immediate physical danger, or their health, safety or welfare is threatened; or
   (d) A handicapped student is not receiving the services specified in his/her Individualized Educational Program (IEP); or
   (e) The complaint involves a violation of federal law.

(8) The District refuses to respond to the State Superintendent’s request for information regarding a complaint originally filed with the District.

(CCR, Title 5, §§ 4630, 4650)

Appeals:

1. Except for Williams Complaints, a complainant may appeal the District’s decision to the California Department of Education. (EC 262.3(a), CCR, Title 5, 4632)
   (1) Appeals must be filed within fifteen (15) days of receiving the District decision.
   (2) Appeals must be in writing.
   (3) Appeals must specify the reason(s) for appealing the District decision, including whether the facts are incorrect and/or the law has been misapplied.
   (4) Appeals must include a copy of the original complaint and a copy of the District decision.
   (5) Pupil fee complaints appealed to the California Department of Education will receive a written appeal decision within 60 days of the department’s receipt of the appeal.
   (6) If the school/District finds merit in a complaint, or the California Department of Education finds merit in an appeal, the school/District must provide a remedy to all affected pupils, parents, and guardians. For pupil fee complaints, this includes reasonable efforts by the school to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

2. If a complaint is denied, in full or in part, by the Department of Education, the complainant may request reconsideration by the State Superintendent of Public Instruction. (CCR, Title 5, 4665)
   (1) Reconsideration must be requested within thirty-five (35) days of receiving the Department of Education report.
   (2) The original decision denying the complaint will remain in effect and enforceable unless and until the State Superintendent of Public Instruction modifies that decision.

Civil Law Remedies:
In addition to the above-described complaint procedure, or upon completion of that procedure, complainants may have civil law remedies under state or federal discrimination, harassment, intimidation, or bullying laws. These civil law remedies can include, but are not limited to, injunctions and restraining orders. These civil law remedies are granted by a court of law and may be used, in part, to prevent the District from acting in an unlawful manner. Delay in pursuing civil law remedies before a court of law may result in loss of rights to those remedies. Any questions regarding civil law remedies should be directed to an attorney. (EC 262.3(b), CCR, Title 5, 4622)

(Annual Notification)

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3) (Annual Notification)
Please complete the following form if there is a complaint or charge against any school site, program, office or school district employee. Submit this complaint form to the Director of Risk Management and Compliance, 510 G Street, Antioch, CA 94509; Telephone (925) 779-7500 for assistance with completing the form. The District will issue a written decision within 60 days.

<table>
<thead>
<tr>
<th>Program:</th>
<th>and/or:</th>
<th>and/or: Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Education</td>
<td>Discrimination</td>
<td>Course assignments (High School)</td>
</tr>
<tr>
<td>Career Technical Education</td>
<td>Harassment</td>
<td>Foster, Homeless, Military and former</td>
</tr>
<tr>
<td>Child Care and Development</td>
<td>Intimidation</td>
<td>Juvenile Court School Student Services</td>
</tr>
<tr>
<td>Child Nutrition</td>
<td>Bullying</td>
<td>Local Control and Accountability Plan (LCAP)</td>
</tr>
<tr>
<td>Consolidated Categorical Aid Programs</td>
<td>on the basis of:</td>
<td>Local Control Funding Formula (LCFF)</td>
</tr>
<tr>
<td>Regional Occupational Centers/Programs</td>
<td>Age</td>
<td>PE instructional minutes (Elementary)</td>
</tr>
<tr>
<td>Special Education</td>
<td>Ancestry and/or national origin</td>
<td>Student expulsions</td>
</tr>
<tr>
<td>Every Child Succeeds Act Programs: (specify)</td>
<td>Color</td>
<td>Student fees, deposits, or charges</td>
</tr>
<tr>
<td>Improving Academic Achievement</td>
<td>Ethnic group identification</td>
<td>Student parent lactation accommodations</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>Gender</td>
<td>Student suspension</td>
</tr>
<tr>
<td>Migrant Education</td>
<td>Immigration status</td>
<td>Williams Complaints: (specify)</td>
</tr>
<tr>
<td>State Compensatory Education (SCE)</td>
<td>Marital status</td>
<td>Emergency/urgent school facilities</td>
</tr>
<tr>
<td></td>
<td>Physical/mental disability</td>
<td>Insufficient textbooks/ instructional materials</td>
</tr>
<tr>
<td></td>
<td>Race</td>
<td>Teacher vacancy/misassignment</td>
</tr>
<tr>
<td></td>
<td>Religion</td>
<td>Other</td>
</tr>
</tbody>
</table>
When did event(s) occur? Date(s): ________________________________________________________________

