



WCCUSD 2015-2016 PARENT STUDENT HANDBOOK



FOLLOW US!

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Dear Parents and Guardians:

All of us want our children and young people to be successful in school. To help them achieve that success all of us need to continuously give three important messages to our students.

This is Important

Learning is important; school is important. It seems so obvious. Yet, some young people get the opposite message from our society, from peers, and even in school that it is not. Parents, grandparents and other relatives can help drive the *'this is important'* message home in many ways from seeing to it that children get to school on time and go to school every day, to creating a place for and a focus on homework, and by contacting teachers or other staff when they have questions or concerns. Our children and young people need to hear the message *'this is important'* from everyone in the community and at every opportunity so that they apply themselves fully to what's before them to learn.

You can do it.

Learning is hard work and not all learners get it at the same time, or in the same way, or with the same amount of effort. With all our students, we need to constantly affirm the message *'You can do it.'* Students who believe in themselves and who know that hard work is what makes them successful are not only successful in school, they also do well outside of school and in the workplace, too. Underneath the message *'you can do it'* is a foundational belief that effort and persistence are, by far, the most important qualities in any endeavor.

I won't give up on you.

The third message is arguably the most important. "I won't give up on you," means that even if our students fail the first 20 times they try, we'll continue to provide support, encouragement. For some students learning the multiplication tables by age 10 may simply be impossible. Yet nearly all of those students will learn them. It just takes longer and it takes much more support than it does for the student who learned them at age 8. Too many students give up on themselves and feel they can never learn.

I believe that as thoughtful, caring adults, we can use these three messages to make a tremendous impact on each of the children and young people in our lives. With all the mixed messages that society sends to young people, we need to be the ones who relentlessly empower students. These three messages are worth committing to memory:

This is important. You can do it. I won't give up on you.

Bruce Harter
Superintendent

WCCUSD FORMS

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2015-16 PARENT—STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

Please complete, detach and return to the school.

(PLEASE PRINT CLEARLY)

Student Name: _____ **Grade:** _____

School: _____

Parent/Guardian: The West Contra Costa Unified School District has a Parent-Student Handbook which reflects important policies for our schools. Those policies are designated to guide our students through successful school experiences by governing attendance, tardiness, classwork, homework, discipline, dress, grading, promotion, and retention.

We are requiring that all parents return this cover sheet acknowledging that this document has been received and read.

We also encourage parents to contact their school's principal with comments and questions about our Parent-Student Handbook. To make sharing your thoughts easier, convenient "feedback" forms are provided with this packet.

I have received and read a copy of the Parent-Student Handbook of the West Contra Costa Unified School District, and I understand that if I have any questions about the handbook, I may consult the principal.

Parent/Guardian Full Name (Please Print):

Parent/Guardian Signature: _____

Date: _____

This form will be kept on file at the school office.



WCCUSD STUDENT ETHNICITY AND RACE FORM

Dear Parent or Guardian,

Beginning in the 2009-2010 school year, school districts were required to collect new information about the race and ethnicity of students. To comply with these new regulations, we ask that you complete the following form and return it to the school.

| | |
|---|----------------------|
| Student Name: _____ | Grade: _____ |
| Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female | Date of Birth: _____ |

ETHNICITY

Is the student Hispanic or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race)?

- Yes, Hispanic or Latino No, not Hispanic or Latino

RACE

The above question is about ethnicity, not race. No matter what you selected above, Please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

- | | |
|---|---|
| <input type="checkbox"/> American Indian/Alaskan Native | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Korean |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Laotian |
| <input type="checkbox"/> Cambodian | <input type="checkbox"/> Other Asian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Other Pacific Islander |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Guamanian | <input type="checkbox"/> Tahitian |
| <input type="checkbox"/> Hawaiian | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Hmong | <input type="checkbox"/> White |

Parent/Guardian Signature: _____

Date: _____

This form will be kept on file at the school office.



MEDIA RELEASE FORM

GENERAL RELEASE

For Community Access Cablevision, Photographs, Videotaping, Interview Comments, and Posting on the Internet

TO: Parents and Guardians

FROM: Principal's Office

Occasionally, the West Contra Costa Unified School District (WCCUSD) and organizations/associations connected with the District would like to use the name, photograph(s), video recording, and/or interview comments of students for educational and promotional purposes, including District-generated news items, and promotional and marketing materials.

As part of each school's parent/community information program, your school or the District may also wish to place students' pictures, schoolwork, and/or names on the District or school's website and/or social media platforms such as Facebook, Twitter and Instagram. In order for WCCUSD to use such material, parental consent is necessary for any student under eighteen (18) years of age.

On occasion, the school also receives requests from the news media to photograph, film, or interview students while covering school events and activities. Such images and comments are used for news purposes only and are not for commercial use. While the District cannot prevent news media from photographing, filming or interviewing your child, District and school personnel will work with news organizations to keep your child out of news coverage if that is your desire.

2015-16 SCHOOL YEAR

Please fill out this form and return to your school.

Please indicate below if you give permission for your child's name, image, or comments to be used:

For School District publications and educational organizations connected to the district YES NO

On the District and/or school website and/or social media platforms YES NO

Please indicate if you give permission for your child to be interviewed, filmed or photographed by news media: YES NO

I understand that the school and the district have no control over further distribution of a photo or image once it appears in a school or district publication or web site. By signing below, I hereby release the West Contra Costa Unified School District from any damages or injuries claimed by the student or parent related to production or distribution of the photo or image.

Student Name: _____

School: _____

Grade: _____ Teacher: _____

Parent/Guardian Signature: _____ Date: _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Communications Office (510) 231-1150

Office Note: Please file under Media Release Binder



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

SECONDARY SCHOOL CODE OF CONDUCT

It is the mission of West Contra Costa Unified School District, in partnership with staff, parents, students, and the community, to provide a quality educational program for all students. We strive to help students develop the knowledge, skills, abilities, and values they need to flourish and reach their full potential.

We have two purposes in establishing a district discipline plan: (1) to promote learning and growth for students as they develop self-discipline; and (2) to provide a caring and respectful environment for all. Only in such an environment can our children become the responsible young adults of the future.

To achieve these goals, students must understand their rights and adhere to their responsibilities.

Student Rights:

- To be safe. We need to guarantee that students have the best environment conducive to learning.
- To be respected and treated with compassion, courtesy, and dignity regardless of race/ethnic background, gender, age, national origin, religion, physical/mental disability, sexual orientation, family structure, political beliefs, physical appearance, or financial status.
- To hear and be heard; to express opinions, ideas, and feelings without infringing on the rights of others. Communication is essential to support learning, teaching, working, and participating.
- To have their property respected.
- To have privacy.
- To be informed about what is expected of them.
- To have fun and enjoy their high school years.

Student Responsibilities:

- To take advantage of the academic opportunities offered and to strive for high achievement.
- To follow district and school rules and to demonstrate knowledge of all student rights and responsibilities delineated in this and related school documents, and the secondary District Basic Commitment Program.
- To attend school regularly and be in class, in my seat or assigned station with materials out, and ready to work when the tardy bell rings.
- To be considerate, respectful, and non-disruptive in classrooms, hallways, study areas, libraries, cafeteria, and public transportation.
- To respect private, school, and district property, i.e. no littering, no graffiti, no stealing, no extortion, etc.
- To wear safety IDs around the neck, visible at all times, while on campus, and to refrain from altering the safety IDs and lanyards.
- To refrain from using electronic devices including CD players, cell phones, games, etc., at school, except before and after school and during lunch. And to comply with the WCCUSD rule that the use of electronic equipment during class time and passing times is strictly prohibited.
- To dress according to the dress code defined in the school planner and Secondary District Basic Commitment Program. This means no garments exposing the torso; no strapless tube tops; no vests without shirts; no short shorts or short skirts; no garments with obscene or inappropriate words or pictures; no hats or other head coverings; no gang affiliated or related clothing; no see-through blouses or shirts; no low cut dresses; no sunglasses in class unless prescribed, etc.
- To stay off every school campus, other than my own, unless I have explicit written permission from my principal or my principal's designee.
- To understand and accept that the following are not tolerated on campus:
 1. Sexual harassment of any individual.
 2. Committing an obscene act or engaging in profanity or vulgarity
 3. Alcohol, tobacco, and other drugs.
 4. Weapons or other dangerous items.
 5. Fighting (which is a cause for expulsion), as well as encouraging or instigating a disruption or fight; spreading harmful rumors or falsehoods that result in a student conflict; leaving class or campus to watch a disruption; or refusing to respond to requests to leave the scene of a conflict.

Parent/Guardian Responsibilities:

- To support all students in reaching their full potential by making sure they are in school daily and completing all required homework on time.
- To ensure that students understand their rights and their responsibilities—including students being in class every day and being on time
- To help the school promote the basic values listed above, and to provide the students with what they need to succeed.
- To protect and nurture all students demonstrating the true meaning of community spirit.

Students who do not fulfill the responsibilities listed above will be subject to disciplinary action.

| | | | |
|--|---------------|--|---------------|
| _____ Student Name (Please print clearly) | _____ Date | _____ Parent/Guardian Name (Please print clearly) | _____ Date |
| _____ Student Signature | _____ Date | _____ Parent/Guardian Signature | _____ Date |



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
Office of the Associate Superintendent
K-12 Operations
 1108 Bissell Avenue
 Richmond, CA 94801-3135
 Phone: 510.231.1160
 Fax: 510.236.0662

Dr. Bruce Harter
Superintendent of Schools

Wendell Greer
Associate Superintendent

Dear Parent/Guardian:

As part of the instruction in comprehensive health education, a series of lessons on human growth and development and HIV/AIDS will be presented to students in grades 6-12.

The HIV/AIDS crisis continues to grow at an alarming rate affecting all members of the world’s community. The rates of infection for young people between the ages of 14 and 24 are especially on the rise. It is imperative that we educate students about this disease in order to help them recognize and avoid those behaviors that put them at risk for contracting HIV/AIDS.

The focus of the program is to give accurate and current information about puberty, the human reproductive system, and the menstrual cycle, as well as the facts concerning HIV/AIDS. An important component of the program is identifying risky behaviors and helping students develop the skills to make positive, responsible decisions about their own behavior. The core of the program is classroom-based lessons. Additional learning opportunities may include outside guest speakers. All learning activities will be age and culturally appropriate. This year Kaiser Permanente’s Educational Theatre will be performing two presentations in our school district, “Secrets” and “Nightmare on Puberty St.” Please see additional informational parent guides on the details and content of the performances

Parents/guardians may request a copy of all laws, education codes, and WCCUSD board policy related to growth and development instruction and HIV/AIDS prevention instruction. Prevention instruction materials can be previewed at the school’s main office.

If you DO NOT want your child to participate, please sign the form below and return it to your child’s teacher. Students who do not participate will be given alternative lessons during these presentations.

If you have questions, please do not hesitate to call.

Sincerely,

School Principal

I DO NOT want my child to participate in the series of lessons on growth and development and HIV/AIDS prevention education. I understand that alternative lessons will be provided.

Child’s Name

Grade

Parent/Guardian Signature

Date

Return this form your child’s classroom teacher if you DO NOT want your child to participate.



West Contra Costa Unified School District
1108 Bissell Avenue, Richmond, CA 94801-3135
Phone: 510.231.1160 Fax: 510.236.0662

Bruce Harter, Ph.D.
Superintendent

Wendell C. Greer, Ed. D.
Associate Superintendent

2015–2016 School Year
California Healthy Kids Survey Notification Form
Grade 5

Dear Parent or Guardian,

Your child is asked to be a part of our school’s *Healthy Kids Survey* sponsored by the California Department of Education. This very important survey will help promote health and safety among our youth and combat problems such as drug abuse and violence. Please read this form for information about the survey. *Please return this form to the main office at your child’s school by January 22nd, 2016.*

Survey Content. The survey gathers information on behaviors such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; school safety; and environmental and individual strengths and assets. You may examine the questionnaire in the school office or at our district’s website www.wccusd.net/testing.

It is Voluntary. We encourage all students to participate in this important survey; however, your child does not have to take the survey. There will be no action or penalties against you or your child for not participating. Before the survey begins, the survey’s purpose, content, and procedures will be examined.

It is Anonymous. Your child’s privacy is protected. No names will be recorded or attached to the survey forms or data. No information will permit your child to be identified or connected with his/her answers.

Administration. The survey will be administered in February 2016. It will take about 40 minutes to complete.

For Further Information. WestEd, a public, non-profit educational institution, and the California State Department of Education developed the survey. If you have any questions about this survey, or about your rights, call your school site.

Sincerely,

Wendell Greer
Associate Superintendent

Please Check YES or NO if you would like your child to participate or opt out of the survey. Return this form to the main office at your child’s school by January 22nd, 2016.

YES, I would like my child to participate in the survey.

NO, I would not like my child to participate in the survey.

My child’s name is: _____ Grade: _____ Date: _____

Parent/Guardian Signature: _____



West Contra Costa Unified School District
1108 Bissell Avenue, Richmond, CA 94801-3135
Phone: 510.231.1160 Fax: 510.236.0662

Bruce Harter, Ph.D.
Superintendent

Wendell C. Greer Ed. D.
Associate Superintendent

2015–2016 School Year
California Healthy Kids Survey Notification Form
Grade 7

Dear Parent or Guardian,

Your child is asked to be a part of our school's *Healthy Kids Survey* sponsored by the California Department of Education. This very important survey will help promote health and safety among our youth and combat problems such as drug abuse and violence. Please read this form for information about the survey. ***If you do not want your child to complete the survey, sign and return this form to your child's school by January 22nd, 2016.***

Survey Content. The survey gathers information on behaviors such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; school safety; and environmental and individual strengths and assets. You may examine the questionnaire in the school office or at our district's website www.wccusd.net/testing.

It is Voluntary. We encourage all students to participate in this important survey; however, your child does not have to take the survey. There will be no action or penalties against you or your child for not participating. Before the survey begins, the survey's purpose, content, and procedures will be examined.

It is Anonymous. Your child's privacy is protected. No names will be recorded or attached to the survey forms or data. No information will permit your child to be identified or connected with his/her answers.

Administration. The survey will be administered in February 2016. It will take about 50 minutes to complete.

For Further Information. WestEd, a public, non-profit educational institution and the California State Department of Education developed the survey. If you have any questions about this survey, or about your rights, call your school site.

Sincerely,

Handwritten signature of Wendell Greer in cursive.

Wendell Greer
Associate Superintendent

If you **do not** want your child to participate in the CHK Survey, sign and **return this form to the school's Main Office.**

My child's name is: _____ Grade: _____ Date: _____

Parent/Guardian Signature: _____



West Contra Costa Unified School District
1108 Bissell Avenue, Richmond, CA 94801-3135
Phone: 510.231.1160 Fax: 510.236.0662

Bruce Harter, Ph.D.
Superintendent

Wendell C. Greer
Associate Superintendent

2015–2016 School Year
California Healthy Kids Survey Notification Form
Grades 9, 10, 11, 12

Dear Parent or Guardian,

Your child is asked to be a part of our school's *Healthy Kids Survey* sponsored by the California Department of Education. This very important survey will help promote health and safety among our youth and combat problems such as drug abuse and violence. Please read this form for information about the survey. ***If you do not want your child to complete the survey, sign and return this form to your child's school by January 22nd, 2016.***

Survey Content. The survey gathers information on behaviors such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; school safety; and environmental and individual strengths and assets. You may examine the questionnaire in the school office or at our district's website www.wccusd.net/testing.

It is Voluntary. We encourage all students to participate in this important survey; however, your child does not have to take the survey. There will be no action or penalties against you or your child for not participating. Before the survey begins, the survey's purpose, content, and procedures will be examined.

It is Anonymous. Your child's privacy is protected. No names will be recorded or attached to the survey forms or data. No information will permit your child to be identified or connected with his/her answers.

Administration. The survey will be administered in February 2016. It will take one class period to complete (about 50 minutes).

For Further Information. WestEd, a public, non-profit educational institution, and the California State Department of Education developed the survey. If you have any questions about this survey, or about your rights, call your school site.

Sincerely,

A handwritten signature in cursive script that reads "Wendell Greer".

Wendell Greer
Associate Superintendent

If you **do not** want your child to participate in the CHKS Survey, sign and **return this form to the school's Main Office.**

My child's name is: _____ Grade: _____ Date: _____

Parent/Guardian Signature: _____



West Contra Costa Unified School District

1108 Bissell Avenue, Richmond, CA 94801-3135

Phone: 510-231-1100 x 74506

Wendell Greer Ed. D.
*Associate Superintendent,
K-12 School Operations*

August 2015

Dear Parent/Guardian of a High School Student (Grades 9-12):

The goal of a comprehensive health education program is to empower teens to make responsible decisions regarding their knowledge, attitudes and behaviors and to encourage them to change their risk-taking and sometimes life-threatening behaviors.

While promoting abstinence as the only 100% effective means for preventing the transmission of HIV and other sexually transmitted diseases, the School Board also recognizes that some students are engaging in sexual activity and other risk-taking behaviors that can lead to increased risk of infection of HIV and other sexually transmitted diseases.

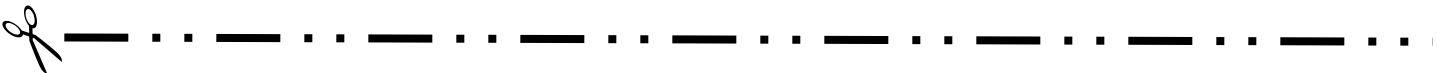
Believing all students deserve to be safe, the School Board has taken steps to prevent the spread of HIV among and by students who choose not to abstain from sexual activity by implementing a Condom Availability Program as part of HIV/AIDS Education for high school students. This program includes a required education component prior to receiving condoms. The education component shall include the following:

- Abstinence---the safest and only 100% effective choice in preventing HIV and other sexually transmitted diseases.
- Free choice in sexual decision-making and the right to change your mind.
- Risks of sexual activity.
- Sexually transmitted diseases, symptoms, treatment.
- Influence of alcohol and other drugs on decision-making and behavior.
- Proper condom use, effectiveness rates.
- Community resources for health care.
- Development of refusal and decision-making skills.

Instructional materials can be previewed at the high school’s main office. Questions regarding this can be directed to the school administrator. In accordance with California Education Code, parents have an option to withdraw their student from the Condom Availability Program. If you do not want your student to participate in this program, check one of the two choices on the parent form below, sign and return it to the school office.

Sincerely,

Wendell Greer
Associate Superintendent, K-12 School Operations



COMPREHENSIVE HEALTH EDUCATION PROGRAM CONSENT FORM

[] My student may not receive condoms but may attend the educational sessions.

[] My student may not receive condoms and may not attend the educational sessions.

Student's Name _____

Parent/Guardian Signature _____



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
K – Adult Operations
 1108 Bissell Avenue
 Richmond, CA 94801-3135
 Ph. (510) 231.1160 | Fax (510) 236.0662

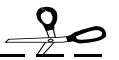
August 24, 2015

Dear Parent/Guardian

Our school may be requested to provide the names, addresses, and telephone numbers of 11th and 12th grade students to military recruiters, colleges, and other groups. You do not have to participate in this program.

If you do not wish to have your child’s name, address, and phone number disclosed to the groups that may request it, check the appropriate box(es). *If your child filled out this form as an 11th grader, he/she MUST fill this form out again if they want their information to remain unavailable to requesting parties.*

If you do not return this form by October 2, 2015, School will assume that you authorize us to release the requested information and, therefore, the student’s name, address, and phone number may be released.



MILITARY PARENT CONSENT FORM
For
RELEASE OF STUDENT NAME, ADDRESS, AND PHONE NUMBER

DO NOT DISCLOSE my child’s contact information without my prior permission.

or

DO NOT DISCLOSE my child’s name, address, and phone number to the entities checked below without my prior permission:

- United States Military (Army, Navy, Air Force, Marines, etc.)
- Colleges and other educational institutions
- Prospective employers
- Other Vendors

Student Name _____

Parent/Guardian Name _____

Parent/Guardian Signature _____

Date _____



PESTICIDE USE LETTER AND INDIVIDUAL NOTIFICATION REQUEST

Dear Parents, Guardians and Staff,

The West Contra Costa Unified School District has adopted a policy to reduce the use of pesticides and herbicides at schools in our district. This policy, called an Integrated Pest Management Policy (IPM), will guide our staff in finding non-chemical, preventative measures to use first in controlling pests, including weeds, at our facilities. Our goal is to protect the health and safety of students and staff and to maintain school buildings and grounds both by controlling pests and by using the safest methods for people and the environment.

While we are working to reduce and eliminate the use of chemical pesticides, including herbicides, we recognize that the district may need to apply these chemicals when all other alternatives have failed. Attached is a list of pesticides and herbicides that the district **may** need to apply. Under the Healthy Schools Act of 2000, California School Districts are required to provide parents and/or guardians of students with an annual written notification of expected pesticide use on school sites. Additionally, schools will be posted for use of pesticides on a case-by-case basis as the school season progresses. The notification identifies the active ingredient(s) in each product and lists the Internet address (<http://www.cdpr.ca.gov>) for further information on pesticides and their alternatives.

Besides a general notice, parents, guardians and staff may also request prior notification of individual pesticide applications at school sites. If you would like to receive this notification, please complete the form below and mail it to:

**West Contra Costa Unified School District
Attn: Executive Director of Maintenance and Operations
1400 Marina Way South
Richmond, CA 94804**

If you have any questions, please contact **Vince Meyer**, Executive Director of Maintenance and Operations at (510) 231-1109 or by e-mail (vincent.meyer@wccusd.net).

 WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION

I understand that, upon request, the West Contra Costa Unified School District is required to supply information about individual pesticide applications at least 72 hours before application. I would like to be notified before each pesticide application at the listed site(s) indicated below.