Has charge or complaint been discussed with the school principal, employee or his/her supervisor?
___________________________________________________________________________________________

To whom have you spoken? (Write name(s) in spaces provided.)

__ District Office Staff _______________________________ Date: ___________________

__ Principal: ________________________________  Date: ___________________

__ Assistant Principal:  _________________________________ Date: ___________________

__ Counselor:  _______________________________ Date: ___________________

__ Teacher:  ________________________________ Date: ___________________

__ Supervisor:  _______________________________ Date: ___________________

__ Staff Member:  ________________________________ Date: ___________________

What was the result of the discussion?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

MEDIATION: I have been offered and ______________________ (accept/reject) an opportunity for mediation for this complaint.

If you desire a remedy or wish the District to take a particular course of action, please specify:

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

I understand that the District will maintain this information confidential, to the extent provided by law or collective bargaining agreement; that I will be protected from retaliation for filing this complaint; that the District may request further information about this matter; and if such information is available, I agree to present it upon request.

I believe that the foregoing is true and correct.

_________________________________________________                                             _________________
Signature                                                                 Date
APPENDIX K
ANTIOCH UNIFIED SCHOOL DISTRICT
BOARD POLICY
SECTION 5000 – STUDENTS

INTRADISTRICT OPEN ENROLLMENT BP 5116.1

The Board of Education desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of their residence within the district. (Education Code 35160.5)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

The Superintendent or designee shall grant priority to any district student to attend another district school, including a charter school, outside of his/her attendance area as follows:

1. Any student enrolled in a district school that has been identified on the state's Open Enrollment Act list (Education Code 48354)
2. Any student enrolled in a district school designated by the California Department of Education as "persistently dangerous" (20 USC 7912; 5 CCR 11992)
3. Any student who is a victim of a violent crime while on school grounds (20 USC 7912)
4. Upon a finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area. Special circumstances include, but are not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)
   a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official, social worker, or a properly licensed or registered professional such as a psychiatrist, psychologist, or marriage and family therapist
   b. A court order, including a temporary restraining order and injunction
5. Any sibling of a student already in attendance in that school
6. Any student whose parent/guardian is assigned to that school as his/her primary place of employment

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for intradistrict open enrollment shall be submitted between January 1st and March 1st of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(Annual Notification)
Intra-district Permit Application Timelines and Procedures
For K-12th grade students who live within the AUSD attendance area

Antioch Unified School District Permit Office
510 G Street
Antioch, CA 94509
(925) 779-7500 x53495
Hours: 8:00 a.m. – 4:00 p.m.

INTRA-DISTRICT OPEN ENROLLMENT
The Intra-district Transfer Form is available to students in grades K-12 who wish to attend an AUSD school other than their resident school. If your student is already attending on an intra-district transfer, you need not re-apply. If you have been accepted into a Pathway school, an intra-district transfer is not needed. You may apply for a transfer out of a Pathway school at the end of the grading period. If you are transitioning from elementary to middle, or middle to high school, your student will automatically be enrolled in their school of residence unless you apply for a transfer.

Open Enrollment Timelines:
   Grades 1st – 12th (students already enrolled in AUSD) January 1st – March 1st

Kindergartners and new families to AUSD may submit an application upon enrollment and will be placed at their school of choice on a “space available” basis.

Applications are available at:
   • The Antioch Unified District Office
   • Online at www.antiochschools.net
   • At all school sites

DISTRICT POLICY

1. Transportation is not provided by the District and is the responsibility of the parent or guardian.
2. Parents will be notified by mail of intra-district permit acceptance.
3. All intra-district permits are granted on a “space available” basis.
Open Enrollment Intra-district Transfer Application
(Use this form to request a transfer to another Antioch school.)

Applications will be accepted from January 1st through March 1st for the following school year.

<table>
<thead>
<tr>
<th>Student ID #:</th>
<th>Student Name:</th>
<th>Date of Birth:</th>
</tr>
</thead>
</table>

IEP, 504, Resource, or other program?

<table>
<thead>
<tr>
<th>Requested Grade:</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
</table>

School of Residence:  
Requested School:  
Currently Enrolled at:  

Please list any brothers or sisters attending as priority may be given to siblings already in attendance in the REQUESTED School.

<table>
<thead>
<tr>
<th>Siblings Name:</th>
<th>Grade:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siblings Name:</td>
<td>Grade:</td>
<td>School:</td>
</tr>
</tbody>
</table>

Applications are reviewed at the end of the school year and placements are made over the summer break. Applications turned in after the March 1st deadline will not be placed on a waiting list.

Student Services shall inform applicants by mail as to whether their application has been approved, denied, or placed on a waiting list.

Antioch Unified School District must comply with the following laws (EC 35160.5b) when considering your request.

- Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area.
- In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased," which means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer.
- Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.

Transportation is NOT provided by the District and is the responsibility of the parent or guardian. Truancy may result in revocation of this transfer and placement at your school of residence.

The Application Deadline is March 1st

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<th>Parent/Guardian:</th>
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<tr>
<td>Address:</td>
<td>Apartment #:</td>
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<td>City:</td>
<td>Zip Code:</td>
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FOR DISTRICT USE ONLY

<table>
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<tr>
<th>Approved:</th>
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<td>Waiting List #:</td>
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District Administrator Signature: ______________________ Date: _____________

6/1/2015
The Board of Education recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district.

**Interdistrict Attendance Permits**

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

The parent/guardian must first receive permission from the district of residence before their child will be considered for admission to the Antioch Unified School District.

Due to limitations on enrollment and space, interdistrict transfers will not be granted for attendance at Live Oak High School, Bidwell High School, Prospects, Bridges or Opportunity classes. The Board also has authority to designate other schools closed to interdistrict transfer students because of enrollment capacity. Interdistrict transfer requests shall be made on a district space-available basis.

When the special education program is filled to SELPA recapture standards, special education students from out of the district will not be accepted. (SELPA standards are as follows: SDC-SH=10; SDC-NSH=12; RSP=24; DIS unduplicated=24; and DIS duplicated=39.)

**Transportation**

The district shall not provide transportation beyond any school attendance area. Upon request, the Superintendent or designee may authorize transportation for interdistrict transfer students to and from designated bus stops within the attendance area if space is available.

**Limits on Student Transfers Out of the District to a School District of Choice**

The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on the percentages of average daily attendance specified in Education Code 48307.

In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)

The district may deny a transfer of a student out of the district to a school district of choice if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301)

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to a school district of choice, if the other school district approves the application for transfer. (Education Code 48301)

*(Annual Notification)*
APPENDIX N

ANTIOCH UNIFIED SCHOOL DISTRICT
510 G Street, Antioch, CA 94509
INTERDISTRICT TRANSFER REQUEST

Last Name of Student: ________________________________________

For the school year: ________________________________

Student’s Full Name: _________________________________________

Date of Birth: _______________

Current Grade: ____  Current School and District of Attendance: _______________________________________

Requested Grade: ____  Requested School: ________________________

Requested District _________________________

Reason for Request (see Policy below)

Applications submitted before March 1st for the following school year will be held and processed after March 1st. You will be notified by US mail and, if approved, your application will be forwarded to the requested district.

Please include the required documents with your completed form.

Pursuant to Board Policy 5117 the AUSD Board of Directors may release a student from attendance in Antioch schools for the following reasons.

1. Childcare (K-8 grade only): *This must be accompanied by a written statement from your daycare provider that includes their name, address, and phone number along with a specific description of the services provided for your student(s).