I would prefer to be contacted by (**circle one**) U.S. Mail E-mail Phone

Name of Parent, Guardian, Staff: _____

School Site(s): _____

Street Address: _____ City and Zip Code _____

E-mail: _____

Day Phone: _____ Night Phone: _____



SIGNATURE FORM FOR STUDENTS' PARTICIPATING IN EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

West Contra Costa Unified School District

Name of Student (PLEASE PRINT)

THE WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT IS CONCERNED FOR YOUR WELL-BEING. IN ORDER FOR THE SCHOOL TO KNOW THAT YOU AND YOUR PARENT/GUARDIAN ARE AWARE OF THE DRUG, ALCOHOL AND TOBACCO DISCIPLINE POLICY/STUDENT CODE OF BEHAVIOR AND UNDERSTAND THE GOALS OF ASSISTING STUDENTS AND SETTING CLEAR LIMITS, YOU AND YOUR PARENT/GUARDIAN ARE REQUIRED TO SIGN THIS SIGNATURE FORM. THANK YOU.

I have read the Drug, Alcohol and Tobacco Discipline Policy/Student Code of Behavior, which encourages students to be drug, alcohol and tobacco free. I understand that students in extracurricular and co-curricular activities who violate the Drug and Tobacco Policy will be subject to disciplinary action that will also affect eligibility for performance.

Student Signature

Date

I have read the Drug, Alcohol and Tobacco Discipline Policy/Student Code of Behavior that encourages students to be drug, alcohol and tobacco free. I understand that students in extracurricular and co-curricular activities who violate the Drug, Alcohol and Tobacco Policy will be subject to disciplinary action and will affect their eligibility for performance. I agree to support the Drug, Alcohol and Tobacco Policy and consequences for students.

Parent/Guardian Signature

Date

Activity _____

Sponsor/Coach/Advisor _____

School _____ **Date** _____

Please call (510) 231-1160 if you have questions.



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT CONCUSSION INFORMATION SHEET

Page 1

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:

| | |
|--|--|
| <ul style="list-style-type: none">• Headaches• “Pressure in head”• Nausea or vomiting• Neck pain• Balance problems or dizziness• Blurred, double, or fuzzy vision• Sensitivity to light or noise• Feeling sluggish or slowed down• Feeling foggy or groggy• Drowsiness• Change in sleep patterns | <ul style="list-style-type: none">• Amnesia• “Don’t feel right”• Fatigue or low energy• Sadness• Nervousness or anxiety• Irritability• More emotional• Confusion• Concentration or memory problems (forgetting game plays)• Repeating the same question/comment |
|--|--|

Signs observed by teammates, parents, and coaches include:

| | |
|---|---|
| <ul style="list-style-type: none">• Appears dazed• Vacant facial expression• Confused about assignment• Forgets plays• Is unsure of game, score, or opponent• Moves clumsily or displays incoordination• Answers questions slowly | <ul style="list-style-type: none">• Slurred speech• Shows behavior or personality changes• Can’t recall events prior to hit• Can’t recall events after hit• Seizures or convulsions• Any change in typical behavior or personality• Loses consciousness |
|---|---|



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT CONCUSSION INFORMATION SHEET

Page 2

What can happen if my child keeps on playing with a concussion or returns to soon?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athlete will often under report symptoms of injuries. And concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete's safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. The new CIF Bylaw 313 now requires implementation of long and well-established return to play concussion guidelines that have been recommended for several years:

"A student-athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be removed from competition at that time and for the remainder of the day."

and

"A student-athlete who has been removed may not return to play until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and received written clearance to return to play from that health care provider."

You should also inform your child's coach if you think that your child may have a concussion Remember its better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:

<http://www.cdc.gov/ConcussionInYouthSports/>

Student-athlete Name Printed

Student-athlete Signature

Date

Parent or Legal Guardian Printed

Parent or Legal Guardian Signature

Date



West Contra Unified School District Uniform Complaint Form

Date: _____

Last Name: _____ First Name: _____

Street Address/Apt.#: _____

City: _____ Zip: _____

Home Phone () _____ Message/Work Phone () _____

School/Office of Alleged Violation: _____

Please check the category(ies) referred to in your complaint:

- | | |
|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Pre-school |
| <input type="checkbox"/> Child Nutrition Programs | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> Career and Technical Education |
| <input type="checkbox"/> Consolidated Categorical Aid Programs | <input type="checkbox"/> Student Fees |

Unlawful Discrimination (based on actual or perceived race, ancestry, national origin, ethnic group identification, religion, age, gender, gender identity, gender expression, color, sex, sexual orientation, physical or mental disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics)

Office Use Only

Date Received: _____ by: _____

Informal Complaint Date of Informal Resolution _____

Formal Complaint Date of Formal Resolution _____

Not Resolved

Explanation of complaint: (please print or type. Give detailed information such as date, times, places, types of complaints, witness names. Use additional sheets of paper if necessary).



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
Complaint Concerning School Personnel
Preliminary steps in AR 1312.1 must be followed prior to submitting this form

Date _____

Last Name _____ First Name _____

Street Address/Apt.# _____

City _____ Zip _____

Home Phone () _____ Message/Work Phone () _____

Date of Incident: _____

Location of Incident: _____

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

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

- | | |
|--|-------------|
| <input type="checkbox"/> District Office Staff _____ | Date: _____ |
| <input type="checkbox"/> Principal _____ | Date: _____ |
| <input type="checkbox"/> Assistant Principal _____ | Date: _____ |
| <input type="checkbox"/> Counselor _____ | Date: _____ |
| <input type="checkbox"/> Teacher _____ | Date: _____ |
| <input type="checkbox"/> Supervisor _____ | Date: _____ |
| <input type="checkbox"/> Staff Member _____ | Date: _____ |

What was the result of the discussion?

Explanation of complaint (Please print or type. Use additional sheets if necessary):

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

Signature of Complainant

Date submitted

Distribution:

- Superintendent/Designee**
- Supervisor**
- Employee**

Complaint #: _____

Date Received: _____



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

DISTRICT COMPLAINT FORM

Date _____

Last Name _____ First Name _____

Street Address/Apt. # _____

City _____ Zip _____

Home Phone () _____ Message/Work Phone () _____

Date of Incident: _____

Location of Incident: _____

Explanation of complaint (Please print or type. Use additional sheets if necessary):

Identify specific relief sought:

Signature of Complainant

Date submitted

Distribution:

- Superintendent/Designee
- Supervisor
- Employee



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Discrimination, Harassment, Intimidation, and Bullying

COMPLAINT FORM

In accordance with West Contract Costa Unified School District Board Policy, the District follows Administrative Regulation 5145.3 (AR5145.3) when addressing complaints alleging failure to comply with applicable State and Federal laws and regulations including, but not limited to, allegations about discrimination, harassment, intimidation, bullying, including sexual and gender-based harassment. A copy of the District's AR 5145.3 is available free of charge.

Please complete the form and answer the following questions to the best of your ability. If you would like help in completing the form, please call the District's Director of Title IX Educational Equity, Rhonda Haney at (510) 307-4538, by email at rhoney@wccusd.net, or in person at 1108 Bissell Avenue, Richmond, CA 94801.

I. YOUR CONTACT INFORMATION

Your Name:

Street Address:

City:

Zip:

Home Phone:

Work/Mobile Phone:

II. ALLEGED VICTIM INFORMATION

Your Relationship to Victim: Yourself Your child Another student Other (please specify): _____

Victim's Name:

Grade:

School:

NOTE: If there are more than one victim, please list their information under Section V: Details of Complaint.



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
Discrimination, Harassment, Intimidation, and Bullying
COMPLAINT FORM

III. Basis of Complaint:

My complaint is based on:

- Discrimination Harassment Intimidation Bullying Non-Compliance

Please identify the type(s) of discrimination, harassment, intimidation, bullying or noncompliance leading to your complaint.

- | | | |
|-----------------------------------|--|---|
| <input type="checkbox"/> Age | <input type="checkbox"/> Mental Disability | <input type="checkbox"/> Race / Ethnic Group Identification |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> National Origin | <input type="checkbox"/> Gender / Gender Identity / Gender Expression |
| <input type="checkbox"/> Color | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Marital Status |
| <input type="checkbox"/> Sex | <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Parental Status |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Marital Status | <input type="checkbox"/> |

IV. Details of Complaint:

a) Please **describe** the type of incident(s) that led to this complaint in as much detail as possible, including all dates and times when the incident(s) occurred (or when the incident(s) first came to your attention) and the specific locations where the incident(s) occurred. Attach additional sheets of paper if you need more space.



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
Discrimination, Harassment, Intimidation, and Bullying
COMPLAINT FORM

b) Please list the **individuals** involved in the incident(s):



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
Discrimination, Harassment, Intimidation, and Bullying
COMPLAINT FORM

c) Please list any **witnesses** to the incident(s):

d) **What steps**, if any, have you taken to resolve this issue before filing a complaint?

FOR OFFICE USE ONLY

Received By (Print Name & Title): _____

Signature: _____

Date Filed: _____ Time Filed: _____ : _____ AM PM

2015—16 WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT PARENT—STUDENT HANDBOOK

West Contra Costa Unified School District School Calendar 2015-16 (August 24 – June 8)

| July '15 | | | | | | | January '16 | | | | | | |
|---------------------|-----|----|-----|-----|-----|----|----------------|----|----|-----|-----|----|----|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 | | | | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 | 31 | | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | | | | | 31 | | | | | | |
| August '15 | | | | | | | February '16 | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | | | | | 1 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 23 | *24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | | | | | |
| 30 | 31 | | | | | | | | | | | | |
| School Days 6 | | | | | | | School Days 16 | | | | | | |
| September '15 | | | | | | | March '16 | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 | | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | *10 | 11 | 12 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | *17 | 18 | 19 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | *24 | 25 | 26 | 20 | 21 | 22 | 23 | *24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | | 27 | 28 | 29 | *30 | *31 | | |
| School Days 21 | | | | | | | School Days 23 | | | | | | |
| October '15 | | | | | | | April '16 | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 | | | | | | 1 | 2 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 17 | 18 | 19 | 20 | *21 | 22 | 23 |
| 25 | 26 | 27 | *28 | 29 | *30 | 31 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| School Days 21 | | | | | | | School Days 16 | | | | | | |
| November '15 | | | | | | | May '16 | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| 1 | *2 | 3 | *4 | *5 | *6 | 7 | | | | | | | |
| 8 | *9 | 10 | 11 | 12 | 13 | 14 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 22 | 23 | 24 | *25 | 26 | 27 | 28 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 29 | 30 | | | | | | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| School Days 17E 18S | | | | | | | School Days 21 | | | | | | |
| December '15 | | | | | | | June '16 | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 | | | | 1 | 2 | 3 | 4 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 5 | 6 | 7 | *8 | 9 | 10 | 11 |
| 13 | 14 | 15 | 16 | 17 | *18 | 19 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 27 | 28 | 29 | 30 | 31 | | | 26 | 27 | 28 | 29 | 30 | | |
| School Days 14 | | | | | | | School Days 6 | | | | | | |

| | |
|--|--------------------------|
| | Holiday |
| | No School |
| | Teacher Workday |
| | Professional Development |
| | New Teacher Orientation |
| | Terence Martin Day |
| | First/Last day of school |
| | 100 th Day |

Total School Days 180
Total Teacher Workdays 184

*MIN=Minimum Day **First Semester 90**
Second Semester 90

End-Trimester 1 -55
End-Trimester 2 - 63
End-Trimester 3 - 62

Board Approved 2/11/2015

DIRECTORY OF SCHOOLS

ELEMENTARY SCHOOLS

| School | Phone |
|--------------|----------|
| Bayview | 231-1401 |
| Cameron | 231-1445 |
| Chavez | 231-1418 |
| Collins | 231-1446 |
| Coronado | 231-1419 |
| Dover | 231-1420 |
| Downer | 231-1435 |
| Ellerhorst | 231-1426 |
| Fairmont | 231-1448 |
| Ford | 231-1421 |
| Grant | 231-1422 |
| Hanna Ranch | 231-1441 |
| Harding | 231-1413 |
| Highland | 231-1424 |
| Kensington | 231-1415 |
| King | 231-1403 |
| Lake | 231-1451 |
| Lincoln | 231-1404 |
| Lupine Hills | 231-1411 |
| Madera | 231-1412 |
| Mira Vista | 231-1416 |
| Montalvin | 231-1405 |
| Murphy | 231-1427 |
| Nystrom | 231-1406 |
| Ohlone | 231-1443 |
| Olinda | 223-2800 |
| Peres | 231-1407 |
| Riverside | 231-1409 |
| Shannon | 799-8388 |
| Sheldon | 231-1414 |
| Stege | 231-1425 |
| Stewart | 231-1410 |
| Tara Hills | 231-1428 |
| Valley View | 223-6363 |
| Verde | 231-1408 |
| Washington | 231-1417 |
| Wilson | 231-1456 |

MIDDLE SCHOOLS

| School | Phone |
|---------------------|----------|
| Crespi | 231-1447 |
| DeJean | 231-1430 |
| Helms | 231-1423 |
| Hercules | 231-1429 |
| Pinole | 231-1436 |
| Korematsu (Portola) | 231-1449 |



HIGH SCHOOLS

| School | Phone |
|----------------|----------|
| De Anza | 231-1440 |
| El Cerrito | 231-1437 |
| Hercules | 231-1429 |
| Kennedy | 231-1433 |
| Middle College | 215-3881 |
| Pinole Valley | 231-1442 |
| Richmond | 231-1450 |


ALTERNATIVE & ADULT EDUCATION

Alternative Schools

| School | Phone |
|-------------------|----------|
| Greenwood Academy | 231-1402 |
| Vista | 231-1431 |

Adult Schools

| School | Phone |
|----------|----------|
| Alvarado | 231-1444 |
| Serra | 231-1453 |



To view our School Day Start-End Times, School Location Maps, the Resident School Directory, and Feeder Pattern Table, please visit our website:

<http://www.wccusd.net/Page/1>

Access to free public education is both a right and a privilege. A positive learning environment can only be sustained through adherence to basic rules and regulations that provide the necessary measures to ensure an orderly and creative learning environment and, at the same time, respect individual rights and differences. To that end, the West Contra Costa Unified School District Board of Education asks students, parents and staff to adhere to the following District Basic Commitment Program and join in the effort to guarantee that a rewarding educational experience will be provided to every student at each individual school site.

DISTRICT MISSION STATEMENT

Mission

WCCUSD, in partnership with the community, serves the whole child, preparing every student to succeed in higher education, career, and life by pairing high quality academics with social, emotional, and wellness support.

This mission statement led to the District’s mantra, “Whole Child, Whole Community.”

Vision

The vision statement frames the District’s mindset and solidifies long-term goals. The District vows to never be stagnant, to be constantly reflecting on successes and failures in order to re-define and refine best practices to better serve students.

To continue to raise the bar for District-wide student achievement, all parties must be engaged and encouraged to celebrate successes and voice constructive criticism. The Board of Education sets the tone for an inclusive community where all are supported, heard, and empowered to do their best work.

Vision Statement:

WCCUSD envisions a school district that:

- ***continuously sets and meets high expectations;***
- ***embraces challenges and innovative solutions;***
- ***supports its teachers and employees whole-heartedly;***
- ***builds a community with shared values and buy-in; and***
- ***above all, prepares every student to succeed in all facets of education and life.***

DISTRICT ANNOUNCEMENT OF NON-DISCRIMINATION

The West Contra Costa Unified School District does not discriminate on the basis of race, color, national origin, gender, gender identity/ expression, disability, age, sexual orientation, marital status or religion in any of its policies, practices or procedures. This nondiscrimination policy complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), the Americans with Disabilities Act of 1990 and other Federal and State laws. Coverage applies to admission and access to, and treatment and employment in, District programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission and participation in the vocational education or any other District program.

Students, parents or guardians, or any other individuals having questions or concerns regarding the West Contra Costa Unified School District non-discrimination policy or the filing of discrimination complaints should contact the Title IX Educational Equity Director at (510) 307-4538.

Discrimination complaints should be filed utilizing the Uniform Complaint Procedure form that can be found in the Parent Student Handbook, at the school site, and in the District’s board policies found on the District’s website.

DISTRICT BOARD OF EDUCATION

The five members of the West Contra Costa Unified School District Board of Education are elected by voters in the community for a term of four years. Board elections take place in November every other year. New board members are sworn in on or after the first Friday of December following elections. The board elects its president and clerk each year in December.

All school board meetings, except closed sessions, are open to the public. Regular meetings are scheduled a year in advance and the schedule is available on the District’s website. Regular meetings are held in the LoVonya DeJean Middle School Multipurpose Room, 3400 Macdonald Ave., Richmond. Public session begins at 6:30 p.m.

Regularly scheduled Board meetings are broadcast live over Radio Station KECG 88.1 and 97.7 FM. Regular Board meetings are also broadcast by the City of Pinole on PCTV Channel 26 and HCTV Channel 28 , the Hercules city cable channel. You may also watch the regularly scheduled meetings live from your computer on Pinole Cable Channel 26. For more information on public participation at Board of Education meetings, contact the Superintendent’s Office at (510) 231-1101.

NOTICE TO PARENTS’ – RIGHTS AND RESPONSIBILITIES

The State of California requires that parents 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 Education Code.

1. Absence for Religious Exercise and Instruction: Pupils may be excused, with written permission from a parent or guardian, in order to participate in religious exercises or receive moral and religious instruction away from school property. Every pupil so excused must attend at least the minimum school day. [Ed. Code § 46014]

2. Disabled Students: Parents rights and procedural safeguards under the IDEA are discussed in detail later in this handbook. Parent and student rights under Section 504 of the Rehabilitation Act of 1973 are also discussed in detail later in this handbook.

3. No Academic Penalty for Excused Absence: No pupil may have his or her grade reduced or lose academic credit for any absence or absences that are excused for the reasons specified below when the missed assignments and tests can reasonably be provided and are satisfactorily completed within a reasonable period of time.

A pupil shall be excused from school when the absence is:

- (1) Due to his or her 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 his or her immediate family, so long as the absence is not more than one (1) day if the service is conducted in California and not more than three (3) days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to illness or medical appointment during the school hours of a child of whom the pupil is the custodial parent.

(7) For justifiable personal reasons, including but not limited to, an appearance in court, attendance at a funeral services, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been 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.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence and shall be given full credit therefore. The teacher of any class from which a pupil is absent shall determine the test and assignments that the pupil missed during the absence. For purposes of this section, attendance at religious retreats shall not exceed four (4) hours per semester. "Immediate family," as used in this section refers to mother, father, grandmother, grandfather of the pupil, or a grandchild, son-in-law, daughter-in-law, brother, or sister of the parent, or any relative living in the immediate household of the pupil.

4. Title I Schools: The passage of the Title I law, "No Child Left Behind Act of 2001," provides parents of all children in all Title I schools with the right to request and receive the professional qualifications of their child's classroom teacher. The Title I schools as of June 2015 include:

Title I Elementary Schools: Bayview, Chavez, Coronado, Dover, Downer, Ford, Grant, Highland, King, Lake, Lincoln, Montalvin, Nystrom, Peres, Riverside, Stege, Verde

Title I Middle Schools: DeJean

Title I High Schools: Kennedy, Richmond

5. Equal Opportunity: Equal opportunities for both sexes in all educational programs and activities run by the District is a commitment made to all students. (Title IX of the Educational Amendments of 1972.) Inquiries on all matters, including complaints, regarding the implementation of the Title IX in the District may be referred to the Title IX Educational Equity Director, at 1108 Bissell Avenue, Richmond, CA 94801, (510) 307-4538 (phone) or (510) 236-0622 (fax).

6. Release of Student Information:

[NOTE: Notice of this item is required to be in the home language of the student, insofar as is practicable. [Ed. Code § 49060 et seq., 20 U.S.C. § 1232G, 34 C.F.R. § 99.7, PL 107-110, Section 9528]] The District does not release information or records concerning a child 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 and place of birth, major field of study, class schedule, class roster, photographs, 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. Please see Media Release form.



7. Inspection of Student Records: State law requires that the District notify you of the following rights pertaining to student records. [Ed. Code § 49063]

(1) 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.

- (2) Any parent who wishes to review the types of student records and information contained therein may do so by contacting the principal at his/her child's school.
- (3) The principal of each school is ultimately responsible for maintenance of student records.
- (4) A parent with legal custody has a right to challenge information contained in his/her child's records. Any determination to expunge a student's record is made after a review of said record(s) by site administrators and certificated staff.
- (5) 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.
- (6) The parent may file a written request with the Superintendent of the District to remove any information recorded in the written records concerning the child which is alleged to be:
 - Inaccurate
 - An unsubstantiated personal conclusion or inference
 - A conclusion or inference outside of the observer's area of competence
 - Not based on the personal observation of a named person with the time and place of the observation
 - Misleading

Within thirty (30) days, the Superintendent shall meet with the parent/guardian and the certificated employee, who recorded the information, if any, and if the person is still employed with the District, to sustain or deny the allegations. If the allegations are sustained, the Superintendent shall order the correction, removal or destruction of the information. If the Superintendent denies the allegations, the parent may appeal the decision to the Governing Board within thirty (30) days. The Board shall determine whether to sustain or deny the allegations. If the Board sustains the allegation, it shall order the Superintendent immediately to correct, remove or destroy the information from the written records of the student.

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

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

- (a) A Student Records Log is maintained for each student. The Student Record Log lists persons, agencies or organizations regarding, and/or receiving information from, the records to the extent required by law. Student Record Logs are located at each school and are open to inspection by parents or guardians.
- (b) School officers or employees having a legitimate educational interest may access student records without first obtaining parental consent. "School officers and employees" are persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and District-employed law enforcement personnel) a Board member, a person or company with whom the District has contracted to perform a special service (auditor, medical consultant, special education service provider or therapist) or a parent or student serving as an official in performing his or her tasks. A "legitimate educational

interest” is one held by a school officer or employee whose duties and responsibilities create a reasonable need for access.

- (c) 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.
- (d) Parents and guardians will be charged fifty cents (\$.50) per page for the reproduction of student records.
- (e) Parents have to the right to file a complaint with the U.S. Department of Education for alleged violations of parent rights related to student records.
- (f) Parents may obtain a copy of the District’s complete student records policy by contacting the Superintendent.

8. Family Education Rights Privacy Act: In addition, you have certain rights regarding student information and records are guaranteed under federal law. A handout notifying you of these rights is attached hereto.

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



10. Temporary Disability: A temporary disability that 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 pupil’s parent or guardian to notify the school district in which the pupil is deemed to reside of the pupil’s need for individualized instruction. A student with temporary disability who is in a hospital or other residential facility, other than a state hospital 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. [Ed. Code §§ 48207, 48208, 48206.3]

11. Student Residency: Notwithstanding Section 48200, a pupil complies with the residency requirements for school attendance in a school district, if he or she is any of the following:

- 1) A pupil placed within the boundaries of that school district in a regularly established licensed children’s institution, or a licensed foster home, or a family home pursuant to a commitment or placement under Chapter 2 (commencing with Section 200) of Part 1 of Division 2 of the Welfare and Institutions Code.
- 2) An agency placing a pupil in a home or institution described in subparagraph (1) shall provide evidence to the school that the placement or commitment is pursuant to law.
- 3) A pupil for whom inter-district attendance has been approved pursuant to Chapter 5 (commencing with Section 46600) of Part 26.
- 4) A pupil whose residence is located within the boundaries of that school district and whose parent or legal guardian is relieved of responsibility, control, and authority through emancipation.
- 5) A pupil who lives in the home of a caregiving adult that is located within the boundaries of that school district. Execution of an affidavit under penalty of perjury pursuant to Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code by the caregiving adult is a sufficient basis for a determination that the pupil lives in the home of the caregiver, unless the school district determines from actual facts that the pupil is not living in the home of the caregiver.
- 6) A pupil residing in a state hospital located within the boundaries of that school district.

12. Verification Requirements for Resident Enrollment:

Resident Enrollment: You will need to bring two pieces of documentation verifying your address and one form of valid **Photo ID** when you register your child. All documents must be original. Required documentation is:

1. Verification of residence: Parent, guardian or caregiver must have one of the following with their name and address;
 - A utility bill dated within 45 days: PG&E (page 3), EBMUD, Richmond Sanitary
 - In the instance that utilities are included in the rent, a rental/lease agreement must be used stating that utilities are included.

In addition they must have one item listed below:

- Homeowner’s insurance policy
- Property tax statement
- Rental property contract, lease, or payment receipt
- Most recent pay stub
- Voter Registration
- Automobile insurance in combination with automobile registration
- Official letter from a social service/government agency within 45 days
- Bank statement within 45 days

If an employee of the school district reasonably believes that the parent or legal guardian of the child has provided false, altered, or unreliable evidence of residency, the school district has authorization to make reasonable efforts to determine that the child actually meets the residency requirements.

2. Parent, guardian or caregiver must also bring one of the following documents for identification purposes:
 - California driver’s license
 - ID card from the Department of Motor Vehicles
 - Valid passport
 - Consulate ID

The following documentation is required under the following circumstance:

Declaration of Residence: For parent or guardian who indicates that their entire family is living doubled up with someone and cannot provide a utility bill or lease that includes utilities in their name.

1. Declaration of Residence form filled out and signed by both parties in the presence of a school administrator
2. Verification of address: Parent, guardian or caregiver must have two of the following documents:
 - A bill dated within 45 days: residential phone bill, cable
 - Most recent pay stub
 - Voter Registration
 - Automobile insurance in combination with automobile registration
 - Official letter from a social service/government agency within 45 days
 - Bank statement within 45 days
3. Parent, guardian or caregiver must also bring one of the following documents for identification purposes:
 - California driver’s license

- ID card from the Department of Motor Vehicles
- Valid passport
- Consulate ID

4. Verification by homeowner/renter: Home owner/renter must have one of the following with their name and address;
- A utility bill dated within 45 days: PG&E (page 3), EBMUD, Richmond Sanitary
 - In the instance that utilities are included in the rent, a rental/lease agreement must be used stating that utilities are included.

In addition they must have one item listed below:

- Homeowner's insurance policy
- Property tax statement
- Rental property contract, lease, or payment receipt
- Most recent pay stub
- Voter Registration
- Automobile insurance in combination with automobile registration
- Official letter from a social service/government agency within 45 days
- Bank Statement within 45 days

5. Homeowners/renter must also bring one of the following documents for identification purposes:
- California driver's license
 - ID card from the Department of Motor Vehicles
 - Valid Passport
 - Consulate ID

Declaration of residence must be updated annually.

Caregiver Authorization Affidavit: For an adult who is not the parent and is not the legal guardian of the student but who is allowing someone else's child to live with them.

1. Caregiver Authorization form filled out and signed by caregiver in the presence of a school administrator.
2. Verification of residence: Caregiver must have one of the following with their name and address;
 - A utility bill dated within 45 days: PG&E (page 3), EBMUD, Richmond Sanitary
 - In the instance that utilities are included in the rent, a rental/lease agreement must be used stating that utilities are included.

In addition they must have one item listed below:

- Homeowner's insurance policy
- Property tax statement
- Rental property contract, lease, or payment receipt
- Most recent pay stub
- Voter Registration
- Automobile insurance in combination with automobile registration
- Official letter from a social service/government agency within 45 days
- Bank statement within 45 days

3. Caregiver must also bring one of the following documents for identification purposes:

- California driver's license
- ID card from the Department of Motor Vehicles
- Valid passport
- Consulate ID

Caregiver Authorization Affidavit must be updated annually.

Additional documents that will be required at time of registration (contact school for a complete list of required documents):

- **Age Verification:** birth certificate or Baptismal record
- **Grade level verification:** transcript and most recent report card from the last school attended
- Immunization record

Families in transition only: Families in transition are families that reside at a non-permanent address such as a motel/hotel, shelter, car or are doubled up with relatives or friends. Transitional families who are unable to establish a permanent residence may contact the Families in Transition Office at 510-307-4508 for assistance.

13. Change of Residency/Emergency Information: It is the responsibility of parents, guardians and foster care and caregiver adults to inform the school of any change of address, telephone number or emergency information. Provided the school meets its responsibility regarding requirements of notification of residence information, a family's failure to report a change of address within 30 calendar days shall be cause for forfeiture of the right to a Continuing Enrollment Permit. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell) regarding their student. Parents are required to update this information at least 2 times per school year at your child's school of attendance.

14. Notice of Alternative Schools: California State Law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines an alternative school as a school or separate class group within a school that 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 and responsibility.
- (b) Recognize that the best learning takes place when the student learns because of his or 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 him or her totally and independently or may result in whole or in part from a presentation by his or her teachers of choice or learning projects.
- (d) Maximize the opportunity for teachers, parents and students cooperatively to 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 continuously to react to the changing world, including but not limited to the community in which the school is located.

Students and/or parents interested in further information should contact Wendell Greer, Associate Superintendent for K-12 School Operations at 1108 Bissell Avenue, Richmond, CA 94801, 510.231.1160 (phone) or 510.236.0662 (fax).

15. Nutrition Program: The State Department of Education has established a statewide program to provide nutritious meals and milk at school for pupils, and to provide free meals to the neediest children. In some instances, nominal cash payments may be required. [Ed. Code § 49510, et seq.]

16. 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;
- (b) mental and psychological problems potentially embarrassing to the student or his family;
- (c) sex behavior and attitudes;
- (d) illegal, anti-social, self-incriminating and demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships;
- (e) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
- (f) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such programs), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of a non-emancipated minor, without the prior written consent of the parent. (20 U.S.C. § 1232(h))

17. Parents’ Right to Know: The *No Child Left Behind Act (NCLB)* requires that, upon request, parents be notified of the professional qualifications of their child’s teacher in core academic subjects. This information includes:

- the type of credential the teacher holds.
- the teacher’s college degree(s) and major(s).

A parent may also request information regarding the professional qualifications of a teacher assistant who provides services to his/her child. Additionally, schools must provide timely notice to the parents of a child who has been assigned to, or has been taught in, a core academic subject for four or more consecutive weeks by a teacher who does not meet the *NCLB* teacher requirements.

18. Military Parent Consent Form: Our high schools may be requested to provide the names, addresses, and telephone numbers of 11th and 12th grade students to military recruiters. **You do not have to participate in this program.** If you do not wish to have your child’s name, address, and phone number disclosed to the groups that may request it, you must complete the *Military Parent Consent Form for Release of Student Name, Address, and Phone Number*. Forms are available in the back of this booklet or at your high school’s main office and on the district’s website.

19. Fingerprint Programs: With the written consent of the parent or guardian, kindergarten or newly enrolled students may be fingerprinted. The fingerprint document may not be retained by the District but must be delivered to the parent or guardian. A fee shall be charged to the parent or guardian to reimburse the District for its actual cost. [Ed. Code § 32390]

20. Pupil-Free Staff Development Day and Minimum Day Schedule: A copy of the District’s pupil-free staff development day and minimum day schedules is attached for your reference.

21. Review of Curriculum: A prospectus of curriculum, including titles, descriptions, and instructional aims of every course offered by each public school, is available at the District office for your review upon request in the office of Director of Curriculum and Instruction, 1108 Bissell Avenue, Richmond, CA 94801 or (510) 307-4500.

22. Child Find System/Policies and Procedures: Each school district, Special Education Local Plan area, or county office is required to establish written policies and procedures for a continuous child-find system that addresses the relationships among identification, screening,

referral, assessment, planning, implementation, review and the triennial assessment. The policies and procedures must include, but need not be limited to, written notification of all parents/guardians of their rights and the procedure for initiating a referral for assessment to identify individuals with exceptional needs. [Ed. Code § 56301]

23. School Accountability Report: Parents/guardians may request a School Accountability Report Card be issued annually for each school of the district. [Ed. Code § 35256] School Accountability Report Cards are also available on our district webpage: www.wccusd.net. If you have any questions please contact the Associate Superintendent at (510) 231-1160.

24. Asbestos Management Plan: An updated management plan for asbestos-containing material in school buildings is available at the District office. [40 C.F.R. § 763.93]

25. Gifted and Talented Education (GATE): Identifying Gifted and Talented Students
The district’s identification procedures are equitable, and comprehensive. Ed Code requires the use of multiple sources of information in identifying a GATE student. Formal identification for GATE placement is done district wide for all students in 3rd grade.

Grade 3

- All students are screened using several tools, including a teacher rating score and the California Standards Test scaled scores
- Scores are reviewed by Educational Services Department staff
- Based on review of these scores, a decision is made to certify (or not) or to conduct further testing
- Parents/guardians and the school are notified; official placement is made after parent notification and consent

Grades 4-11

All new 4th graders – 11th graders may also be referred to the GATE program via the following process:

- A written request for referral is submitted to the principal
- Teacher completes the Teacher Rating Scale; at the secondary level, at least 3 teachers must complete the form
- School team reviews the referral and determines if it should be sent to the Educational Services Department for placement review
- Educational Services staff review the referral and data. A decision to certify (or not) or to conduct further testing is made
- Notification of certification (or not) is sent to the parent/guardian, the referring adult, and the school site
- Official placement is made after parent notification.

26. Flyer Distribution: The West Contra Costa Unified School District expects the primary focus of each school to be at all times the academic program of that school. Accordingly, it expects time at school to be devoted to teaching and learning and intends to protect this time from unnecessary disruptions. At the same time, the school district recognizes that because of its obligation to serve the community and the school district’s respect for the valuable work that external organizations contribute toward preparing young people to be successful and satisfied citizens, the district should assist those agencies in making student and parents aware of additional opportunities for growth and development. The following is an overview of the procedures for distributing/posting flyers within our district establishments. Complete information on Rules for Distribution/Posting of Flyers at Schools, can be found on the district website or obtained at 1108 Bissell Avenue, Richmond.

Each school site Principal or designee shall decide whether it wishes to distribute/post to its students **district approved** flyers submitted by external organizations. If a school elects to distribute/post flyers from

external organizations, the external organization must abide by the rules, procedures and schedules established by the site administration in accordance with the rules set forth in the Rules for Distribution/Posting of Flyers at WCCUSD Schools. If a school elects not to distribute/post flyers from external organizations, it must be consistent and fair in its consideration and comply with items (i), (j) and (k) of the District Rules for Distribution/Posting of Flyers at Schools.

27. School Resource Officers: Juvenile police officers, known as School Resource Officers (SRO), are assigned to district middle and high schools as part of a safe school planning partnership between the district and local police departments. While the SRO can follow up quickly on incidents requiring police involvement, the SRO is more often involved in discussing issues and problem solving with students, making classroom presentations, and helping with after school activities. Their presence has promoted nonviolent conflict resolution among students. The SRO has also contributed to increased school safety.

28. Lost or Damaged Personal Property: Parents are advised that the district is not responsible for any personal property of a student that is lost or stolen. Additionally, the district is not responsible for vandalism to automobiles or bicycles that are stolen or vandalized while parked on school property.

PARENT/GUARDIAN INVOLVEMENT

State Board of Education Policy #89-01

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home and in their children's education improves student achievement.

Furthermore, when parents are involved at school, their children go further, and they go to better schools.



Important facts:

1. Families provide the primary education environment.
2. Parent involvement improves student achievement.
3. Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well planned.
4. The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
5. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
6. The extent of parent involvement in a child's education is more important to student success than family income or education.
7. We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

Parent Involvement Policy: The WCCUSD recognizes that when schools and parents form strong partnerships, our children's potential for educational success improves significantly. Teachers and school administrators become more aware of parent and community expectations and may implement their suggestions regarding programs and operations. Parents learn the scope of the school's instructional program and set high expectations for their children. As a result, schools can better focus on student growth and success. Schools have the responsibility to involve parents in this partnership. Therefore, the WCCUSD supports a variety of parent-involvement programs that require schools to involve parents at all grade levels in a broad range of roles. **For more information about Parent Involvement, please contact**

the Community Engagement Department (510-307-4526).

Parent Involvement Board Policy 6020 - For Parents in Title I Schools

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

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

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

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 63 18. (20 USC 63 18)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

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

Non-Title I Schools

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

Parent Involvement District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant

to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318). The Superintendent or designee may:

- a) Invite input on the LEA plan from other district committees and school site councils through meetings and other mutually agreed upon forums.
- b) Communicate with parents/guardians through the district newsletter, website, or other methods regarding the LEA plan and the opportunity to provide input.
- c) Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan.
- d) Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

2. In order to provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318), the Superintendent or designee may:

- a) Assign person (s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues.
- b) Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities.
- c) Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies.
- d) Provide information to schools about the indicators and assessment tools that will be used to monitor progress.

3. In order to build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318), the Superintendent or designee shall: (20 USC 6318)

- a) Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- b) Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.
- c) Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
- d) Provide other such reasonable support for parent involvement activities as parents/guardians may request through the School Site Council and Board Meetings.
- e) Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

- a) Train parents/guardians to enhance the involvement of other parents/guardians.
- b) Adopt and implement model approaches to improving parent involvement.
- c) Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.
- d) Provide a master calendar of district activities and district meetings.

- e) Provide information about opportunities for parent involvement through the district, web site, or other written or electronic means.
- f) To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed.
- g) Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions.
- h) Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations.

4. The Superintendent or designee may coordinate and integrate Title I parent involvement strategies with Reading First, Early Reading First, and public preschool, and other programs (20 USC 6318).

5. In order to conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318), the Superintendent or designee shall:

- a) Ensure that the evaluation includes the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318).
- b) Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318).

6. In order to involve parents/guardians in the activities of schools served by Title I (20 USC 6318), the Superintendent or designee may:

- a) Include information about school activities in district communications to parents/guardians.
- b) To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs.
- c) Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.



The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting at a convenient time to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including

the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for school wide programs pursuant to 20 USC 6314.

4. Provide the parents/guardians of participating students all of the following:
 - a) Timely information about Title I programs.
 - b) A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - c) If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.

5. Jointly develop with the parents/guardians of participating students a school-parent contract that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This contract shall address:

- a) The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.
 - b) Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.
 - c) The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
 - Frequent reports to parents/guardians on their children's progress.
 - Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
6. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3.
7. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, including providing information and school reports required under 20 USC 6311(h) in a format and language such that parents/guardians can understand.

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318).

For more information about Parental Involvement, please contact the Community Engagement Department at (510) 307-4526.

SPECIAL EDUCATION

SPECIAL EDUCATION (EC §56000 et seq.; 20 USC §1400 et seq.): State and federal law requires that a free appropriate public education (FAPE) be offered to eligible students with disabilities ages 3 through 21 years. For information concerning student eligibility, assessment, the provision of special education and related services, parental rights and procedural safeguards, or other related matters, **please contact the District's Special Education Department at (510) 307-4630. Information is also available online at WCCUSD.net.**

CHILD FIND (34 CFR § 104.32(a); 34 CFR § 300.111; and EC §§56300, 56301): The District has a duty under both Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) to identify, locate and assess children with disabilities who are in need of regular or special education and related aids and services. If you believe that your child may be a child with a disability, you may initiate a referral for assessment by contacting the school site principal.

SPECIAL EDUCATION COMPLAINTS: Federal and state laws contain several methods for resolving issues with the District. While the law contains more formal methods of dispute resolution, the District also has less formal means of addressing your concerns, which we encourage you to use. When you have a concern about your child's education, it is important that you call or contact your child's teacher or school-site administrators to talk about your child and any problems you see. When you have a concern, this informal conversation often solves the problem and helps maintain open communication. Staff in the District's Special Education Department can also answer questions about your child's education as well as your rights and procedural safeguards. Additional resources, including how to file a formal complaint, are listed at the end of Notice of Procedural Safeguards and Parents' Rights posted on the District's website at WCCUSD.net and available from your school site principal.

Detailed information about Special Education is available in the 'Special Education Parent Rights' handbook. For more information, please contact our Special Education Department at (510) 307-4630

SECTION 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination/harassment in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. The District will promptly investigate all complaints of disability-based discrimination/harassment and take reasonable actions to stop future incidents of discrimination/harassment.

Section 504 also requires that eligible students with disabilities be provided a free and appropriate public education. For students who are not eligible for special education services, but meet the federal definition of a person with a disability under Section 504, a Section 504 Plan is developed which indicates the accommodations, supplementary aids and/or services which can be provided through the general education program. Parents or guardians will be notified in writing of

any District decisions which concern the identification, evaluation, and/or educational placement of students and their right to participate in, and/or appeal these decisions under Section 504.

For further information and/or assistance regarding Section 504, including how to obtain a copy of your parental rights and procedural safeguards under Section 504 and/or how to file a complaint, please contact (510) 307-4651.

ATTENDANCE POLICY

1. Compulsory Attendance - Compulsory attendance is mandated by the State of Education Code 48200. For admission into kindergarten, a child must have his/her 5th birthday on or before November 1 of the current year. The legal age for leaving school prior to graduation is eighteen (18) years; students cannot voluntarily quit before age eighteen (18). Full time school attendance is compulsory for California students between the ages of six (6) and sixteen (16). Minimum attendance standards require students who are at least sixteen (16) years of age, but less than eighteen (18) years of age who are not enrolled in a traditional program attend a Continuation High School or Regional Occupational Program. If students are employed, a minimum schedule program is permitted. Students sixteen (16) years of age or older or who have completed the tenth grade can be exempted from compulsory attendance by passing the California High School Proficiency Examination.

2. Truant: A student is classified as a truant upon his/her third unexcused absence or tardy in excess of thirty (30) minutes.

3. Chronic Truant: Any student who continues to be absent without a valid excuse will be considered a "chronic truant."

4. Habitual Truant: A chronic truant is deemed a habitual truant after he/she has six (6) absences without a valid excuse.

5. Board Policy 5113 (b): Indicates that medical verification may be requested by the principal and/or District Administrator for students with continued excessive absenteeism.

6. Actual Attendance: School districts do not receive funding from the State of California for pupils who are absent from school. This includes all absences, even those related to illness, medical or dental appointments, or for the purpose of attending funeral services of a member of the immediate family.

In other words, schools will receive State funding only for students who actually attend school. If you find it necessary to keep your child out of school for reasons other than illness, you are encouraged to send your child to school for at least part of the day; then your child will not be counted absent for the day and will not miss important school assignments.

You are also encouraged not to take vacations or family trips during school days. If you must keep your child out of school, please contact the school regarding a temporary "Independent Study" contract.

7. Communication: The Education Code requires parents to communicate with school by phone, email, or note as to the reason for a student's absence. Although the school district will receive no funding for all-day absences, the following are considered excused absences for the purpose of Compulsory Attendance laws (see number 1 above) and laws related to Cal Works:

(a) Illness or quarantine

- (b) Medical, dental, optometric or chiropractic appointments
- (c) Jury Duty
- (d) Funeral services for one's immediate family (one (1) day if services are in California, three (3) days if out of state)
- (e) Exclusion from school for immunization needs, up to five (5) days
- (f) Appearance in court
- (g) Observance of a holiday or ceremony for religious reasons. Religious Holidays or retreats must have prior Administration approval.
- (h) Conference in regard to employment
- (i) Conference with a lawyer
- (j) Interview for college or university
- (k) Approved extra-curricular activities, including athletics
- (l) Extenuating circumstances

Absences must be cleared within five (5) school days of the date of the absence. After five (5) school days, an un-cleared absence will be counted as unexcused. Unexcused absences include suspension or absences not verified by a parent according to the above criteria.

8. Make-Up Work: Students with excused absences may be allowed to complete all missed assignments and tests that can be reasonably provided. Upon satisfactory completion and within a reasonable time limit as determined by the teacher, the student shall receive credit.

The teacher of any class from which a student is suspended may require the suspended student to complete all assignments and tests missed during the suspension which can reasonably be provided. Upon satisfactory completion and within a reasonable time limit as determined by the teacher, the student shall be given full credit.

9. SART: The School Attendance Review Team (SART), Student Study Team (SST) or some other body at the school site reviews cases of truancy and, when necessary, refers to the District's Student Welfare and Attendance Team (SWAT).

10. SARB: A School Attendance Review Board (SARB) is composed of the District attendance administration and representatives from the community, protective services probation and local police departments. The function of this Board shall be to consider cases of persistent absenteeism and to send, if necessary, those cases that cannot be resolved on the District level to the judicial system.

11. SWAT: The Student Welfare and Attendance Team (SWAT) is a truancy reduction program operated by the West Contra Costa Unified School District in conjunction with city and county law enforcement agencies. A parent/guardian who has problems with a son/daughter not attending school may contact SWAT for assistance at 510.758.7550 ext. 2548. Individual schools may also refer students with poor attendance. SWAT also administers the School-Community Police Truant Recovery Program in conjunction with school district police and local, community police departments. Students out of school without a valid excuse may be detained and transported to the SWAT office. Parents will be called to pick up their child.