2. The student has a sibling attending school in the receiving district to avoid splitting a family’s attendance.

3. To complete a school year at your current school, when you have moved during the school year.

4. To allow students to remain with a class graduating that year from an elementary (5th grade), middle (8th grade), or the last two years (11th-12th grade) of high school.

5. Moving into a district in the immediate future: *This must be accompanied by final escrow papers or lease agreement with receipt from leasing agency or a utility bill or official placement document if the student is a foster youth or in a court-ordered placement.

6. There is a valid interest in a particular educational program not offered in the district of residence.

7. The student has been determined by staff of either district of residence or district of proposed attendance to be a victim of bullying as defined in Education Code 48900 (r).

8. Allen Bill Request for Residency based on parent/guardian employment within the requested District.

☐ Is student receiving Special Education Services?  ☐ Is student pending an expulsion order or under an expulsion order?

YOUR SIGNATURE INDICATES YOU HAVE READ AND UNDERSTAND THE FOLLOWING:

* Transportation must be provided by parent/guardian.

* The receiving school district reserves the right to revoke this agreement for any student whose behavior, attendance, and/or achievement fails to meet the standards of the school district of attendance.

* Interdistrict Transfer Requests must be renewed annually.

* High school students must be enrolled for 180 days before being eligible to participate in athletic activities.

Name of Parent/Guardian _____________________________  Signature ______________________________

Mailing Address _____________________________________  City __________________ ZIP ________________

Home Phone ____________________  Work Phone ______________  Cell Phone ______________________

ANTIOCH UNIFIED SCHOOL DISTRICT

AUSD Authorized Signature ____________________________  Date _______________  Approved ☐

Reason: ____________________________________________  Denied ☐

RECEIVING DISTRICT

Receiving District ____________________________  Date _______________  Approved ☐

Reason: ____________________________________________  Denied ☐

Educational Services/Student Support/BAS/jk  May 16, 2014

68
The Board of Education desires to provide a safe school environment that ensures equal fair, and meaningful access and opportunities in the district's academic, extracurricular, employment, education services 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, in any employment practice, education program, or educational activity on basis of actual or perceived race, color, ancestry, national origin, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy and related conditions, family or parental status, physical or mental disability, political affiliation, religion, retaliation, sex (including sexual harassment), sexual orientation, gender, gender identity, gender expression, or genetic information, Vietnam Era Veterans' status, or association with a person or group with one or more of these actual or perceived characteristics or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all bases of discrimination will apply to both educational services and employment.

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

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.

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

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

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

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

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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

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

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

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

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

Intervention

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

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

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.
The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

**Reporting and Filing of Complaints**

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

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

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

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

**Investigation and Resolution of Complaints**

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

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

**Discipline**

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

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.
APPENDIX Q
ANTIOCH UNIFIED SCHOOL DISTRICT
BOARD POLICY
SECTION 5000 – STUDENTS

SEXUAL HARASSMENT

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

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

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

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

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

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

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

Record-Keeping
The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.
The Board of Education believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

**Presence of Sex Offender on Campus**

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)
Duties of Volunteers

The Superintendent or designee may assign volunteers to:

1. Assist certificated personnel in the performance of their duties, including in the supervision of students and in the performance of instructional tasks which, in the judgment of the certificated personnel to which the volunteer is assigned, may be performed by a person not licensed as a classroom teacher (Education Code 35021, 45343, 45344, 45349)
2. Serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform noninstructional work which assists certificated personnel in the performance of teaching and administrative responsibilities (Education Code 35021)
3. Supervise students during lunch, breakfast, or other nutritional periods (Education Code 35021, 44814, 44815)
4. Work on short-term facilities projects pursuant to the section below entitled "Volunteer Facilities Projects"
5. Perform other duties in support of district or school operations as approved by the Superintendent or designee

Volunteers shall not be authorized to assign grades to students, and shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021, 45344)

Criminal Background Check

The Superintendent or designee shall determine which volunteer positions in the district are subject to obtaining fingerprint clearance through the Department of Justice (DOJ) and Federal Bureau of Investigation.