Students' Responsibilities:

- 1) Attend school daily unless a valid excuse, considered an excused absence, is presented to the school.
- 2) Present a note to school personnel verifying the absence immediately upon return to school.
- 3) Make-up homework and class assignments as requested by the teacher for excused absences. Ask the teacher if work missed during an unexcused absence may be made up.
- 4) Complete the Independent Study Contracts.

Parent/Guardians' Responsibilities:

- 1) Make certain that the student is in school unless a valid excuse prevents that student from attending. The student should not



arrive on campus earlier than fifteen (15) minutes before classes convene. (When supervision begins).

- 2) Send a note or make a personal phone call to verify an excused absence as soon as possible.
- 3) Submit a written request, whenever possible, to the Principal or designated representative at least five (5) days before a proposed acceptable absence to allow for Independent Study approval. Supervise the make-up of all homework and class assignments.
- 4) Should the student be found to be a chronic or habitual truant, attend all scheduled school meetings and hearings to correct the problem.
- 5) Absence Note: The absence note must be signed by the parent/guardian. It should contain the following:
 - Student's name and grade level
 - Days and dates of absence (for example, Monday - Tuesday September 9-10)
 - Partial day or whole day
 - Reason for absence
 - Date the note is written
 - Parent/Guardian's signature and phone number
- 6) Parents/Guardians must come to the office to sign a student into or out of school after the school day begins.

Teachers' Responsibilities:

- 1) Keep an accurate record for attendance in the standard roll book or on the District required attendance card or sheet.
- 2) Consider unverified absences as unexcused.
- 3) Notify the parent/guardian of any student who has three (3) or more unexcused absences, or has been tardy in excess of thirty (30) minutes on each of more than three (3) days in one school year. Document this notification and submit it to the principal.
- 4) Refer any student who is a chronic truant to the principal.
- 5) Give make-up work for excused absences.
- 6) Initiate and complete the Independent Study Contract procedure.

Administrators' Responsibilities:

- 1) Make a conscientious effort to notify the parent/guardian of any student who has been absent or tardy from school for three (3) days without a valid excuse.
- 2) Keep a copy of each teacher's grading system and method of informing students and parents on file in the office for reference in a conference.
- 3) Make a conscientious effort to inform parents, students, and teachers of the function of SART, SARB, and SWAT.
- 4) Maintain a comprehensive attendance file that outlines corrective measures taken to eliminate attendance problems on truant students.
- 5) Refer through the School-Attendance Review Team (SART) continuous attendance behavior problems to the District School Attendance Review Board (SARB). The SARB will then explore the resolutions to the student's truancy and explain alternatives available to the student and parent/guardian in a conference.
- 6) Supervise the implementation of this policy.

TARDY POLICY

Students' Responsibilities:

- 1) Be seated in the classroom or at the designated workstation with the necessary materials when the bell rings.
- 2) Recognize that any unexcused tardy will result in disciplinary action by the teacher.
- 3) Recognize that four (4) or more unexcused incidents of tardiness per quarter in a class will result in disciplinary action by the administration.



Parent/Guardians' Responsibilities:

- 1) Encourage promptness. Send a note to class to inform the school about the reason for the student's tardiness.
- 2) Recognize that excessive tardiness will result in disciplinary action.

Teachers' Responsibilities:

- 1) Follow the established policy
- 2) Keep an accurate record of unexcused tardiness.
- 3) Take preventive and/or corrective action, such as assigning detentions, notifying parent/guardian, etc.
- 4) Refer to the administration any student after the third unexcused tardy within a quarter.

Administrators' Responsibilities:

- 1) Take disciplinary action when a student is referred.
- 2) Provide positive incentives for students to encourage good attendance.
- 3) Supervise implementation of this policy.

School Site Responsibilities:

- 1) Develop, communicate and implement tardy procedures contained within the school-wide Discipline Plan that define student, parent, teacher and administrator responsibilities, expectations, and consequences.

OPEN ENROLLMENT DISTRICT TRANSFER POLICY AND PROCESS

Statutory Notification to Parents/Guardians on Open Enrollment Transfers

The West Contra Costa Unified School District assigns students to schools according to designated attendance areas.

Options for meeting District residency requirements for school attendance:

- Residing in the attendance area
- Residency of students in foster care
- Residency of students with guardian
- Homeless children are not subject to residency requirements. School is based on a case by case scenario.

Open Enrollment Process for New Applications

The Governing Board desires to provide open enrollment options that meet the diverse needs and interest of district students. If you wish to have your child attend a school other than the school of residence, please read the guidelines stated below and then complete the Open Enrollment Application form. **The Open Enrollment period takes place in the month of February. Please contact the transfer office at (510) 307-4535 for dates.**

The procedure for transfer application starts by completing the district's Open Enrollment Intra-district Transfer Application form and providing address verification (PG&E Bill, water bill, or garbage bill) with the name of the parent/guardian. Transfer applications may be obtained from the office of any school, the Transfer Office, or can be printed from our district webpage at wccusd.net under the Transfer Office Department page. **Open enrollment transfers are subject to space availability at the requested site.** WCCUSD anticipates that not all schools will have space for open enrollment requests. Open enrollment transfer requests will be considered according to the following priorities [BP 5116.1]:

1. **"No Child Left Behind Act of 2001"**: Students who are attending a Title I Program Improvement school (a school that has not made adequate yearly academic growth for two consecutive years as

determined by the California Department of Education) may request a transfer to a school that is **not in Program Improvement. (School of residence must be a "Program Improvement School")**

2. A student may be given priority for attendance outside his/her current attendance area when special circumstances exist that may be harmful or dangerous to that particular student. Harmful or dangerous special circumstances shall be identified pursuant to law and district administrative regulations. (Must submit documentation i.e. Police or school administrator's report)
3. **Program transfers, except for Bilingual Programs, are limited to the senior high schools.** A student may transfer to participate in a program if the course is not offered at the high school of residence. (must list specific program and attach a program description)
4. Sibling (brother or sister) transfers are considered only if they would be in attendance at the same time at the requested school. (must provide proof of sibling's current enrollment) **Having a sibling at the school requested does not guarantee that a transfer will be granted.**

Note to Kindergarten parents: In order to submit an Intra-district transfer application, residency needs to be established by registering your child at the resident school. Transfer applications will not be processed if students are not registered in the district.

Open Enrollment Selection Process

Once priority is established, a random, unbiased selection process is used to select students to fill the spaces available.

Open enrollment transfers are subject to space availability at the requested site. WCCUSD anticipates that not all schools will have space for open enrollment transfer requests. Transfer not awarded before the school year begins will remain active for the duration of that school year only; after which, re-submission of an Open Enrollment application will be required each year during the Open Enrollment period for the upcoming school year.

Students awarded an Open Enrollment Intra-district transfer must maintain the specified criteria:

1. Maintain a minimum attendance rate of 95% for each grading period.
2. Maintain appropriate school behavior as outlined in the Student Handbook and Code of Conduct.
3. Maintain a cumulative grade point average of 2.0 for each grading period (Secondary Schools).

Students awarded an open enrollment Intra-district transfer **(with the exception of NCLB transfer approvals)** will be required to submit a yearly renewal application.

The completed form should be sent directly to the Student Transfer Office: 1108 Bissell Ave., Room 108, Richmond, 94801, or FAX (510) 620-2085. The schools do not accept applications, but may provide assistance in completing the form. If you feel that you need further assistance, please feel free to contact the Transfer Office through email at transferoffice@wccusd.net

Open Enrollment Transfer Renewals

Open Enrollment Intra-district transfers require yearly renewal and are subject to **space availability**. Though not currently anticipated, students on transfer may be subject to displacement to their resident school due to excessive enrollment.

To be considered to remain on an approved Open Enrollment Intra-district transfer **(with the exception of NCLB transfer approvals)** the student **must** maintain the specified criteria:

1. Maintain a minimum attendance rate of 95% for each grading period.
2. Maintain appropriate school behavior as outlined in the Student Handbook and Code of Conduct.
3. Maintain a cumulative grade point average of 2.0 for each grading period (Secondary Schools).

School site administrators will be reviewing your student's academic and disciplinary standing to determine renewal eligibility.

Open Enrollment Appeals Process

Transfer decisions on new applications and/or renewals may be appealed by sending concerns in writing to the Transfer Office. Dates for appeals will be stated on the notifications mailed to parents. Appeals will be reviewed by the Associate Superintendent or designee.

For more information about the Open Enrollment Transfer Policy and Process, please contact the Transfer Office at (510) 307-4535 or email to Transferoffice@wccusd.net.

INTER-DISTRICT PERMIT POLICY AND DOCUMENTATION REQUIREMENTS

Inter-District Permit Information: Ed. Code 46600-4611

Although students generally must attend school in the district where their parents/guardians reside, the district may upon request, accept students from another district and may also allow students who live within the district to attend out-of-district schools.

Inter-district attendance permits may be approved for the following reasons:

1. **Employment:** Students may attend a school outside of their district of residence if at least one of the parents is employed within the boundaries of that school district. Parent must work full-time on a regular basis and no less than 30 hours per week during school hours.
2. **Childcare Needs:** a permit may be granted for child care reasons only to students in grades K-8. The student must be cared for by a child care center or by someone that lives within the request school district boundaries.
3. **Continuation:** a student may be allowed to continue attending the same school when parents/guardians have moved out of their current district and to attend until the highest grade at current school/district.
4. **Sibling (brother or sister):** a permit may be granted when a sibling would be in attendance at the same time at the requested school/district.
5. **Special Needs:** a permit may be granted when special mental or physical health needs of the student are certified by a physician, school psychologist or other appropriate certified personnel.
6. **Relocating:** a permit may be granted when the parent/guardian provides legal documentation as evidence that the family will be moving to the receiving district in the immediate future and would like the student to start the school year in that district.
7. **Program:** a permit may be granted when there is valid interest in a particular educational program not offered in any of our schools in WCCUSD. The program must be offered in the student's grade level and

be a sequential course of study up to the highest grade level at requested school. Before and after school programs and sports are not considered valid educational interest.

8. **Other:** Highly unusual personal circumstances and if not of the above reasons apply to your request.

Inter-District Permit Requirements – Parent must provide the following in person, mail, email, or fax:

NOTE: Time frame process for Inter-district permits is between 6 to 8 weeks. The district may deny a transfer due to space limitations. Incomplete applications will delay the process and will be denied. Inter-district permits must be renewed each year.

All requirements must be attached to the application at the time of submission. Additional information may be requested. Please attach the following to your application:

- ◆ **Verification of address, utility bill (PG&E, water or garbage bill only) under parent’s name and no older than 45 days.**
- ◆ **Based on the reason of your request, please submit all required documentation.**

1. **Work Related:** Complete Verification of Employment form or provide a letter from employer on company’s letterhead stating specific days and hours of employment, i.e. M-F, 7:00-3:00 p.m., and a copy of the most current paycheck stub. If self- employed provide tax form, valid business license and utility Bill (at least two of these).

2. **Child Care - Grades K-8:** Complete verification of childcare and provide a copy of childcare’s address verification, i.e. childcare license, most current utility bill (PG&E, water or garbage) with provider’s name and address.

3. **Continuing:** Provide a proof of enrollment from current school/district, i.e. copy of most recent report card, district letter requesting renewal or letter from current school.

4. **Sibling:** Provide sibling’s last report card and list sibling’s name and school of attendance, and grade on form.

5. **Special Needs:** provide a letter or recommendation from a certified physician, school psychologist, or other appropriate certified personnel.

6. **Relocating:** If you are relocating to the requested district, you need to prove legal documentation as evidence i.e. rental agreement, lease, or escrow documents.

7. **Program:** Specify name of program on the form and attach a description of program from the school catalog or website. Description must include school or district’s logo and show that program is sequential.

8. **Other:** Provide a written statement along with any supporting documentation that may better help make a decision on your request.

For more information about the Inter-District Permit Policy and Documentation Requirements, please contact the Transfer Office at (510) 307-4535 or email to Transferoffice@wccusd.net.

CLASSWORK POLICY



Students’ Responsibilities:

- 1) Attend class regularly.
- 2) Respect the rights of other students to learn by not being disruptive.
- 3) Bring to class all of the materials required and be prepared to participate in the daily lessons.
- 4) Seek assistance from the teacher when having difficulty understanding the class work.

Parent/Guardians’ Responsibilities:

- 1) Be aware of the student’s progress in class.
- 2) Contact the school for a conference with the counselor and/or teacher(s) regarding any questions about the curriculum or the student’s progress.
- 3) Contact the counselor for a “Special Report” on the student’s progress when concerned that the student is not achieving.
- 4) Attend Back-to-School Night in the fall to learn about the course outline (syllabus), class procedures and expectations, and Open House in the spring, where student work is displayed.
- 5) Be aware that Progress Reports are issued in mid October, early January, mid March, and mid May by teachers to students who may fail. Inquire to see if the student received a report.
- 6) Review the report cards that are issued at the end of each quarter/trimester in November, February, April, and June:
 - Elementary: 3 Trimesters
 - Secondary: 4 Quarters

Teachers’ Responsibilities:

- 1) Provide an orderly learning environment.
- 2) Select class work assignments that are appropriate, challenging, and meaningful to the student’s educational development. Maintain written lessons plans that will be provided to the substitute teacher to assure continuity of instruction.
- 3) Develop a syllabus outlining the expected topics to be covered. Provide major written assignments and grading criteria based on Mastery of Content Standards.
- 4) Explain course requirements and the way these requirements will be evaluated to students and to parents at Back to School Night.
- 5) Explain the class work and due dates.
- 6) Make appropriate comments and marks on assignments and return them in a timely manner to students or communicate achievement level to student.
- 7) Keep a record of assignments and marks for the entire school year for each student. At the end of the school year, all records are to be handed in to the school Business Office.
- 8) Provide assistance to students who have not mastered the content of the material adequately.
- 9) For each class maintain seating charts and daily lesson plans in sufficient detail so that a substitute teacher can maintain continuity of instruction.
- 10) Respond to requests for assignments missed because of absence and establish a due date for return of the make up work.
- 11) Respond to a parent’s concerns regarding the student’s progress.

Administrators’ Responsibilities:

- 1) Supervise implementation of this policy.
- 2) Assist teachers in providing an orderly learning environment.
- 3) Monitor teacher records including grade sheets, progress reports, seating charts and lesson plans.

HOMEWORK POLICY

Purpose, Frequency and Length of Homework Assignments:

Homework extends learning in the classroom. Students will receive homework a minimum of four (4) nights a week in the four (4) core subjects. Team teachers will coordinate the amount of work assigned. In addition, all students are expected to engage in a reading activity apart from homework assignments.

Students’ Responsibilities:

- 1) Be aware of the homework assignment and the due date.
- 2) Complete the assignment neatly and by the date due.
- 3) Seek assistance from the teacher when having difficulty completing the assignment.

Parent/Guardians’ Responsibilities:

- 1) Establish a time and a quiet place to study.
- 2) Be aware of student’s homework and progress.
- 3) Insist that homework assignments be completed neatly, on time, and returned the following school day.
- 4) Assist the student if he/she needs help. Check to see if the student has library or classroom library book to read when homework is completed.
- 5) Urge that the child seek assistance from the teacher when needed.
- 6) Contact the school for a conference when homework problems persist.
- 7) Contact the teacher to request assignments in the event of a prolonged illness and insist that these assignments be completed.
- 8) Encourage reading for enjoyment on a daily basis. Daily family reading time is a predictor of academic success.

Teachers’ Responsibilities:

- 1) Select homework assignments that are appropriate, challenging and meaningful to the student.
- 2) Explain the assignment and the due date.
- 3) Assign work that the student can complete independently or with parent support.
- 4) Acknowledge the homework by collecting it, reviewing it in class, and/or keeping a record of work completed.
- 5) Supervise homework correction if done by students in class.
- 6) Return homework in a reasonable amount of time giving appropriate feedback and/or marks.
- 7) Communicate homework procedures to parents early in the year.

Administrators’ Responsibilities:

- 1) Supervise implementation of this policy.
- 2) Provide information about the school’s Homework Policy to parents and teachers if it elaborates on the district’s homework policy.

STUDENT USE OF TECHNOLOGY

**BP 6163.4
Student Use Of Technology**

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

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, as well as consequences for unauthorized use and/or unlawful activities.

On-Line Services/Internet Access

The Superintendent or designee shall provide age-appropriate instruction

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

The Board desires to protect students from access to inappropriate matter on the Internet or other on-line services. The Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet. He/she also shall establish regulations to address the safety and security of students and student information when using electronic mail, chat rooms, and other forms of direct electronic communication.

Staff shall supervise students while they are using on-line services and may ask teacher aides and student aides to assist in this supervision.



Before using the district's on-line resources, each student and his/her parent/guardian shall sign and return an Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

In order to help ensure that the district adapts to changing technologies and circumstances, the Superintendent or designee shall regularly review this policy, the accompanying administrative regulation, and other relevant procedures. He/she shall also monitor the district's filtering software to help ensure its effectiveness.

- Legal Reference:
- EDUCATION CODE
 - 51006 Computer education and resources
 - 51007 Programs to strengthen technological skills
 - 51870-51874 Education technology
 - 60044 Prohibited instructional materials
 - PENAL CODE
 - 313 Harmful matter
 - 502 Computer crimes, remedies
 - 632 Eavesdropping on or recording confidential communications
 - 653.2 Electronic communication devices, threats to safety
 - UNITED STATES CODE, TITLE 15
 - 6501-6506 Children's Online Privacy Protection Act
 - UNITED STATES CODE, TITLE 20
 - 6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:
 - 6777 Internet safety
 - UNITED STATES CODE, TITLE 47
 - 254 Universal service discounts (E-rate)
 - CODE OF FEDERAL REGULATIONS, TITLE 16
 - 312.1-312.12 Children's Online Privacy Protection Act
 - CODE OF FEDERAL REGULATIONS, TITLE 47
 - 54.520 Internet safety policy and technology protection measures, E-rate discounts
 - Management Resources:
 - CSBA PUBLICATIONS
 - Cyber bullying: Policy Considerations for Boards, Policy Brief, July 2007
 - FEDERAL TRADE COMMISSION PUBLICATIONS
 - How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000
 - MY SPACE.COM PUBLICATIONS
 - The Official School Administrator's Guide to Understanding My space

and Resolving Social Networking Issues

WEB SITES

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

American Library Association: <http://www.ala.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>

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

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

Federal Communications Commission: <http://www.fcc.gov>

Federal Trade Commission, Children's Online Privacy Protection: <http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>

U.S. Department of Education: <http://www.ed.gov>

Web Wise Kids: <http://www.webwisekids.org>

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

adopted: June 6, 2007 Richmond, California

revised: May 23, 2012

We are very pleased to bring a wide range of technologies to students, staff and faculty at WCCUSD. The internet and computers on our network are used to support the educational objectives of WCCUSD. Use of these technologies is a privilege and is subject to a variety of terms and conditions WCCUSD retains the right to change such terms and conditions at any time.

1. **Communication:** use language that is pertinent and appropriate when submitting academic work, participating in online forums and working collaboratively. Be thoughtful and mindful about the language you use when posting online or sending messages to someone else. Be mindful of how my words are interpreted by others. Do not use profanity or any language that is offensive to anyone.
2. **Privacy:** be aware of privacy settings on websites to which you subscribe. Understand that anything you do online or electronically is not private and can be monitored. Do not share any personal information about yourself, your family or faculty. This includes passwords, home addresses, phone numbers, ages, and birth date.
3. **Honesty and Safety:** Do not engage in behavior that puts you or others at risk. Represent yourself honestly. This includes accessing the network using an account other than your own. Seek help if you feel unsafe, bullied or witness unkind behavior. Only communicate with people you know. Follow safety guidelines posted by sites to which you subscribe to.
4. **Learning:** Have a positive attitude and be willing to explore different technologies. Evaluate the validity of information presented online and understand that not everything online is true. Agree to document and properly cite all information acquired through online sources including but not limited to images, videos and music.
5. **Respect for self and others:** Do not upload or publish personal information, private communications or photos of other people without permission. Respond thoughtfully to the opinions, ideas and values of others. Do not send or share mean or inappropriate emails or texts.
6. **Respect for school and personal property:** take care of all equipment on campus. Report misuse and/or inappropriate content to your teachers and adults. Use the computers on campus for school related purposes only.

Possession of Cell Phones, Smart Phones, Tablets, and Other Mobile Communications Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to



be essential for the student's health. The use of which is limited to health-related purposes. [Ed. Code 48901.5]

During an emergency declared by the school, students may use their cell phones at the discretion of staff to contact parents/guardians.

The Superintendent or designee shall develop a comprehensive plan to regulate and restrict the use of electronic signaling devices that includes involvement of parents/guardians, with the coordination between staff and parents/guardians. A progressive consequence procedure will be established. The Superintendent or designee shall clearly communicate to all students, staff and parents/guardians the district's policies, regulations and school rules related to the use of electronic signaling devices on school campuses during school hours. This policy shall be disseminated through the Student Handbook, Parent Rights Handbook, district's website, and every school's main office. The Board expects staff to conduct themselves in accordance with the district's policy related to use of electronic signaling devices. Staff should help students see themselves as responsible partners in efforts to maintain a safe and positive learning environment.

Legal References:

EDUCATION CODE

48901.5 Governing board policy on cellular phones and other electronic signaling devices.

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900 – 48925 Suspension or expulsion

48908 Duties of students

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

ADMINISTRATIVE CODE, TITLE 5

300 – 307 Duties of students

UNITED STATE CODE, TITLE 42

2000h 2000h6 Title IX, 1972 Education Act Amendments

SCHOOL SAFETY AND CODE OF CONDUCT

Safe schools are priority ONE for the District. The Board of Trustees has identified three (3) steps to make our schools safer:

1. Required Wearing of Lanyards (For Secondary Students Only)

All students and staff at each secondary school are required to wear and display an identification badge attached to a lanyard. (A lanyard is a light, cloth material worn about the neck, allowing the student's identification card to be seen at a distance.) The cards will show the student's picture, school name, student's class, school colors and logo. Students will be given the initial badge and lanyard, but will be responsible for replacements. The card has multiple uses including: checking out text and library books, serving as a student body card, and student identification on campus. Student body ID pictures will be taken at each school's "walk-through" day in August. The lanyard and ID badge is MANDATORY, must be worn by each student in order to receive his or her class schedule, and MUST be displayed at all times while on campus.

2. Parent/Guardian Participation on Campus

As another component of our focus on safety, we are inviting parents/guardians to participate at your student's campus. We need parents/guardians to be visible on each of our school campuses. Parents can be very helpful as a "presence" on campus. Please see your school administrator to sign up as a volunteer.

3. Code of Conduct

Parents/Guardians and Students: Please read the following Code of Conduct. A signed copy of the Code of Conduct, indicating that you have read the document and understand your rights and responsibilities must be returned to school on your registration day. For secondary students, it will be required in order for a student to receive his or her ID badge and lanyard.

Code of Conduct [Reference BP5131]

It is the mission of West Contra Costa Unified School District, in partnership with staff, parents, students, and the community, to provide a quality educational program for all students. We strive to help students develop the knowledge, skills, abilities, and values they need to flourish and reach their full potential.

4. Consequences

Without a safe and orderly learning environment, it is difficult if not impossible, to offer a positive climate for productivity and success. When determining the consequence, the following circumstances should be taken into consideration:

1. Age and/or grade level of student.
2. Frequency of misconduct.
3. Seriousness of particular misconduct.
4. Attitude of student.
5. Student records.
6. Any other relevant factors including, for example, disabled students who are working under an Individualized Educational Program (IEP).

5. Strategies for Improving Behavior

Discipline is training that enables children to make appropriate choices in a climate of warmth and support. It is proof that we care. When children make good choices, positive consequences occur. It is as important to acknowledge good behavior as it is to punish misbehavior. Positive guidance and support must come from both the school and the home. Some possible strategies for encouraging positive student behavior are:

School Environment:

1. Grant rewards.
2. Give recognition
3. Award certificates.
4. Assign school responsibilities such as clerk, flag monitor, messenger, cafeteria helper, library aide.
5. Assign classroom responsibilities.
6. Conduct positive student conference.
7. Send positive notes to parents.
8. Refer to the school administrator for recognition.
9. Provide opportunities for student input in planning school and classroom rules.
10. Provide instruction in problem-solving techniques.
11. Define school and classroom rules clearly and enforce them fairly and consistently.
12. Use behavior contracts.
13. Present citizenship awards.

We have two purposes in establishing a district discipline plan: (1) to promote learning and growth for students as they develop self-discipline; and (2) to provide a caring and respectful environment for all. Only in such an environment can our children become responsible young adults of the future.

To achieve these goals, students must understand their rights and adhere to their responsibilities.

Student Rights:

- To be safe. We need to guarantee that students have the best

environment conducive to learning.

- To be respected and treated with compassion, courtesy, and dignity regardless of race/ethnic background, gender, age, national origin, religion, physical/mental disability, sexual orientation, family structure, political beliefs, physical appearance, or financial status.
- To hear and be heard. To express opinions, ideas, and feelings without infringing on the rights of others. Communication is essential to support learning, teaching, working and participating.
- To have their property respected.
- To have privacy.
- To be informed about what is expected of them.
- To have fun and enjoy their school years.

Student Responsibilities:

- To take advantage of the academic opportunities offered and to strive for high achievement.
- To follow district and school rules and to demonstrate knowledge of all student rights and responsibilities delineated in this and related school documents. If a rule or policy is unclear, request a faculty member to explain its meaning.
- To attend school regularly and be in class in your seat or assigned station with materials out, and ready to work when the tardy bell rings.
- To be considerate, respectful, and non-disruptive in classrooms, hallways, study areas, libraries, cafeterias, and on public transportation.
- To abide by the authority of teachers, administrators, and classified employees who have student supervisory assignments with respect to student behavior during school activities.
- To respect private, school, and district property, i.e. no littering, no graffiti, no stealing, no extortion, etc.
- To refrain from using electronic devices including CD players, cell phones, games, etc., at school, except before and after school and during lunch. To comply with the WCCUSD rule that the use of electronic equipment during class time and passing times is strictly prohibited.
- To stay off other school campuses, other than your own, unless you have explicit written permission from your principal or your principal's designee.
- To abide by the school uniform/dress policy of your school site.
- To understand and accept that the following are not tolerated on any campus:
 - * Harassment of students or staff, including bullying, intimidation, so-called "cyber bullying," hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.

Cyber bullying includes posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendship.

- * Sexual harassment of any individual;
- * Committing an obscene act or engaging in profanity or vulgarity;
- * Alcohol, tobacco, and other drugs;
- * Weapons or other dangerous items;
- * Fighting, as well as encouraging or instigating a disruption or fight; spreading harmful rumors or falsehoods that result in a student conflict; leaving class or campus to watch a disruption; or refusing to respond to requests to leave the

scene of a conflict.

- (For Secondary Students) To wear safety ID's around the neck, visible at all times, while on campus, and to refrain from altering the safety ID's and lanyards. To dress according to the dress code defined in the school planner. This means no garments exposing the torso; no strapless tube tops; no vests without shirts; no short shorts; no garments with obscene or inappropriate words or pictures; no hats or other head coverings; no gang affiliated or related clothing; no see-through blouses or shirts; no low cut dresses; no sunglasses in class unless prescribed, etc.

Parent/Guardian Responsibilities:

- To read, understand and follow District and school rules and regulations.
- To support all students in reaching their full potential by making sure they are in school daily and completing all required homework on time.
- To ensure that students understand their rights and their responsibilities.
- To help school promote the basic values listed above, and to provide the students with what they need to succeed.
- To work with District and school staff to modify and correct inappropriate student behavior.
- To respond to District and school staff in a manner that shows individual respect.
- To protect and nurture all students demonstrating the true meaning of community spirit.

Teachers' Responsibilities:

- To support and enforce all school rules and regulations fairly within classrooms, halls and campus.
- To communicate with and respond to students and parents in a manner that shows individual respect.
- To suggest conferences with parents, counselors, and administrators concerning students with serious behavioral problems.
- To report to the principal, assistant principal, or counselor all serious or willful acts of misconduct by students and other individuals.
- If desired, give detentions for tardiness, class cutting, or minor behavior infractions or institute other appropriate consequences for these kinds of behaviors.

Administrators' Responsibilities:

- To inform teachers, based on Education Code Section 49079, of each pupil who has engaged in any of the acts described in any of the subdivisions, except subdivision (h), of Education Code Section 48900, or in Section 48900.2, 48900.3, 48900.4, or 48900.7. Administration shall provide the information to teachers based upon any records that the district maintains in its ordinary course of business or receives from a law enforcement agency.
- To communicate with and respond to students and parents in a fashion that shows individual respect.
- To issue detentions for those students who demonstrate unacceptable behavior and who fail to honor this policy.
- To give suspensions from one (1) to five (5) days to students when other means of correction fail to bring about good conduct or when the action of that student presents a danger to persons or property or threatens to disrupt the educational process.
- To monitor at-risk students with ten (10) or more days of suspension, and keep parents informed about corrective actions being instituted to assist students to improve behavior.
- To recommend expulsion to the assistant superintendent for conduct violations listed in Education Code Section 48900, when other means of correction are not feasible or have failed to bring about proper conduct, or when the presence of the student causes a continuing

danger to the physical safety of the student or others.

School Site Responsibilities:

- To develop, communicate and implement discipline procedures contained in the school-wide discipline plans consistent with California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and 48915.

Community Responsibilities:

- On a limited basis, the community police may cooperate with the West Contra Costa Unified School District administration in the investigation of incidents where the law may have been violated.

Students who do not fulfill the responsibilities listed above may be subject to disciplinary action.

DISCIPLINARY POLICY

The District's student discipline processes are in strict compliance with Education Code Sections 48900 through 48918.6.

The WCCUSD may implement disciplinary action, including suspension or expulsion, for the following conduct:

- A. Caused, attempted to cause, or threatened to cause physical injury to another person. [Ed. Code § 48900(a)(1)]
- B. Willfully used force or violence upon the person of another, except in self-defense. [Ed. Code § 48900(a)(2)]
- C. 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 obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the principal's designee. [Ed. Code § 48900(b)]

Note: "Firearm" means any device designed to be used as a weapon from which is expelled through a barrel a projectile by the force of any explosion or other form of combustion.

"Knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a longer blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. [Ed. Code § 48915(g).]

- D. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind. [Ed. Code § 48900(c)]
- E. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. [Ed. Code § 48900 (d)]
- F. Committed or attempted to commit robbery or extortion. [Ed. Code § 48900(e)]
- G. Caused or attempted to cause damage to school property or private property. [Ed. Code § 48900(f)]
- H. Stole or attempted to steal school property or private property. [Ed. Code § 48900(g)]
- I. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use by

a student of his or her own prescription products. [Ed. Code § 48900 (h)]

- J. Committed an obscene act or engaged in habitual profanity or vulgarity. [Ed. Code § 48900(i)]
- K. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia. [Ed. Code § 48900 (j)]
- L. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teacher, administrators, school officials, or other school personnel engaged in the performance of their duties. [Ed. Code § 48900(k)]
- M. Knowingly received stolen school property or private property. [Ed. Code § 48900(l)]
- N. Possessed an imitation firearm, which is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that it is a firearm. [Ed. Code § 48900(m)]
- O. Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code Section 243.4. [Ed. Code § 48900(n)]
- P. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. [Ed. Code § 48900(o)]
- Q. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA. [Ed. Code § 48900(p)]
- R. Engaged in, or attempted to engage in, hazing as defined in Education Code section 32050. [Ed. Code § 48900(q)]

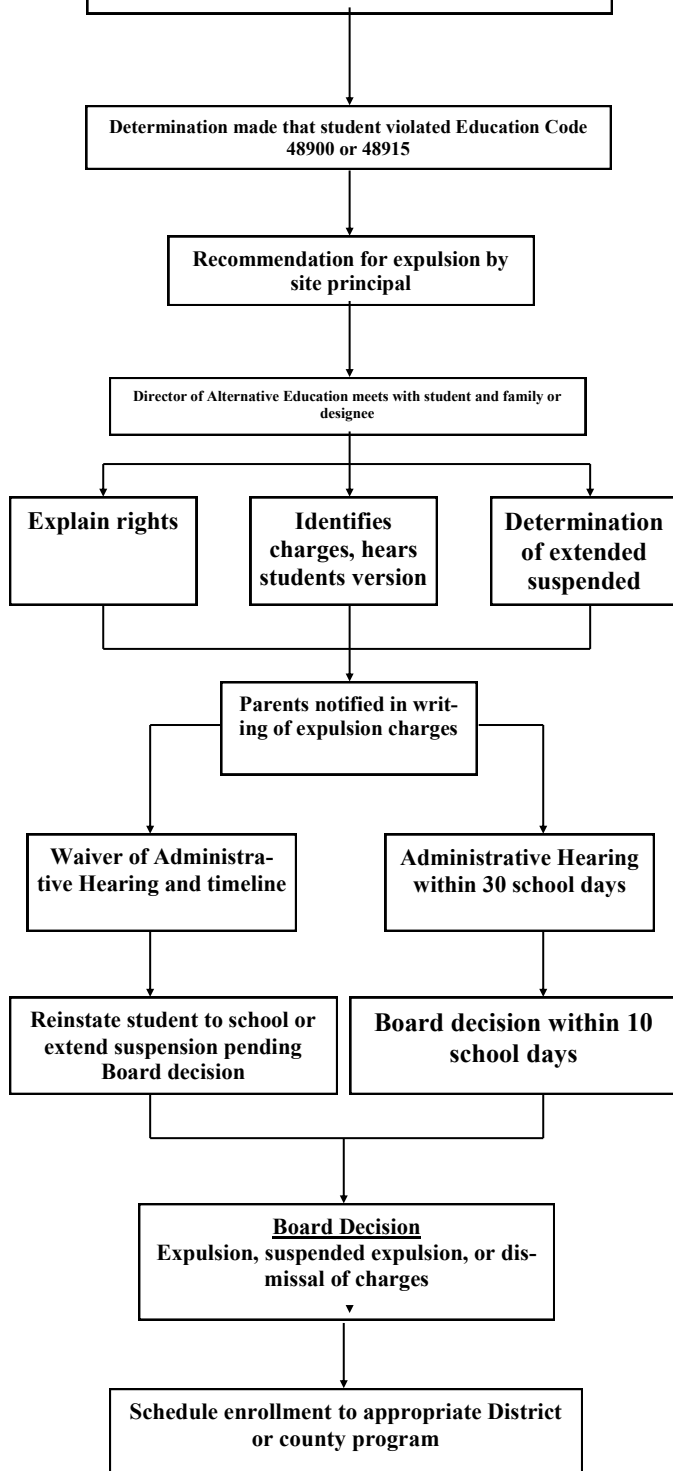
Note: Hazing includes any method of initiation or pre-initiation into a Student organization or Student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any Student, or other person attending any school. [Ed. Code § 48900(q)]

- S. Aids or abets, as defined in Penal Code section 31, the infliction or attempted infliction of physical injury to another person. For this offense, a Student may be suspended, but not expelled, except that a Student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to Education Code section 48900(a). [Ed Code § 48900(s)]
- T. Committed sexual harassment as defined in Education Code section 212.5 (grades 4-12 only). [Ed Code § 48900.2]
- U. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code section 33032.5 (grades 4-12 only). [Ed. Code § 48900.3]
- V. Intentional harassment, threat or intimidation of a student, or group of students, in a way that materially disrupts class work, creates substantial disorder, and invades the rights of that student or group of students by creating an intimidating or hostile educational environment. [Ed. Code § 48900.4]
- W. Making a terrorist threat against school officials or school property, or both. Terrorist threats include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1000, 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. The threat must be so unequivocal, unconditional, immediate and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or

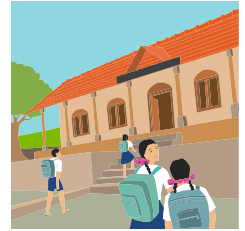
her immediate family. [Ed. Code § 48900.7]

Students and their parents/guardians should refer to Board Policies 5144 and 5144.1 and Administrative Regulations 5144, 5144.1 and 5144.2 for a comprehensive review of the District's practices and procedures regarding student discipline

Expulsion Process



DRESS AND UNIFORM POLICY



The Board of Education has determined that certain gangs (also known as criminal gangs or street gangs) are operating in and around schools within the West Contra Costa Unified School District. In light of this fact, the governing board has also determined that the wearing of gang-related clothing on school premises or during school-sponsored activities threatens the health and safety of the students and impairs the school environment accordingly. Students may not wear, possess, use, distribute, or display any clothing, color, jewelry, emblem, badge, symbol, colored bandana, or sash which represents or associates membership or affiliation with any gang or promotes gang-related activity. Clothing which has been deemed through collaboration between West Contra Costa Unified School District and the local law enforcement or other experts to be gang-related is prohibited. The Richmond Police Department has notified us of the presence of the following gangs within Contra Costa County: Hot Boyz, One-ways, Mainline, Bay Boyz, VSP – Vadio San Pablo, MOB, SWAG Team, Central North Richmond, and FAM or any reasonable derivations of those identified groups (i.e. derivations that use portions of those names or initials); hair nets, bandanas, doo-rags, or shower caps; t-shirts with creased sleeves, or creased down the center, and pants with split cuffs.

Because gang-related apparel changes frequently, the District and its school sites may change this list, and will provide notice by updating their websites and posting the changes in the school site offices.

Specific clothing or hats determined to be gang-related or otherwise inappropriate/associates under Board Policy and this regulation are prohibited. Each school site may provide parents with a site-specific hat policy that may be more restrictive than the items listed within this regulation, and prohibited headgear will be specified. These restrictions are subject to periodic review. Upon consultation with local law enforcement agencies, or other experts, additional rules that restrict gang-associated dress may be instituted by the school principal at any time with notice to students and parents.

WCCUSD historically has had a policy that allows school sites to adopt a school uniform policy at the school site in accordance with State laws concerning such adoptions. Under this policy, some schools have already adopted uniforms.

Many parents and community members have urged the District to adopt a district wide uniform policy as a means of countering the influence of gangs, minimizing disruption and improving the learning environment. After researching such policies in other districts, the WCCUSD Board of Education has found that use of school uniforms enhances school safety, improves the learning environment, reduces ethnic and racial tensions, bridges socioeconomic differences between children, promotes good behavior, improves children’s self-respect and self-esteem, and produces cost savings for participating families. Accordingly, the Board of Education has decided to spread the benefits of the programs throughout the District by adopting a district-wide uniform policy in accordance with the Education Code of the State of California. This policy was adopted on April 5, 2006.

Commencement of the Uniform Policy:

The uniform policy took effect October 9, 2006. All WCCUSD Elementary and Middle Schools have implemented a site uniform policy within the parameters set forth in the Board adopted district wide uniform policy. **For the 2015 – 2016 school year, the uniform policy shall be in place as of the first day of school.**

Specific School Uniforms:

A list of the specific uniforms for each school may be found on the District web site. In addition, this information can be found by calling the school in question. Students are required to wear the school uniform unless they have received a 'Uniform Waiver' from the policy as outlined below.

Information Dissemination:

1. District and school support staff shall adequately communicate to parents information common to all school sites, including general guidelines for enforcement of the uniform policy.
2. District administrators will collaborate with school committees and administration to facilitate a clear understanding of the policy at the school site level, assist in the implementation of the policy, clarify procedures and provide financial assistance programs (see Section V below).
3. This information shall be communicated by one or more of the following: District newsletters; mailings to parents, District website, school newsletters; parent forums; telephonic notification or a telephone hotline; PTA meetings and newsletters; parent advisory meetings; television, radio, and/or newspaper announcements; posters displayed at school and in the community; registration materials.
4. Each school site, under the direction of site administration, shall adequately communicate to parents information specific to that school site, including description of the required site uniform, guidelines for enforcement of the uniform policy, waiver policy and financial assistance guidelines. District administrators will provide schools with template and other support materials to facilitate this communication. District administration will also work with schools to facilitate implementation of financial assistance.

Financial Support Considerations:

1. No student shall be denied attendance to school, penalized, or otherwise subject to compliance measures for failing to wear a uniform due to financial hardship.
2. Families needing financial assistance can apply for aid at the school site level using processes developed by the district.
3. Information and guidelines for providing financial assistance will be provided to all school administrators.
4. The District shall designate a central administrator to coordinate efforts and information regarding the availability and sources of financial assistance.
5. The District shall compile and maintain a list of community agencies, uniform retailers, organizations and individuals willing to assist families in need. The District shall also create procedures to link identified uniform resources with participating schools.
6. Prior to the commencement of the uniform policy the district shall:
 - a. Develop a procedure and criteria to identify families in need of financial assistance;
 - b. Determine the form and type of financial assistance that will be offered;
 - c. Designate a specific staff member to assist those families in need of assistance;
 - d. Collaborate with business and community agency partners to identify resources for assisting families;
 - e. Prepare a flyer that:
 - Describes in detail the default uniform and lists the range of costs for each competitively priced item of clothing as provided by a variety of vendors.
 - States that in cases of severe financial hardship, parents may contact the designated district office by phone, mail or in person to request assistance.
 - f. This information is available at each school site

Uniform Waiver Process: Parents/Guardians should be aware that the required uniform policy is effective the first day of school. Parents/Guardians may request a 'Uniform Waiver' from the district wide uniform policy requirements. To do so they follow these steps:

1. Obtain a Waiver Request form from your local school or by downloading the form from our district website.
2. Complete the Waiver Request form and return it to the principal of the school where the student is enrolled.
3. Attend a waiver-processing meeting with the principal of the school where the request is filed. These meetings will be held at the school where the waiver request is filed. In cases of hardship, the District will make a reasonable effort to schedule a phone conference or home visit. If you have children covered by this waiver request attending other WCCUSD schools, the uniform program will send the other schools copies of the signed waiver form and acknowledgment of your review and understanding of the dress code.

A school administrator will contact the parent/guardian to schedule a meeting to process the waiver request. A meeting will be scheduled within ten (10) school days of receiving the request for waiver.

If the parent fails to attend the scheduled meeting, they will be contacted and the meeting will be rescheduled. A second failure to attend a meeting will constitute a withdrawal of the waiver request. If a parent contacts the school to reschedule a meeting before the date of the meeting, this will not constitute a failure to attend. Meetings may be rescheduled twice.

Elementary and Middle/High School Dress Code: All elementary and middle/high school students must still follow the Board adopted dress code even if the students have received a waiver under the uniform policy. The dress code is as follows:

Students must dress appropriately at all times. Inappropriate dress is defined as any attire that causes a disruption, or a safety concern on campus. Clothing must be clean, neat and appropriate to an educational setting. Shoes must be worn for safety. The following items are not appropriate:

- Garments where the torso is exposed.
- Strapless and sleeveless tops-Shirts or blouses must have sleeves that cover the shoulders.
- Vests without shirts.
- Short shorts or short skirts. Shorts and skirts must be no shorter than the tips of fingers when arms are held at the person's sides.
- Clothing or buttons that have obscene or other inappropriate words or pictures, swear words, sexually suggestive statements or display prohibited substances.
- Hats, other hair covering or hair curlers worn inside of the school building, unless such items are a cultural or religious requirement.
- See-through blouses, low cut shirts or dresses.
- Clothing worn in a manner that exposes the student's underwear.
- Pants must be worn at the natural waist level. The inseams of pants may not be longer than the heels of the person's shoes. (Pants may not be worn "sag or drag")
- Gang affiliated or related clothing and paraphernalia. Wearing of gang colors or other paraphernalia will result in immediate referral to the office.

Please note that school faculties, in conjunction with the site administration and School Site Councils, may establish additional dress regulations that are within the guidelines specified in the California Education Code.