The criminal background check requirement shall not apply to volunteer supervisors for breakfast, lunch, or other nutritional periods or to volunteer nonteaching aides under the immediate supervision and direction of certificated personnel pursuant to Education Code 35021, including parents/guardians volunteering in a classroom or on a field trip or community members providing noninstructional services. (Education Code 49024)

Registered Sex Offenders

The Superintendent or designee may require all volunteers to disclose whether they are a registered sex offender and/or to provide the district with sufficient information in order to allow verification of this status on the DOJ's Megan's Law web site.

No person who is required to register as a sex offender pursuant to Penal Code 290 shall be assigned as a volunteer to assist certificated personnel in the performance of their duties; supervise students during lunch, breakfast, or other nutritional period; or serve as a nonteaching aide to perform noninstructional tasks. In addition, a person who is required to register as a sex offender because of a conviction for a crime where the victim was a minor under age 16 shall not serve as a volunteer in any capacity in which he/she would be working directly and in an unaccompanied setting with minors on more than an incidental and occasional basis or have supervision or disciplinary power over minors. (Education Code 35021, 45349; Penal Code 290.95)

Tuberculosis Assessment/Examination

Upon initial volunteer assignment, a volunteer shall have on file with the school a certificate showing that he/she has submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. (Education Code 49406)

The Superintendent or designee may exempt from the tuberculosis risk assessment and/or examination those volunteers whose functions do not require frequent or prolonged contact with students. (Education Code 49406)

Volunteer Facilities Projects

All volunteer facilities projects shall have approximate start and completion dates and shall be approved by the principal and, when appropriate, the Labor Management committee in advance. Projects also shall be approved in advance by the Superintendent or designee if they involve the following types of work:

1. Alterations, additions, or repairs to buildings and grounds
2. Construction involving wall or roof penetration, drilling, or nailing
3. Structural modifications
4. Electrical, electronic, plumbing, or heating and cooling work
5. Painting
6. Installation of carpet, playground equipment, benches, sprinkler systems, marquees or signs
7. Paving
8. Tree planting, pruning, or removal

The Superintendent or designee shall ensure that volunteers possess the appropriate license and/or have sufficient expertise required for the project. He/she shall also ensure that such projects comply with building and safety codes and other applicable laws and collective bargaining agreements. The district shall provide on-site assistance and supervision for such projects as necessary.
The Board of Education respects the rights of district students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information.

The Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following: (20 USC 1232h)

1. College or other postsecondary education recruitment or military recruitment
2. Book clubs, magazines, and programs providing access to low-cost literary products
3. Curriculum and instructional materials used by elementary and secondary schools
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
5. The sale by students of products or services to raise funds for school-related or education-related activities
6. Student recognition programs

The Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including his/her name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose.

The Superintendent or designee shall consult with parents/guardians regarding the development of the regulations pertaining to other uses of personal information, which shall, at a minimum, address the following: (20 USC 1232h)

1. Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose
2. Arrangements to protect student privacy in the administration of surveys that may request information about the personal beliefs and practices of students and their families
3. The rights of parents/guardians to inspect the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:
   a. Survey instruments requesting information about their personal beliefs and practices or those of their children
   b. Instructional materials used as part of their children's educational curriculum
4. Any nonemergency physical examinations or screenings that the school may administer

The Superintendent or designee shall notify parents/guardians of the adoption or continued use of the district's policy pertaining to the rights specified in items #1-4 above. (20 USC 1232h)
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 consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

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

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**

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. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

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

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

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

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

**Non-Title I Schools**

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)
The Board of Education expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the district, advance the goals of the district's educational programs, and contribute to a positive school climate.

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her responsibilities and should focus on his/her contribution to the learning and achievement of district students.