Students' and Parent/Guardians' Responsibilities:

1. Be aware of what clothing is considered appropriate and inappropriate.
2. Abide by the dress policy.

Teachers’ Responsibilities:

1. Be aware of what clothing is considered appropriate and inappropriate and contact the parent and site administrator if the student is wearing inappropriate clothes.
2. If necessary, refer the student to the appropriate counselor, assistant principal or principal for action if a conference with the student and parent contact does not yield sufficient results.
3. Be aware of and enforce the requirement for identification lanyards at middle and high school.

Administrators’ Responsibilities:

1. Supervise implementation of this policy.
2. Notify the student and the parent of the action that may occur if the student wears inappropriate dress:
 - 1st Infraction: Contact the parent and allow the pupil to change the inappropriate dress.
 - 2nd Infraction: Parent contact and student detention.
 - 3rd Infraction: Parent contact and student detention warning of possible student suspension for defying District policy.
 - 4th Infraction: Parent conference-suspension. At this time it must be determined if the parent is not supporting the policy. If this is the case, the parent will be asked to complete the waiver process. If the parent is in support, but the student is non-compliant, a plan for compliance will be developed in conjunction with the parent.

NOTE: Individual schools may offer further financial assistance options.

Secondary Mandatory Lanyard Policy: WCCUSD has implemented the use of identification lanyards at all secondary schools. This policy was in place at high schools during the 2005-2006 school year and began in the middle schools in the 2006 – 2007 school year. Wearing identification lanyards has proved to be advantageous to the safety of our secondary campuses. **In accordance with the immediate action steps, as defined by the Board of Education, the lanyards are to be worn and displayed at all times by all staff and students at WCCUSD secondary schools.**

A lanyard is a lightweight loop of cloth material worn around the neck that allows the identification card to be clearly seen from a distance. The cards will display the student’s picture, school name, student’s class (i.e. sophomore), school colors and logo. Students will be given the initial badge and lanyard but will be responsible for replacements.

The card has multiple uses including serving as a student body card, identification card and for checking out text and library books. Student body ID pictures will be taken at each school’s “walk-through” day in August. The lanyard and ID badge is **MANDATORY** and must be worn by the student in order to receive his/her class schedule and **MUST** be displayed at all times while on campus.

The following discipline plan is followed at all secondary schools for students not displaying their lanyard and identification badge.

- First Time: Assist. Principal, Teacher Aides, Volunteers call home
- Second Time: Detention
- Third Time: In-School Suspension

The school sites are encouraged to use positive reinforcement such as those listed below to help students adhere to this new, parent sponsored safety policy.

- Keep complete data and consistent enforcement of policies at all schools.

- Keep a fresh approach to monitoring – do some kind of weekly check at random times.
- Provide incentives and rewards for the classrooms with high/complete compliance with new policy.

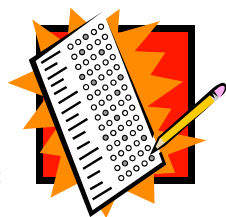
It has been determined that all students should be provided with the initial lanyard and identification badge. This will be provided at no cost to the student. If the lanyard or the identification badge needs to be replaced however, it will be the responsibility of the student or parent/guardian to incur the cost of the replacement. The costs transferred to the student should be as follows:

- \$2.00 for lanyard replacement only.
- \$3.00 for identification badge replacement only.
- \$5.00 for replacement of both lanyard and identification badge.

Again, this policy has greatly improved the safety and security of our campuses. We must be consistent in our implementation and enforcement of this policy.

TESTING AND ASSESSMENT

STATE MANDATED AND OTHER ASSESSMENTS



California Assessment of Student Performance and Progress (CASPP): The primary purpose of the CAASPP assessment system is to assist teachers, administrators, and pupils and their parents / guardians by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. The CAASPP replaced the STAR program in 2014. The assessments that comprise the 2015 CAASPP administration are a mix of online and paper-pencil assessments:

Smarter Balanced English language arts/literacy (ELA) and mathematics - In California, all students in grades 3 through 8 and 11 will participate in the Smarter Balanced tests, which include both ELA and mathematics content areas. These tests will be administered online in the spring of 2016. Scores from these tests will be used for the California State University Early Assessment Program (CSU EAP).

California Alternative Assessment (CAA) for Science – given in English-language arts and mathematics, CAA tests are individually administered to students in grades 3 through 8 and 11 who have significant cognitive disabilities. These tests will be administered online in the spring of 2016.

California Standards Tests (CSTs) for Science - administered to students in grades 5, 8, and 10.

California Modified Assessment (CMA) - administered to students in grades 5, 8, and 10 who have an individualized education program (IEP). Assignment of the CMA is made in the student’s IEP only; a student’s Section 504 plan is not to be used to assign a student to take the CMA (although accommodations may be named in the Section 504 plan or in the IEP).

California Alternate Performance Assessment (CAPA) for Science - individually administered performance assessments for students in grades 5, 8, and 10 who have significant cognitive disabilities and who are unable to take either the CSTs even with accommodations or modifications or the CMA with accommodations.

Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) - multiple-choice tests that allow Spanish-speaking English learners in grades 2 through 11 to demonstrate their knowledge of the California content standards by taking a reading/language arts (RLA)

assessment in their primary language. STS items are developed by biliterate, bilingual California educators and test developers.

California State University Early Assessment Program (CSU-EAP): The CSU-EAP is a voluntary program for grade 11 students who are interested in an early evaluation of their readiness for college-level work. The scores from the Smarter Balanced ELA and Math will be used to meet the requirements for the CSU-EAP. For more information, please visit the Educational Testing Service (ETS) website: <https://www.ets.org/csu/about/eap>.

California High School Exit Examination (CAHSEE): All California public school students, except eligible students with disabilities, are required to pass the CAHSEE and meet all other state and local requirements to earn a high school diploma. The CAHSEE assesses two subject areas—English-language arts and mathematics. All students are required to take the CAHSEE for the first time in the tenth grade. Students who do not pass one or both parts of the CAHSEE in the tenth grade will be given up to two additional opportunities to take the test in grade 11 and five opportunities in grade 12. Students retake only the part(s) of the exam not passed. Schools provide remediation for students who do not pass the test. Parents should receive test results 9-10 weeks after the CAHSEE is administered. Pending legislation and budget authority, the CAHSEE may be suspended in 2015–16 school year.

California English Language Development Test (CELDT): State law enacted in 1999, requires school districts to assess 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 CELDT is administered to students who are already identified as English learners in the fall semester between July 1 and October 31. For new enrollees who have a home language other than English, the CELDT must be administered within 30 days of enrollment in a California public school.

National Assessment of Educational Progress (NAEP): also known as the "Nation's Report Card", the NAEP is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. Each year, schools are randomly selected.

Physical Fitness Test (PFT): State Law requires school districts to administer the Physical Fitness Test (PFT) annually to all students in grades 5, 7, and 9. The state-designated PFT is the FITNESSGRAM®, developed by the Cooper Institute. 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. The complete FITNESSGRAM® test battery measures student performance in the following areas: a) aerobic capacity, b) abdominal strength and endurance, c) body composition, d) upper body strength and endurance, e) trunk extensor strength, and f) 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 should provide students appropriate practice as part of the regular physical education (P.E.) program throughout the year. Students are tested between February and May. Parents should see that their children participate in a regular program of physical activity and nutrition.

COLLEGE ENTRANCE EXAMS

In addition to National and California State assessments, WCCUSD administers optional college entrance exams throughout the school year.



Colleges and Universities have different entrance exam requirements. For example, the University of California requires that all applicants take the SAT or the ACT Plus Writing exam, in addition to two SAT Subject exams in two different areas. The California State University requires that all applicants take the SAT or the ACT (does not require writing component).

The following exams are available to our students:

PSAT 8/9 is the first exam in the SAT Suite of Assessments. It is an assessment for 8th and 9th graders which establishes a baseline for college and career readiness. PSAT 8/9 provides early feedback on the skills and knowledge that measure and follow student performance, and pinpoint areas for development for both college and career readiness. On **Wednesday, October 14, 2015**, all 8th and 9th grade students will take the PSAT 8/9 at their schools free of charge. Students may pick up their PSAT Official Student Guide from their school counselor in September. For more information, please visit the College Board website at: <http://www.collegeboard.com/student/testing/psat/reg.html>

PSAT/NMSQT is a standardized test tightly aligned with the SAT for grades 10 and 11. This test supports all students with clear focus on the skills and knowledge that measure and follow student performance, pinpoint areas for development, and prepare students for the SAT. On **Wednesday, October 14, 2015**, all 10th and 11th grade students will take the PSAT 10/11 at their high schools free of charge. Students may pick up their PSAT Official Student Guide from their high school counselor in September. For more information, please visit the College Board website at: <http://www.collegeboard.com/student/testing/psat/reg.html>

The **SAT** (formerly **SAT Reasoning Test**) measures critical reading, math, and writing skills. The SAT is a benchmark standardized assessment tests the subject matter learned by students in high school and how well they apply that knowledge necessary to succeed in college. Many colleges require it, and it provides access to scholarship opportunities. Taking the SAT will cost the student \$52.50 and they may register for the test online. The SAT is administered on various Saturdays throughout the year at El Cerrito High School. The SAT is generally administered in grades 11-12. For Seniors only, WCCUSD holds SAT School Day on **Wednesday, October 14, 2015**, which allows seniors to take the exam at no cost. For more information, please visit the College Board website at: <http://sat.collegeboard.org/home>

The **ACT Assessment** and **ACT Assessment Plus Writing** assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The optional Writing Test measures skill in planning and writing a short essay. Taking the ACT Plus Writing will cost the student \$52.50 and they may register for the test online. The ACT is administered several Saturdays throughout the year at El Cerrito High School. The ACT is generally administered in grades 11-12. For more information, please visit the ACT website at: <http://www.actstudent.org>.

The **SAT Subject Tests** measure students' knowledge and skills in particular subject areas. There are 20 separate subject tests in 5 academic areas: English, History, Math, Science, and Languages. Students pay \$52.50 per test (language tests cost more) and register online. SAT Subject Tests are administered on various Saturdays throughout the year at El Cerrito High School. The SAT Subject Tests are generally administered in grades 10-12. For more information, please visit the College Board website at: <http://sat.collegeboard.org/home>.

Advanced Placement (AP) Exams are the culmination of the corresponding, year-long AP course—though you do not need to have taken the course in order to take the exam. AP Exams are administered at each WCCUSD comprehensive high school during the first two weeks of May. AP Exams cost approximately \$89 each and students sign up for the exams with their AP Teacher and/or Counselor. The AP Exams are

generally administered in grades 9-12. For more information, please visit the College Board website at: <http://sat.collegeboard.org/home>

Fee waivers are available to eligible students for the SAT, SAT Subject Tests, ACT, and AP Exams. Students should contact their high school counselor for more information about fee waivers. Generally students participating in the free and reduced lunch program qualify for a fee waiver.

College Day is scheduled for **Wednesday, October 14, 2015** at all of our secondary school sites.

To find out more about Testing and Assessment, please contact our Assessment Department at (510) 307-4515.

GRADING AND MARKING POLICY

District Policy: All Students are capable of learning. Students learn at different rates and in different ways. Teachers and Parents must work together to assure grade level mastery of standards and content and provide additional support where necessary.



ELEMENTARY

Time Sequence – A student who transfers from a school outside the District fifteen (15) days or less before the end of the trimester will not receive a report card for that trimester.

Grades K-6 – Report cards are issued three times a year to students in elementary school. Parent conferences are held in November.

Schools issue report cards at the following times:

| | <u>Progress Reports</u> | <u>Trimester End Dates</u> | <u>Distribution Dates*</u> |
|-------------------------|-------------------------|----------------------------|----------------------------|
| First Trimester | October 13, 2015 | November 12, 2015 | November 20, 2015 |
| Second Trimester | January 29, 2016 | March 4, 2016 | March 11, 2016 |
| Third Trimester | May 10, 2016 | June 8, 2016 | June 8, 2015 |

*These are recommended dates for report cards to be sent home with students. Principals should collaborate with their staff to determine the exact distribution dates for the first and second trimester distribution and notify parents if these are different from the ones listed above.

1. Report Card Marks in Subject Areas: All elementary schools use a standards-based report card. All parents should use the November Parent Conference to learn what Standards are emphasized in Language Arts and Mathematics and how student progress toward Standards mastery will be measured and marked.

- a) Marks in Language Arts and Mathematics indicate the following:
 - 4 = Consistently meets and at times exceeds the standard.
 - 3 = Regularly meets the standard with limited errors.
 - 2 = Beginning to meet the standard.
 - 1 = Experiencing significant difficulty in meeting the standard.
 - / = Box marked with a slash has not been addressed.

- b) Marks in English Language Development, Social Studies, Science, P.E., Health, Art and Music indicate the following:
 - E = Excellent
 - S = Satisfactory
 - N = Needs Improvement
 - = Not Applicable
- c) Marks in Life-long Learning Skills indicate the following:
 - E = Excellent
 - S = Satisfactory
 - N = Needs Improvement
- d) Standards-based report cards and progress reports written specifically for the Alternative Primary Language (APL) Program are used by teachers of APL classes.
- e) Progress reports and report cards are available in Spanish.

2. Progress Reports: In grades K-3 teachers have the option of sending a progress report for students receiving a mark of "1" in the areas of Language Arts or Mathematics. In grades 4-6, students receiving a mark of "1" in Language Arts or Mathematics must receive a progress report. The progress report will be issued at least fifteen (15) school days before the report is completed. A copy of the progress report will be filed in the student's cumulative folder.

3. English Learners:

- a) English learners (EL) are given 1, 2, 3, or 4 on report cards and progress reports indicating their progress in work based on the Content Area Standards just as non-English learners are. In the comments section, teachers should include an explanation that the student is an English learner and specific classroom activities are used in an effort to facilitate and expedite progress toward English proficiency.
- b) If the teacher is able to assess a student in the primary language, this information can be used to inform the report card mark.
- c) EL students receive marks based on the English Language Development (ELD) Standards indicating their progress in ELD in two places on the report card: the "Other Subject Areas" and on the back page.

4. Special Education Students: A student's IEP includes a statement of how the student's progress toward the annual goals will be measured and how the student's parents will be regularly informed of the student's progress toward those goals (by such means as periodic report cards) as often as parents are informed of their non-disabled student's progress.

5. Section 504 Students: The student's Educational Plan will determine the modifications necessary in grading. These modifications will be reflected on the student's Report Card.

Students' Responsibilities:

1. Deliver the progress report and/or the report card to the parent/guardian.
2. Return the progress report signature form and/or the signed report card response form to the teacher within one week of issuance.

Parent/Guardians' Responsibilities:

1. Review and sign the progress report signature form, if one has been issued, and see that the student returns it to the teacher within one week of issuance.
2. Request a conference or assistance in developing a plan to assist the student who is functioning below grade level.
3. Know when report cards are issued.
4. Meet with the teacher if a conference is requested.
5. Discuss the progress report and/or the report card with the student.
6. Take appropriate action to help the student.

Teachers’ Responsibilities:

1. Evaluate student achievement and maintain records of student progress.
2. Consider issuing a progress report for all students in grades K-3 who receive a “1”.
3. Issue progress reports to all students in grades 4-6 who are achieving at the “1” level. Place a copy of the Progress Report in the student’s cumulative folder.
4. Issue report cards three (3) times a year.
5. Maintain returned progress report signature forms and report card response forms.
6. Schedule and make a reasonable effort to have a conference with the parent/guardian of each student in the class.
7. Maintain ongoing contact with parent/guardian of student as needed.

Administrators’ Responsibilities:

1. Review and sign all progress reports.
2. Review all grades and marks for students in grades K-8.
3. Supervise the implementation of this policy.

SECONDARY

Report card marks given on a quarter and semester basis will be used to inform the parent/guardian and student of the academic progress of the student. In high school, marks will be used to earn credits toward graduation and to compute grade point averages.

Each school decides on the manner in which report cards are distributed (in person, by mail, etc.) and shares this with parents at walk-through registration and/or back to school night. Report cards are distributed within ten (10) school days after last day of quarter or semester. Exact dates of distribution will be provided to parents by each secondary school.

Each quarter is approximately forty-five (45) days in length. Eligibility for Report Card: Any student who is enrolled for a minimum of fifteen (15) school days of any quarter must receive marks at time of leaving. Those enrolled for fourteen (14) or fewer school days will not receive report card marks. Their marks come from the sending school.

Quarter and Semester Ending Dates:

| | |
|---------------------------------------|-------------------------|
| First Quarter | October 27, 2015 |
| Second Quarter/First Semester | January 15, 2016 |
| Third Quarter | March 29, 2016 |
| Fourth Quarter/Second Semester | June 8, 2016 |

1. Report Card Marks:

- A = Outstanding Achievement
- B = Good Achievement
- C = Satisfactory Achievement
- D = Minimum Achievement
- F = Failure Due to Unsatisfactory Achievement

2. Progress Reports: A progress report is a written report issued prior to the report card informing the parent/guardian of the student’s progress to that date. Students receiving a mark of “D” or “F” must receive a progress report. The progress report will be issued at least fifteen (15) school days before the report is completed. A copy of the progress report will be filed in the student’s cumulative folder.

Interim Action: After the issuance of the progress report, should a student’s mark change from a passing mark to an “F”, the teacher must issue another progress report signed by the principal or designee no later than ten (10) days before the end of the marking period.

Distribution: All students are to receive a progress report each quarter.

Review of Progress: A progress report is any written report of progress other than a report card.

Timeline: Progress reports indicating failure must be marked no later than twenty (20) school days prior to the end of the quarter and issued to students/parents no later than fifteen (15) days before the end of the quarter.

Purpose: The purpose of the “D” or “F” progress report is to provide a warning for the student of possible failure in sufficient time to notify the student and parent of the need to improve prior to the end of each marking period. At least three (3) comments should be made on a “D” or “F” progress report.

“F” Mark Requirement: A student cannot receive an “F” mark on the report card without being given “D” or “F” progress report.

3. Quarter and Semester Reviews and Final Examinations: All students will take semester final exams. A test of larger than average scope, covering material for a quarter, semester, or entire year, may be given but will not determine the major portion of a student’s report card mark. Refer to “Teacher Responsibilities, #3” for all elements that make up a student’s quarter/semester mark.

4. Repeat Course Credit: If a student wishes to improve his/her GPA (from a D to a B, in Geometry for example), the student may repeat the course only once with prior approval from the counselor. If a student does not receive a “C” or better in a selected sequential course, i.e., Spanish 1 to Spanish 2, (See Section 7.0) the student may only repeat the course ONCE for graduation requirement credit. If a student does not receive a “C” or better the second time, the student may repeat the course to ensure sequence, but with elective credit only. The Superintendent’s designee must approve any exceptions. Students who fail a quarter or semester of a course need repeat only the quarter/semester, which they failed.

5. Special Education Students: A student’s IEP includes a statement of how the student’s progress toward the annual goals will be measured and how the student’s parents will be regularly informed of the student’s progress toward those goals (by such means as periodic report cards) as often as parents are informed of their non-disabled student’s progress.

Students’ Responsibilities:

1. Deliver progress reports, if any and the report cards upon issuance to the parent/guardian.

Parent/Guardians’ Responsibilities:

1. Review the progress report and call the school within one (1) week of the issuance to discuss concerns.
2. Be aware that report card marks will be issued usually in early November, early February, mid April, and late June. Find out if report cards are mailed or issued to students to bring home.
3. Check PowerSchool website for your child’s most recent report cards. Contact your child’s school to receive login access.
4. Call the school to request the report card if one has not been received by the expected date.
5. Make any appeal about a quarter or semester mark by the end of the subsequent quarter.

Teachers’ Responsibilities:

1. Complete progress reports with comment(s) about those students who are achieving at the D or F level no later than twenty (20) days before the end of the quarter and issued to parents no later

than fifteen (15) days before the end of the quarter. All coaches/sponsors of extra-curricular activities will circulate rosters to classroom teachers at progress report time for posting of D or F marks.

2. After the issuance of the progress report, should a student's mark change from a passing mark to an F, the teachers must issue another progress report signed by the principal or designee no later than ten (10) days before the end of the marking period.
3. Issue a report card mark after considering the following:
 - (a) Performance on tests, quizzes, major exams, and projects
 - (b) Completion of homework assignments
 - (c) Attendance in class
 - (d) Make up work for absences is required
 - (e) Classroom participation
 - (f) Requirements, which are unique to the subject area, i.e., art-music project, wood project, science laboratory experiment, etc.
4. Recognize that a student who does not demonstrate appropriate achievement in one or more of the above components listed in (a) to (f) may fail.
5. Keep all marked papers and/or projects not returned to the student for a period of time no less than one quarter beyond the end of a marking period in the event that a mark is challenged.

Counselors' Responsibilities:

1. Maintain a file of the progress reports issued to his/her students.

Administrators' Responsibilities:

1. Supervise implementation of this policy.
2. Hold local Review Board/SST meetings on a quarterly basis to review the programs of students with two or more "F" marks and recommend adjustments in student programs to improve academic progress.
3. Respond during the school year to any parental appeal about a mark as soon as possible but no later than within ten (10) school days.
4. Should a student's mark be lowered to an "F" because of missing or incomplete work during the last twenty (20) days of the marking period, and if the student has not received a progress report, sign the progress report if issued ten (10) days before the end of the quarter. Should the teacher issue a progress report after ten (10) days before the end of the quarter, do not sign the progress report unless there are valid, extenuating circumstances.

TRANSITIONAL KINDERGARTEN

A new law was recently passed in California to change the age when children can begin kindergarten. Under this new law, children must turn 5 years old on or before September 2 to enroll in kindergarten. Previously, children could be enrolled in kindergarten if they turned 5 years old by December 2. While this change of a few months may seem small, it can mean a big difference during these early years when children are rapidly growing and developing.

District Implementation of Transitional Kindergarten:

Q: Who is eligible for transitional kindergarten?

A: A child is eligible for transitional kindergarten if he or she will have their fifth birthday between:

- **For the 2015–16 school year: September 2 and December 2, 2015 & thereafter**



PROMOTION AND RETENTION POLICY

ELEMENTARY

The existing Promotion and Retention Policy, BP 5123, was adopted August 20, 2008. Copies are available at your student's school or at the District Office, 1108 Bissell Avenue, Richmond, CA 94801.