**Inappropriate employee conduct includes, but is not limited to:**

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace or at a school-sponsored activity
9. Dishonesty with students, parents/guardians, staff, or members of the public, including, but not limited to, falsification of information in employment records or other school records
10. Divulging confidential information about students, district employees, or district operations to persons not authorized to receive the information
11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities
12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity
   
   Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.
13. Causing damage to or engaging in theft of property belonging to students, staff, or the district
14. Wearing inappropriate attire
An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.
The Antioch Unified School District is committed to teaching, modeling and enforcing high standards of conduct and will assign different interventions and consequences for misbehavior in order to ensure that schools are safe, healthy learning environments for all students.

Schools are mandated to uphold federal and state law, Board of Education rules and codes, and the policies of the District that apply to students:

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

The following chart is a guide of disciplinary action that mirrors the Positive Behavioral Interventions and Support (PBIS) framework adopted by the District. In each instance, an opportunity to teach appropriate behavior through the use of intervention and corrective action is stated. Each situation or violation involving student conduct should be individualized and the least punitive action, based on the violation, should be taken to avoid exclusion from school. The administrator shall, however, determine whether a specific infraction warrants the corrective action described on the chart. Corrective action taken by the administrator shall be preceded by interventions by the school and only be used when interventions fail to bring about desired school-wide behaviors. These corrective measures are intended to assist in teaching appropriateness and responsibility, as well as learning to monitor their own behavior, while maintaining consistent student discipline on campus.

If after interventions, Student Study Teams (SST), Check-in/Check-out (CICO) behavior cards, parent conferences, and other means of corrective action have not produced the desired behaviors; administrators will institute more intensive interventions and more severe consequences. Schools that do not offer On-Campus Intervention (OCI) will offer a comparable consequence at the administrator’s discretion.

<table>
<thead>
<tr>
<th>Major/Serious Infractions</th>
<th>Interventions</th>
<th>Consequences</th>
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</thead>
</table>
| **Red Offenses** – Office managed with consequence. Repeated minor behaviors may constitute major infraction. Administration delivers consequence and/ or has student model desired behavior. | Schools are not limited to these interventions as choices may vary by school site. | 1st Referral – Parent Contact  
1-3 days of On Campus Intervention or 1-3 days of suspension or appropriate alternative consequence. Restorative conference must be documented after a return from suspension. |
| Ed Code 48900 Offenses:  
• Attempted/ Caused Physical Injury  
• Willful use of force  
• Possession of controlled substance #  
• Robbery/ Extortion #  
• Damage to school/ personal property  
• Possession of drug paraphernalia #  
• Disrupted school activity or willfully defied authority  
• Knowingly received stolen property  
• Possession of imitation firearm  
• Harassment/ Hazing, Bullying  
• Obscene act or engaged in habitual profanity or vulgarity (Includes profanity directed toward an employee) | • Administrator/Student conference  
• Counselor/ Student conference  
• Administrator/ Teacher/ Student Conference  
• Restorative Practice circle to address the classroom behavior  
• Behavior Contract  
• Referral to appropriate community based service  
• Student Study Team | 2nd Referral – Parent contact  
3-5 Days of On Campus Intervention or 3-5 days of suspension or appropriate alternative consequence. Referral to Tier 2 Intervention team for Check in/ Check out behavior intervention  
Restorative Conference |
| A student should be referred to the school’s Tier 2 Behavior Intervention Team if a pattern of negative behaviors persists. As a guide, a student should be referred after five (5) documented referrals or three (3) in 30 school days (10%). A Check-in/ Check-out program can increase the number of positive adult interactions for the student. | | 3rd Referral – Parent contact  
Other consequences listed above. Behavior Support Plan (BSP/BIP) needed. Reconvene SST  
CARE Team Referral |
| After ten (10) days of suspension, or repeated behaviors, a multi-disciplinary team must meet to create Tier 3 interventions as an attempt to correct and improve the student’s behavior, attendance, and academic performance. Tier 2 and tier 3 interventions must be documented in Aeries. | Restorative conferences may replace all or a portion of school suspension. |
### Minor Infractions