Students need to proceed through elementary school at a pace that allows them to acquire the basic grade level skills necessary for mastery of standards in all four (4) CORE areas, Language Arts, Math, Science, and Social Science.

Student Success Team or Subcommittee of the SST: This is the school site committee that reviews concerns about individual students. The SST serves as a regular education problem-solving process and is a forum to support classroom teachers in their efforts to provide quality classroom experience for all of their students. Parents shall be involved in this committee when their child's progress is discussed.

Promotion Policy

1. It is the policy of the WCCUSD that factors determining promotion decisions shall include report card marks, other district measures of academic achievement and other factors. *Age: Regarding chronological age, students may be considered for grade placement in:

- Kindergarten if at least 5 years as of September 1
- Grade 1 if at least 6 years as of September 1
- Grade 2 if at least 7 years as of September 1
- Grade 3 if at least 8 years as of September 1
- Grade 4 if at least 9 years as of September 1
- Grade 5 if at least 10 years as of September 1
- Grade 6 if at least 11 years as of September 1

2. To determine promotion during the school year and/or before the end of the school year, the student must be reviewed at a Student Success Team meeting and the Executive Director and the Academic Intervention Office must be contacted.

Retention Policy

1. It is the policy of the West Contra Costa Unified School District to place students in instructional settings where they will be successful on a day-to-day basis. When a student in the regular classroom is being considered for retention, that decision shall be based on many factors including core academic performance, maturity, and the success of interventions employed to improve achievement.

English learner (EL) students, considered for retention, are not to be considered based solely on their English language skills: understanding, speaking, reading and writing.

In grade 1, retention consideration will be made based on report card marks and performance on district reading multiple measures.

In grades 2 and 3, retention consideration will be made based on report card marks and California Standards Test (CST) results in English Language Arts and performance on district reading multiple measures.

In grades 4-6, retention considerations will be made based on report card marks and California Standards Test (CST) results in English Language Arts and Math, and performance on district multiple measures.

2. A Student Team meeting must be held formally and a Response to Intervention (RTI) Plan recommending academic interventions must be developed.

Special Education:

Placement recommendation for the Special Education students should be made in an I.E.P. meeting based on student progress.

There is no provision for retaining a student more than one time.

Parents' Responsibilities:

1. Attend parent/teacher conferences.
2. Assist the child to improve in the areas needing remediation and provide other special assistance.
3. Attend the SST meetings. (This is a requirement)
4. Parents may appeal the decision to retain their child. Appeals are to be sent to the Academic Intervention Office.

SECONDARY

1. Middle Schools:

- a) The Local Review Board will develop an intervention program at the end of the first semester for academically unsuccessful middle school students.
- b) To determine the grade placement of academically unsuccessful 6th and 8th graders, the Local Review Board will meet to make one of four decisions after looking at the semester marks in English and Math and performance on multiple measures in these subjects:
 - The student should be retained
 - The student should attend Extended Learning as a condition for promotion
 - The student should be promoted with provisions
 - The student should be promoted with intervention requirements that are mandated
- c) In Grades 6-8, any student who receives three (3) or more semester F's during a school year shall be considered for grade failure. The Local Review Board process is to be followed.
- d) English learner (EL) students, considered for retention, are not to be considered based solely on their English language skills: understanding, speaking, reading and writing.
- e) Students new to the district may be considered for placement as follows:
 - Grade 6 is at least 11 years as of September 1
 - Grade 7 if at least 12 years as of September 1
 - Grade 8 if at least 13 years as of September 1
 - Grade 9 if at least 14 years as of September 1

2. High School Credits

A student will earn five (5) credits for every passing semester mark, A to D. A student who earns the minimum number of credits will be promoted or, if a senior, graduate in June of that year.

| <u>To Enter Grade</u> | <u>Minimum Credits</u> |
|---|------------------------|
| 10 | 55 |
| 11 | 110 |
| 12 | 165 |
| Graduation (includes passing required subjects) | 225 |

Placement recommendation for the Special Education students should be made in an I.E.P. meeting based on student progress.

GRADUATION REQUIREMENTS

High School Graduation Requirements: Students shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency

established by the district and the state. Students must have 225 credits in order to graduate.

Diploma Requirements: Effective July 1, 2007 the prescribed course of study for students in grades 9 through 12 shall include [BP. 6146.1]: Students transferring within the district must complete the last semester in the school in order to obtain a diploma from that school.

| Subject Area | Required Credits |
|-----------------------|---|
| English Language Arts | 40 credits |
| Mathematics | 30 credits Including 10 credits of Algebra I or above |
| Science | 20 credits Biological Science (10) Physical Science (10) |
| Social Science | 40 credits (30 if opt out of Cultural Geo) Cultural Geography (10) World History (10) U.S. History (10) Government (5) Economics (5) |
| Physical Education | 20 credits |
| Fine Arts | 10 credits |
| World Language | 10 credits |
| Electives | 55 credits (10 A-G Courses) |
| Other Requirements | California High School Exit Exam (CAHSEE) Service Learning |
| TOTAL | 225 credits |

California High School Exit Exam (CAHSEE): Each student completing grade 12 shall have met the CAHSEE requirements in language arts and mathematics as a condition of high school graduation. [Ed. Code 60851]. Pupils may take the exit examination prior to reaching the 12th grade. In order to pass the exit examination a pupil will be required to demonstrate mastery of statewide academically rigorous content standards in language arts and mathematics. **A pupil who fails to pass all parts of the examination by the completion of 12th grade shall not receive a diploma. Pending legislation and budget authority, the CAHSEE may be suspended in 2015–16 school year.**

High School Honor Graduation Requirements:

High School Honor Graduation Status may be conferred to: Students who have earned a cumulative GPA of 3.5 or more with no grade lower than a "C" as listed in the weighted ranked GPA printout at the end of the first semester.



The weighted GPA is to be used as the official GPA for determining class ranking, honors, etc.

The GPA includes credit earned in all courses taken in grades 10 through 12, including repeats.

Note:

1. Grades from ninth grade are not to be included for the purpose of honor grads.
2. "...No grade lower than a "C" is a change. **"C" includes C, C- and C+.**

LINKED LEARNING

Linked Learning (formerly Multiple Pathways) offers high school students a

choice among several different multi-year, thematic academies.

Each academy provides an integrated academic and technical program of study organized around a broad industry theme (e.g. health sciences; construction and building design; agriculture and renewable resources; and arts, media, and entertainment) that prepares high school students for a range of postsecondary options, including 2-and 4-year colleges or universities, apprenticeships, the military, formal employment training and quality careers.

Linked Learning thematic academies serve students in grades 9-12 or 10-12. Some academies are well established, while others are in early stages of implementation. Each academy is a small learning community that offers a college preparatory curriculum organized around a career theme and features industry/community/post-secondary partnerships.

COURSE SEQUENCES

The following are example course sequences for the Engineering and Multimedia academies:

| Engineering Academy Richmond High School | Multimedia Academy El Cerrito High School |
|--|---|
| <u>10th Grade</u> English 2 World History Biology or Chemistry Intro to Engineering Design | <u>10th Grade</u> Multimedia 1 World History English 2 Chemistry or other science |
| <u>11th Grade</u> English 3 US History Chemistry or Physics ROP Biotechnology | <u>11th Grade</u> Photography or Graphics English 3 US History Physics or other science |
| <u>12th Grade</u> English 4 US Government/Economics Physics ROP Principles of Engineering | <u>12th Grade</u> Advanced Film Studies or Animation English 4 US Government/Economics |

CURRENT ACADEMIES

Academies are located at the following schools:

De Anza High School

- Health
- Information Technology and Communication

El Cerrito High School

- Green/Automotive & Alternative Energy
- Information Technology
- Multimedia

Hercules High School

- Health (planning year)
- Culinary, Hospitality, and Tourism (planning year)

John F. Kennedy High School

- Information Technology
- ACET (Architecture-Construction-Engineering-Technology)

Middle College High School

- Administration of Justice

- Biotechnology

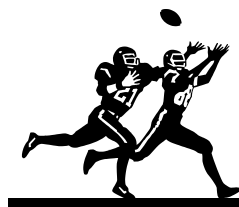
Pinole Valley High School

- Environmental Studies
- Health
- Law and Justice

Richmond High School

- Creative and Performing Arts
- Engineering
- Health
- Law and Justice
- Multimedia Communications

EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES; POLICY



Philosophy of Student Code of Behavior

Students who are selected for the privilege of participating in school extracurricular and co-curricular activities should conduct themselves as responsible representatives of their schools. The use of drugs, alcohol and tobacco is detrimental to the health of the participants and interferes with their performance. It is the intent of the Student Code of Behavior to encourage participating students to be drug, alcohol and tobacco free all of the time; however, student discipline or restrictions on extracurricular activities or co-curricular activities may be based only upon conduct of the student which occurs while on school grounds, going to or going from school, during lunch period (whether on or off campus), or during or while going to or going from a school-sponsored activity. [Ed. Code 48900 and Ed. Code 48901]

Definition of Extracurricular, Co-curricular Activity

Extracurricular or co-curricular activities include any activities that require the student to participate outside the regular school hours. Fine Arts classes that require performance as part of district curriculum standards are not considered co-curricular. Extracurricular activities include athletics, spirit squad, student government, pep squad/marching band, forensics, drama performances, and competitions. Co-curricular activities include specialty performances and competitions.

Education Code 48900

Students are not to use, possess, distribute or be under the influence of alcohol beverages, unlawful drugs, controlled substances, hallucinogens or items purporting to be any of the foregoing while on school grounds, going to or going from school, during lunch period whether on or off campus, or during or while going to or going from a school-sponsored activity.

Education Code 48901

No school shall permit the smoking or use of tobacco, or any product containing tobacco or nicotine products, by pupils of the school while the pupils are on campus or while attending school-sponsored activities or while under supervision and control of school district employees.

Disciplinary Action

Students who violate Education Code 48900 shall be suspended from school for three (3) to five (5) days, shall be required to attend a series of educational classes and/or shall be subject to expulsion. Students shall

also be referred to the school CARE Team that will determine available options to assist students. These options may include a school educational intervention class and/or group meeting and/or short-term counseling (if available). A professional assessment for the student to determine the extent of alcohol or drug use may also be recommended at student and parent/guardian expense. A second violation shall result in a 5-day suspension; require attendance at a series of educational classes, and possibly a transfer to another school or alternate program or a recommendation for expulsion. A third offense shall result in immediate suspension and recommendation for expulsion. Students in extracurricular or co-curricular activities will also forfeit eligibility for participation in performance for a set period of time. Students who distribute or sell drugs will be suspended immediately and recommended for expulsion.

Students who violate Education Code 48901 may be suspended from school for one (1) to three (3) days, be referred to the school CARE Team and be required to attend educational groups or classes.

ELIGIBILITY POLICY FOR STUDENT ACTIVITIES

In compliance with Education Code 35160.5, West Contra Costa Unified School District students must earn twenty-five (25) credits in high school or pass a minimum of five (5) classes in Junior/Middle school and have earned a grade point average (G.P.A.) of 2.0 on a 4.0 scale for the most recent marking period in order to participate in extra/co-curricular activities.

Determination of Eligibility:

- All classes must be used in computing the G.P.A. except classes that earn less than 2.5 credits per quarter.
- The quarter mark will be used to compute the G.P.A.
- Eligibility must be declared on the district report card issue date.
- Summer school marks/credits shall be counted toward making up scholastic deficiencies incurred in the fourth quarter. A maximum of twenty (20) summer school credits may be applied to determine eligibility for the fall quarter. Credit for summer school courses for the purpose of determining eligibility will be calculated as follows (N.C.S. 2094):
- The grade in a summer school course that is identical or equivalent in title and content to a course taken in the preceding grading period will replace the previous grade and the grade point average will be recalculated using the same number of courses as the divisor.
- The grade in a summer school course that is different in title and content from the courses taken in the preceding grading period will be added and the grade point average will be recalculated using all grades of the previous courses plus the new grade from the summer school course(s).
- Summer school grades that are recorded as passing (P) grades will be assigned a grade point value equivalent to a C grade (2 points on a 4-point scale).
- Opportunity for Probation - One probationary period of one quarter shall be granted to students who fail to meet the eligibility requirements during their four years of high school. Middle school students shall be granted one probationary period.
- In order to qualify for probation, a student must have passed at least four (4) classes the previous marking period.
- The probationary period also applies to the following student groups:
 - Student New to State
 - Freshmen
 - Middle School 6th Grade Students
 - Middle School 7th Grade Students

- It is the intent of this policy to emphasize to each student that the student's primary responsibility is to meet the academic challenge of learning. School staff will work with students who, because of academic difficulties, lose eligibility.

Concussion Information

Please see towards the end of the book for more information on concussions.

MEDICAL AND HEALTH POLICY



1. Immunization Requirements

[Ed. Code 49403 and 48216; District Policy 5141.31]

State law requires that for unconditional admission to school, all students under eighteen (18) must be fully immunized according to requirements of the State Department of Health Services.

Immunizations required for admission to Kindergarten:

- Polio-series
- DPT-Diphtheria/Pertussis (whooping cough)/Tetanus-series
- MMR-Measles/Mumps/Rubella-2 doses
- Hepatitis B-series
- Varicella-one dose

Immunizations required for admission to 7th grade:

- MMR-2 doses
- Tdap Booster—1 dose

According to district policy, no child shall be admitted to any district school without presentation of evidence that the child has been fully immunized and evidence presented upon enrollment.

Students lacking one or more required vaccine doses but not currently due for a dose may be admitted on condition that they receive the remaining doses when due, according to the schedule provided by the State Department of Health Services. If the maximum time interval has passed, the student must be excluded until the next immunization is obtained. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

Students may be exempt from the immunization requirements for medical reasons or for personal beliefs. Parents must sign a waiver to obtain this exemption. A physician must submit verification for medical reasons, describing the medical condition of the child, the probable duration of the medical condition or the circumstances that contraindicate immunization. Such persons shall be exempt from the immunization requirement to the extent indicated by the physician's statement. (Health and Safety Code 3386). In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability.

2. Health Examination Requirements

(Health and Safety Code 323-324)

State law requires parents of first grade students, upon enrollment, to provide a certificate of health examination or sign a waiver for a health exam. The health exam may be given up to eighteen (18) months before or within ninety (90) days after entering first grade. Parents are encouraged to obtain the health examination simultaneously with the immunizations.

3. Parents' Right to Waive Exam

[(Ed. Code 49451]

"A parent or guardian having control or charge of any child enrolled in the public schools may file annually with the principal of the school in which he is enrolled a statement in writing, signed by the parent or guardian, stating that he will not consent to a physical examination of his child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist."

4. Oral Health Assessment

[Ed. Code 49452.8]

State law requires that children entering public school for the first time, in kindergarten or first grade, are to have a dental check-up by May 31 of the first school year. The evaluation must be completed by a licensed dental professional. Oral health evaluations that occurred within the 12 months prior to school entry also meet this requirement.

Parents may obtain a waiver of this requirement if they cannot find a dental office that takes their child's insurance, cannot afford to pay for it, or the parent chooses not to have their child's oral health evaluated.

5. Vision and Hearing Tests

[Ed. Code 49452-49457]

"The governing board of any school district shall, subject to Section 49451, provide testing of the sight and hearing of each pupil enrolled in the schools of the district."



Upon first enrollment in a California school district of a child at a California elementary school, and at least every third year thereafter until the child has completed the eighth grade, the child's vision shall be appraised. This evaluation shall include tests for visual acuity and color vision; however color vision shall be appraised once and only on male children and the results of the appraisal shall be entered in the health record of the pupil. The evaluation may be waived if the child's parents so desire, by presenting a certificate from a physician and surgeon or an optometrist setting out the results of a determination of the child's vision, including visual acuity and color vision. [Ed. Code 49455]

Gross external observations of the children's eyes, visual performance and perception, as used in Education Code Section 49452, shall mean continuous observation by teachers of the appearance, behavior and complaints of pupils that might indicate vision problems. Also, periodic investigation where pupils' school performance begins to give evidence that existence of the problem might be caused by a visual difficulty. Such an evaluation shall be done in consultation with the school nurse. (CCR Title 5, 596)

When a visual defect has been noted, a report shall be made to the parent or guardian of the child, asking the parent or guardian to take such action as will cure or correct the defect.

[Ed Code 40456]

Each pupil shall be given a vision and hearing-screening test in kindergarten, second, fifth, and eighth grade. Hearing screening shall also be done in tenth or eleventh grade and first entry into the California public school system. A school district may request a waiver of the hearing screening test for tenth and/or eleventh grade pupils once each school year.

The schools shall provide the parents or guardians of children who fail the hearing test with a written notification of the test results and recommend that a medical and audio logical evaluation be obtained.

6. Screening: Special Education

(CCR Title 5, 3027)

All pupils being assessed for initial and three-year review for special education services shall have had a hearing and vision screening, unless parental permission was denied.

7. Specialized Physical Health Care Services

Individual Disability Education Act, Amended 2004

The Individual Disability Education Act extends the guaranteed right to a free and appropriate public education to include all students who are medically fragile, technology dependent, or chronically ill. Provisions are made for Specialized Physical Health Care Services in accordance with the State Guidelines as outlined in the "Guidelines and Procedures" manual of the California Department of Education (referred to as the "Green Book").

The Specialized Physical Health Care Services/Procedures provided to the students while in school must have the physician's authorization and be performed according to the standards established by the State. These services/procedures can be individualized as long as they meet the safety standards of the BRN (Board of Registered Nursing) Nurse Practice Act. Procedures that do not meet the standardized guidelines will not be performed at school.

8. Medication

Parents request for medication prescribed by a physician for a child may be administered during the school day by a nurse or other designated school personnel. [Ed. Code § 49403, 49480, 49423] Forms for administering medication may be obtained from the school secretary. Forms are also available for self-administration of prescription inhalers, epi-pens and insulin.

Parents are to notify the Principal if their child is on continuing medication. This notification shall include the completed WCCUSD Administration of Medication During School Hours form. With parental consent, the principal or school nurse may confer with the physician regarding possible effects of the drug, including symptoms of adverse side effects. The form must include the students name, parent signature, name of the medication, dosage, time and physicians signature. This form must be renewed annually or whenever the prescription changes. [Ed. Code § 49480].

9. Confidential Medical Service

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. [Ed. Code § 46010.1]

10. Accident-Medical Insurance

Medical and hospital services for pupils injured at school or school-sponsored events, or while being transported, may be insured at parent's expense. [Ed. Code § 49472]

11. Medical and Hospital Services Not Provided

Districts which do not provide medical and hospital services for students injured while participating in athletic activities must notify parents in writing of this fact.

12. Contagious or Infectious Disease

[Ed. Code 48211]

A child may be sent home if, for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until school authorities are satisfied that the student is no longer contagious or infectious. In most cases, a physician's note must be presented to the school authorities upon the child's return to school.

13. Child Health Information

Health services personnel (nurses, in particular) are not readily available on school campuses. Nurses are available on an itinerant basis to assess

the health needs and supervise the healthcare of students as needed, and to administer health screenings (vision and hearing). It is important that parents fully inform the office staff and each teacher who works with their student(s) regarding any significant health problems. Be sure to complete the emergency card and return it to the school office. If your child requires specialized health care during the school day, you will need to meet with a school administrator and other school staff to design an individual plan.

14. Screening for Scoliosis

[Ed. Code 49451-49452-5] Screening for the spinal condition, known as scoliosis, will be provided for every female pupil in grade 7 and every male pupil in grade 8. The screening shall be in accordance with standards established by the State Department of Education. The screening shall be performed by trained, credentialed teachers or by school nurses employed by the district.

COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS EDUCATION

The Board of Education feels strongly that students should receive proper HIV/AIDS education before they reach the age when they may adopt behaviors that put them at risk of contracting the HIV virus. Hence, age and grade appropriate HIV/AIDS instruction will be taught as part of the district's comprehensive health education in grades 4-12. Instruction will include information on growth and development, physical and emotional changes that occur during adolescence, the nature of HIV/AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision-making and refusal skills and public health issues. The HIV/AIDS instructional program will follow the guidelines set forth by the California Education Code.

Any parent or guardian who wishes that a pupil not receive such instruction should notify the school in writing to insure that the pupil not be included in this required instruction.

Parents may inspect books and other materials used in those units that may include sex education or family life education in which reproductive organs and their functions are described, illustrated, or discussed. Words or pictures in any Science, health, or hygiene textbook are not involved in this section. Separate notification is required for pupils who take such units. Written objection by the parent or guardian to pupil participation in such a unit will be honored. [Ed. Code § 51938]

- Parent's rights are similar to those above. Parents will be notified prior to the course being offered and will be afforded an opportunity to file written objections to their child's participation in such programs. [Ed. Code § 51938]
- Pupils in grades 7 through 12 will receive instruction in HIV/AIDS prevention education. The purpose of this curriculum is to provide information to pupils to help prevent the continued transmission of a currently incurable and frequently fatal disease. You have the right to request that the District provide you a copy of laws related to Comprehensive Sexual Health and HIV/AIDS education [Ed. Code § 51938]
- Upon written request of parent, pupil may be excused from any part of instruction in Comprehensive Sexual Health HIV/AIDS instruction that conflicts with the parent's religious training or beliefs (including personal moral convictions). [Ed. Code § 51938]

Parents/Guardians may request copies of the Education Codes pertaining to Comprehensive Sexual Health Education and HIV/AIDS prevention instruction, as well as preview all materials that will be used for this instruction.

TOBACCO-FREE SCHOOLS AND COMMUNITIES

In order to comply with the tobacco-free schools and grounds policy [Education Code 48901 (b), California Health and Safety 24167, 39001, and Public Employees Relations Board 13 PERC 20146, No. 750], the following portion of the policy related to community must be communicated to students, parents/guardians, employees, and the public. WCCUSD Board Tobacco-Free Schools/Smoking Policy/Community (BP 3513.3 (a), AR 3513.3). All individuals are prohibited from using tobacco products on district property and in district vehicles at all times. This prohibition applies to all employees, students, visitors and other persons at any school or school-sponsored activity or athletic event. It applies to any meeting on any property owned by the West Contra Costa Unified School District.