<table>
<thead>
<tr>
<th>Green Offenses – Staff managed without consequence. Staff will have student model desired behavior.</th>
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<tbody>
<tr>
<td>• Running</td>
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<td>• Loud voices/yelling</td>
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<td>• Off task behavior</td>
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<td>• Simple noncompliance</td>
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<td>• Out of seat</td>
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<td>• Missing homework</td>
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<tr>
<td>• Not being prepared for class</td>
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<td>• Talking out</td>
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<thead>
<tr>
<th>Interventions</th>
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<td>• Counselor/student conference</td>
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<td>• Administrator/teacher/student conference</td>
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<tr>
<td>• Restorative Practice circle to address the classroom behavior</td>
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<td>• Behavior contract</td>
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<tr>
<td>• Referral to appropriate community based service</td>
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<td>• Student Study Team</td>
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<tr>
<th>Consequences</th>
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<tbody>
<tr>
<td>Green Behaviors – Student should model and practice the desired behavior and be recognized for behavior change. With behavior change comes positive recognition/reward.</td>
</tr>
</tbody>
</table>

#### Yellow Offenses – Staff managed with referral written. Staff will have student model desired behavior and assign consequence.

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<tr>
<th>Minor defiance/disrespect</th>
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<td>Minor dress code violation</td>
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<td>Minor inappropriate language</td>
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<td>Minor physical contact</td>
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<td>Minor tardy</td>
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<tr>
<td>Minor technology violation</td>
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<th>Interventions</th>
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<th>Consequences</th>
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<tr>
<td>Yellow Behaviors</td>
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<tr>
<td>1st Referral – Parent contact</td>
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<tr>
<td>Personal Reflection sheet</td>
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<td>Apology letter</td>
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<tr>
<td>Practice desired behavior</td>
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</table>

| 2nd Referral – Parent Contact Loss of privilege |
| 3rd Referral – Parent contact After school detention Other consequences listed above |
| 4th Referral – Parent contact OCI – On Campus Intervention |

### Expellable Infractions

<table>
<thead>
<tr>
<th>Offenses include:</th>
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<tbody>
<tr>
<td>• Brandishing a knife at another person (Includes Extortion)</td>
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<td>• Unlawful sale of a controlled substance listed in HSC 11053-11058</td>
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<td>• Possession of an explosive as defined in 18 USC 921</td>
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<tr>
<td>• Possession, sale, or otherwise furnishing a firearm</td>
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<tr>
<td>• Committing or attempting sexual assault or battery</td>
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<thead>
<tr>
<th>Consequences</th>
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<tbody>
<tr>
<td>1st Referral – Five-day suspension and recommendation for expulsion</td>
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</tbody>
</table>

# Indicates law enforcement will be notified pursuant to EC 48902, PC 245, PC 626.9 or 626.10
<table>
<thead>
<tr>
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<th>AUGUST 2020</th>
<th>SEPTEMBER 2020</th>
<th>OCTOBER 2020</th>
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Total Student Days: 180
Teacher Work Days: 184
New Teacher Days: 187
Non School Days: 70
District Holidays: 6
Semester End: 4
Back to School Night: 1
Open House: 1
Emergency Make Up: 2
ES - Elementary
MS - Middle School
HS - High School
Middle School Conference: 1
Secondary Progress Reports: 2
Secondary Report Cards: 2

Holidays:
- Sept 7th: Mon, Labor Day
- Nov 11th: Wed, Veteran’s Day Observed
- Nov 26th: Thurs, Thanksgiving
- Nov 27th: Fri, Day after Thanksgiving
- Dec 23rd: Wed, Admission Day
- Dec 24th: Thurs, Christmas Eve
- Dec 25th: Fri, Christmas Day
- Dec 30th: Wed, Floating Holiday
- Dec 31st: Thurs, New Year’s Eve
- Jan 1st: Fri, New Year’s Day
- Jan 16th: Mon, Martin Luther King Day
- Feb 5th: Mon, Lincoln’s Birthday
- Feb 15th: Mon, President’s Day
- Apr 2nd: Fri, Good Friday
- Apr 5th: Mon, Easter Observed
- May 31st: Mon, Memorial Day

*Middle/High school progress report and report card mailing dates vary; consult your child’s school for their scheduled mailing dates.

BOE Approved 5/8/19