Visitors who are observed smoking or using tobacco products in violation of the West Contra Costa Unified School District Tobacco-Free Policy shall be asked to refrain. If the individual fails to comply with the request, his or her violation of policy may be referred to the site principal or other school district supervisory personnel responsible for the area or program during which the violation occurs. The supervisor shall make a decision on further action, which will include a directive to leave school property. Repeated violations may result in a recommendation to the Superintendent to prohibit the individual from entering district property for a specified period of time. If deemed necessary by school administration, the local law enforcement agency may be called upon to assist with enforcement of this policy.

Tobacco, Alcohol and Illicit Drugs:

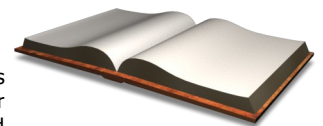
The Board recognizes that use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. It is the policy of the Board of Education to keep district schools free of tobacco and other drugs.

The District shall provide science-based prevention instruction that helps students to avoid the use of alcohol and other drugs. The instructional programs will help students obtain and use current and accurate information, use appropriate decision-making and refusal skills to resist involvement with drug use, and take positive actions to cope with stress.

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement. In addition, students may be referred to an appropriate intervention program, and/or be restricted from extracurricular activities, including athletics.

The Board recognizes that there are students who use alcohol and other drugs that can benefit from intervention. The Board supports qualified intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.

GLOSSARY OF TERMS



Average Daily Attendance (ADA): This is the figure used to compute the dollar amount the District receives from State and Federal tax dollars. It is the average number of students in daily attendance.

California English Language Development Tests (CELDT): This required State test is administered for initial identification to all enrolling students who have a home language other than English. The test is administered within the first thirty (30) days of enrollment and parents are notified of the results. The results determine whether the student is classified as fluent English proficient or as an English learner. Schools use the information for program placement.

2015—16 WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT PARENT—STUDENT HANDBOOK

The CELDT is also administered on an annual basis to all identified English learners in the district. The results are used to demonstrate progress toward English Proficiency. Parents are notified of the results annually.

California Standards Test (CST): These tests have been developed by California Department of Education (CDE) to access State Standards. They are part of the State's STAR testing program.

California High School Exit Exam (CAHSEE): California requires all students completing grade 12 to pass the CAHSEE in language arts and math. This examination is aligned to the state content standards adopted by the State Board of Education. Students must pass this examination as a condition of receiving a high school diploma, starting in 2005-06.

Cumulative File: State law requires that certain information be maintained by the school district. As required, the cumulative file is the student's academic record from grades K-12.

English Language Development (ELD): ELD, also known as English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL), is instruction in the ELD Standards for English learners to develop English language proficiency in Listening, Speaking, Reading and Writing.

English Learner Program: There are various programs in the District that support the development of English language skills and ensure access to grade level content for identified English learners. Structured English Immersion (SEI) is the base program until students reach Early Advanced or Advanced levels of proficiency in English, at which point they are enrolled in an English Language Mainstream (ELM) program. Parents of English learners have the opportunity annually to apply for a waiver to choose a bilingual education program. At the elementary level, we offer Transitional Bilingual Education and at the secondary level, we offer Subject Matter Bilingual Education. The District has a Dual Language Immersion Program at one elementary school. All current bilingual programs are in Spanish. As the students learn English, decreasing amounts of Spanish is used. All bilingual, SEI and ELM programs include daily English Language Development and access to core subject matter through Specially-Designed Academic Instruction in English.

Gifted and Talented Education (GATE): Students are identified as eligible for GATE through Multiple Measure Matrix Process. Based on the State GATE Standards, students' needs are to be met as part of the integral school day through differentiating the core curriculum.

Individualized Education Program (IEP): An IEP is designed by parents, teachers and administrators specifically for each student placed in Special Education to meet that student's special needs.

Linked Learning Pathway: A WCCUSD Linked Learning Pathway is a rigorous and student relevant 3- or 4-year course of study that integrates a career industry theme with several academic core subjects. Our pathways provide an array of UC/CSU a-g courses, additional student support, mentoring, and engagement in a full complement of work-based learning activities. WCCUSD pathways successfully prepare students to be college and career ready for a 4-year university, a 2-year community college, a technical/trade school, and/or the work force. Each pathway is guided by a comprehensive business and community advisory board. Above all, our pathway programs are based upon the principles of rigor, relevance, and relationships.

Parent Teacher Association (PTA): A school/community organization found at many of West Contra Costa Unified School District Elementary and Middle Schools.

Pathway: Pathways connect strong academics with CTE and real-world experiences in a wide range of career fields, using various program models, and prepare students for careers and post secondary education.

Performance Based Assessment (PBA): Yearly district administrator's assessments in writing and mathematics where student completes essays or extended exercises in problem solving.

Promotion: Advancement of a student to the next higher grade at the end of a school year is defined as promotion.

Pull-Out Program: Students may attend a Pull-Out Program at their school. This means they leave the classroom to which they are assigned and meet with a different teacher for instruction at a different level or in a different subject.

Resource Specialist Program (RSP): If a Special Education student is successful in regular classes most of the day, he/she can be assigned to the Resource Special Teacher for part of the day.

Retention: Holding a student in his/her current grade for another year is considered as retention.

Section 504: The Actual Law Section 504 of the Rehabilitation Act of 1973: No otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

Self-Contained Classroom: The student who attends a self-contained classroom will meet with one teacher, and receive most of his/her daily instruction from one teacher.

Special Day Classes (SDC): If a Special Education student needs Special Education classes more than 50% of the day, he/she can be assigned to a special day class.

Special Education: Special Education services are offered to students who are identified as having a learning disability and as performing academically below their learning ability. The identification process includes information from the SST-Student Success Team and testing by a school psychologist. After appropriate interventions have been tried in regular programs, a student may be identified and placed in a Resource Specialist Program (RSP), or a Special Day Class (SDC).

Standardized Testing and Reporting (STAR): Standardized Testing and Reporting is a statewide testing program required by state law. Under this program, all districts must administer the California Achievement Test.

Student Assistance Program (SAP): The Student Assistance Program is a systematic and comprehensive prevention and intervention program. The purpose of SAP is to identify, as early as possible, students who may need and/or desire special services in order to support and enhance their educational goals and experience.

Student Site Council (SSC): A committee of parents, teachers, and students who meet regularly at the participating school.

Student Success Team (SST): The Student Success Team is an effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated problem-solving meeting where all the needed persons, including the student and parent, are present at the same time. It is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

Suspension From Classroom: A teacher may suspend a student from the classroom for the day plus the following school (Ed. Code 48925 (d)) See SUSPENSION in the Handbook.

Suspension From School: The Principal or principal designee may suspend a student for a period not to exceed five (5) days.

**WCCUSD
EXPANDED LEARNING
PROGRAMS**



Our Vision

WCCUSD Expanded Learning Programs provide opportunities for students to become respectful, resilient and responsible learners.

About The Program

Each after school site has developed a program that offers students opportunities for positive youth development in a safe and engaging environment in which they can improve their academic and social skills.

Programs operate 5 days a week, commencing immediately at the end of the regular school day, and run until 6:00 p.m.

Elementary students are expected to participate 5 days per week.

Middle School Programs operate 5 days per week. Students are expected to attend a minimum of 3 days or nine hours per week until 6:00 p.m.

Program Components

- Snack and/or Supper
- Academic Skill Building
- Enrichment

For further information, contact:

WCCUSD Expanded Learning Office

510.307.4652

AFTER SCHOOL PROGRAM SITES

ELEMENTARY SCHOOL

| <u>School</u> | <u>Phone</u> |
|---------------|---------------------|
| Bayview | 231-1401 Ext. 22002 |
| Chavez | 231-1418 Ext. 23834 |
| Coronado | 231-1419 |
| Dover | 231.1420 Ext. 24034 |
| Downer | 231-1435 Ext. 26094 |
| Fairmont | 231-1448 |
| Ford | 231-1421 Ext. 24134 |
| Grant | 231-1422 Ext. 24233 |
| Highland | 231-1424 |
| King | 231-1403 Ext. 22109 |
| Lake | 231-1451 |
| Lincoln | 231-1404 Ext. 22238 |
| Mira Vista | 231-1416 Ext. 23519 |
| Montalvin | 231-1405 Ext. 22601 |
| Murphy | 231-1427 |
| Nystrom | 231-1406 |
| Peres | 231-1407 Ext. 22804 |
| Riverside | 231-1409 |
| Sheldon | 231-1414 |
| Stege | 231-1425 |
| Tara Hills | 231-1428 Ext. 24832 |
| Verde | 231-1408 Ext. 23021 |
| Washington | 231-1417 Ext. 23754 |
| Wilson | 231-1456 |

MIDDLE SCHOOL

| <u>School</u> | <u>Phone</u> |
|---------------|---------------------|
| Crespi | 231-1447 |
| DeJean | 231-1430 Ext. 25093 |
| Helms | 231-1423 Ext. 24315 |
| Korematsu | 231-1449 |



PARENT LETTER REGARDING USE OF PESTICIDE WEED CONTROL

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

**Facilities and Operations Center
1400 Marina Way South
Richmond, CA 94804**

Tel: (510) 231-1109, Fax: (510) 620-2237

**Lisa LeBlanc
Associate Superintendent
Operations Division**

**Vince Meyer
Executive Director
Maintenance & Operations**

July 1, 2015

Dear Parents,

The District Maintenance Department may be spraying pesticides throughout the District for weed control using:

**Glyphosate Pro-4
Garlon 4 Ultra
Oxadiazon 2 G**

The proposed timeline is as follows:

**December 21, 2015 – January 1, 2016 - Weeds as needed
February 22 – 26, 2016 - Weeds as needed
April 4 – 8, 2016 – Weeds and Poison Oak as needed**

24-hour notices will be posted prior to any application.

Sincerely,

**Vince Meyer
Executive Director
Maintenance and Operations**



PESTICIDE LIST

Dear Parent, Guardian and Staff,

The Healthy Schools Act of 2000 requires all California School Districts to notify parents, guardian and staff of pesticides, including herbicides, which they **may** expect to apply during the school year. Our goal is to utilize the least toxic materials whenever possible. However, should a situation arise where a least toxic material is not adequate to control a specific infestation, the following materials **may** be used at any District site this year. If you have any questions, please contact the Director of Maintenance and Operations for West Contra Costa Unified School District at 510.231.1109.

Listed below are pesticides, including herbicides, which **may** be used during the WCCUSD 2015-16 school year and will require an annual, written notification of expected use. You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's website at www.cdpr.ca.gov

| Name of Product | Active Ingredient | EPA Registration # | Manufacturer |
|-------------------------|-------------------------|--------------------|---------------|
| Advion Ant Bait Arena | Indoxacab | 352-746 | DuPont |
| Advion Ant Gel | Indoxacab | 352-652 | DuPont |
| Advion Roach Bait Arena | Indoxacab | 352-652 | DuPont |
| Advion Roach Gel Bait | Indoxacab | 352-652 | DuPont |
| Alpine Dust Insecticide | Dinotefuran | 499-527 | Whitmire |
| Arilon | Indoxacab | 352-776 | Dupont |
| Conrac All Weather Blox | Bromadialone | 12455-79 | Bell |
| Final | Brodifacoum | 12455-139 | Bell labs |
| Gentrol IGR Concentrate | Hydroprene | 2724-351 | Wellmark |
| Imaxx Pro | Imidacloprid | 432-1332-73748 | Univar |
| Maxforce Fine Gran | Hydramethylnon | 64248-19 | Clorox |
| Niban Granular Bait | Boric Acid | 64405-2 | US Borax |
| Optigard Ant Gel Bait | Thiamethoxan | 100-1260 | Syngenta |
| Precor 2000 | Permethrin & Methoprene | 2724-483 | Wellmark |
| Precor IGR Conc | Methoprene | 2824-352 | Wellmark |
| Premise 75 WP | Imidacloprid | 31250455 | Bayer |
| Suspend Polyzone | Imidacloprid | 432-1483 | Bayer |
| Termidor | Fipronil | 432-901 | Aventis |
| Wasp Freeze | Tetramethrin | 1021-1649-59144 | Gro Tech Inc. |
| Wilco Gopher Getter | Diphacinone | 36029-CA-01 | Wilco |

WILLIAM B. WALKER, M.D.
HEALTH SERVICES DIRECTOR

WENDEL BRUNNER, M.D.
PUBLIC HEALTH DIRECTOR



CONTRA COSTA
PUBLIC HEALTH
PUBLIC HEALTH
CLINIC SERVICES

597 Center Avenue, Suite 150
Martinez, California 94553
Ph (925) 313-6250
Fax (925) 313-6188

Dear Parent or Guardian: / *Estimado Padre de Familia o Tutor:*

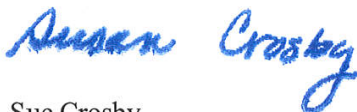
Continuing in the 2015-2016 school year, Contra Costa Health Services (CCHS) will offer a full range of health care services for students at several high, middle, and elementary schools throughout West Contra Costa Unified School District. Depending on the school site, these services can include any of the following: healthy teen exams, immunizations, minor sick care, behavioral health and dental care. A consent for services must be signed annually by a parent or guardian before a student can receive *medical or dental* services from CCHS. Students who have health insurance through Medi-Cal and Contra Costa Health Plan are eligible to receive services. Students **without** health insurance may also receive limited services. Those students with Kaiser or other private health insurance will not be eligible for health care services by CCHS, but may receive assistance with making appointments or contacting their health care provider. In addition, all students regardless of insurance are eligible for confidential sensitive services.

More information about how students and/or parents can schedule student appointments for health care services will be available at your student's school's registration event. Please look for the Contra Costa Health Services table. We look forward to making this a healthy year for all students.

Continuando en el año escolar 2015-2016, Servicios de Salud del Condado de Contra Costa (CCHS) ofrecerá una variedad de servicios de salud para estudiantes en varias escuelas primarias, secundarias y elementarias alrededor de West Contra Costa Unified School District. Dependiendo de la localización, estos pueden incluir los siguientes servicios: exámenes para adolescentes, vacunas, cuidado de enfermedades leves, cuidado dental y salud mental. Un consentimiento médico debe ser firmado anualmente por el padre/la madre o tutor antes de que el estudiante pueda recibir servicios médicos y dentales de CCHS. Los estudiantes que tienen seguro médico a través de Medi-Cal y Contra Costa Health Plan son elegibles para recibir servicios. Estudiantes que no tienen seguro médico también pueden recibir servicios de salud limitados. Aquellos estudiantes con Kaiser u otro seguro médico privado no serán elegibles para recibir servicios de salud de CCHS, pero pueden recibir asistencia para hacer citas o comunicarse con su proveedor. Además, todos los estudiantes sin importar el seguro médico, son elegibles para servicios confidenciales.

Más información acerca de cómo los estudiantes y/o sus padres pueden hacer citas de servicios de salud, estará disponible durante el evento de registración de su escuela. Por favor, busque la mesa de información de CCHS. Esperamos poder hacer de este, un año saludable para todos los estudiantes.

Sincerely/Cordialmente



Sue Crosby
PHCS Director

A Parent's Guide

Nightmare on Puberty St.

Educational Theatre Programs, a Community Benefit of Kaiser Permanente



Your child has been invited to see Kaiser Permanente's live theatre production, *Nightmare on Puberty St.*



Show Summary

Nightmare on Puberty St. is an age-appropriate, live theatrical performance about four young people on their journey through adolescence. As the characters wrestle with the question, "Am I normal?" they learn to cope with the changes affecting their bodies and minds. The frank and sometimes funny program shows students how to cope with many of the issues of puberty, including how to handle pressure to be sexually active, how to build self-esteem, how to avoid drugs and alcohol, and where to find help if faced with feelings of depression or thoughts of suicide. By the end of the performance, students understand everyone goes through changes during puberty, and there are resources to help them adjust to those changes.

Nightmare on Puberty St. was created in conjunction with physicians, teachers, licensed counselors, and parents. The performer/educators in the play receive extensive training from doctors and licensed counselors at the beginning of each school year. Their training continues throughout the year, incorporating updated information as it becomes available from the Centers for Disease Control and Prevention, National Institutes of Health, the Kaiser Family Foundation, and health care providers.

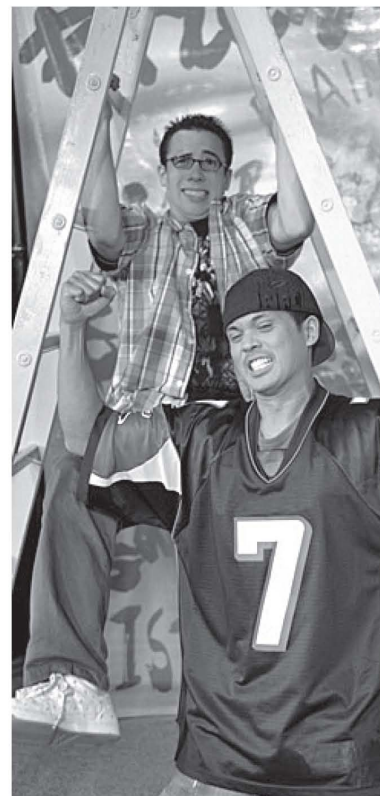
Character Descriptions

Jerry lives with his grandmother and is a well-adjusted, mature, and confident pre-teen. In the changing social environment from elementary school to middle school Jerry does not change his style or behavior in a way his peers view as "cool" and he is labeled a nerd. Despite the teasing, Jerry decides he is not going to give in to peer pressure, as he discovers it is all right to just be himself.

Malika has low self-esteem and is an over-achiever who did well in elementary school, but is not as successful in facing the higher academic challenges of middle school. In addition, her body is just beginning to develop and this embarrasses her. Her despair and her difficulties dealing with her feelings lead her to thoughts of suicide. With the help of her friends and family, Malika is able to improve her self-esteem and is better able to handle the pressures she faces. Her new self-confidence leads her to make positive decisions about her health, such as choosing abstinence when faced with pressure to have sex.

Natalie is a 12-year-old girl who is developing faster than many of her friends. She is proud of the way she looks, has a good self-image, and outgoing personality. Some of her classmates call her names and tease her about her body because of her adult appearance. Fortunately, Natalie is able to deal with the teasing because of her high self-esteem and the emotional support of her mother and close friend Jerry.

Nick is becoming a popular student at school and will do anything to be considered "cool" and to hang out with the "in" crowd. Physically abused by his father, Nick is struggling with how to control his own anger, and begins taking his anger out on fellow students. He also tries to pressure Malika to have sex with him because he thinks his peers are all having sex. During the course of the play, Nick learns to cope with the consequences of his actions and finds resources to help him deal with his feelings. He also learns that just because he is thinking about sex, does not mean he is ready to have sex.



A Parent's Guide

Nightmare on Puberty St.

Educational Theatre Programs, a Community Benefit of Kaiser Permanente



Tips for Talking with Your Child about Sensitive Topics

Starting Out:

- **Show your child it is okay to talk about sensitive issues.**

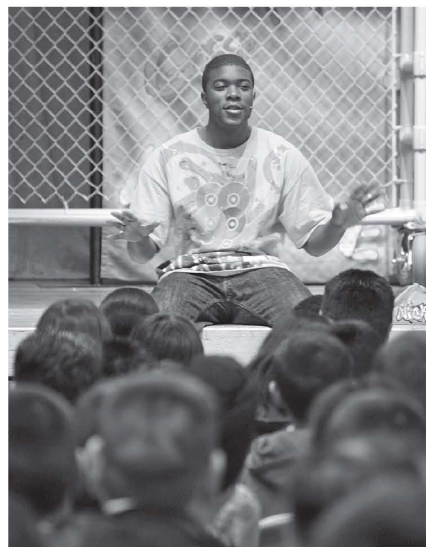
Have appropriate discussions with your spouse, partner, or friends about sensitive issues with your child present.

- **Ask your child what he or she thought about *Nightmare on Puberty St.***

Has your child or his or her friends experienced pressure to fit in, problems with cliques or gangs, feelings of sexual attraction, depression, or thoughts of suicide?

- **Talk about yourself.**

Share how you felt at that age and how you now feel about these issues.



When You Talk:

- **Encourage questions.**

Statements such as, "I'm glad you asked that question" or "That's a good question," will help keep the lines of communication open with your child.

- **Use active listening.**

Nod or say "uh-huh" when listening to your child. Make eye contact. Really listen to what your child tells you. Good listeners help children figure out how they feel instead of telling them how they should feel.

- **Keep discipline separate from talking.**

Your child may not listen to important information if it is given in anger. Choose a time to talk when you can listen to each other.

- **Don't make assumptions.**

Tell your child, "I trust you" through your words and actions. Just because your child is asking questions about drugs and alcohol, for example, doesn't mean your child is using those substances. Curiosity is natural.

- **Keep the conversation open-ended.**

After answering a question, ask your child what else he or she would like to know. This lets your child know you expect more questions and it is okay to ask.

12/13

educational 
theatre
 KAISER PERMANENTE.

Telephone: (877) 353-2223
Website: kp.org/et/ncal
1438 Webster St., Ste 205
Oakland, CA 94612

CA YOUTH CRISIS LINE

1 (800) 843-5200

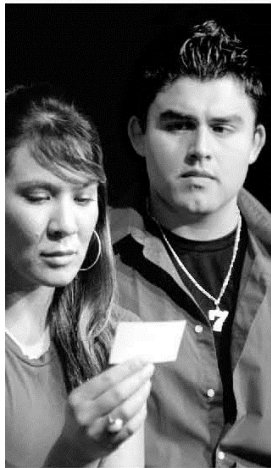
A Parent's Guide

Secrets

Educational Theatre Programs, a Community Benefit of Kaiser Permanente

SECRETS

Your child has been invited to see Kaiser Permanente's live theatre production, *Secrets*.



What is *Secrets*?

Secrets is an award-winning theatrical production that educates teens and adults about HIV and sexually transmitted diseases (STDs) and how they can be prevented. *Secrets* is produced by Kaiser Permanente, provided free of charge to schools and community organizations, and helps schools fulfill their state required HIV/AIDS prevention education requirement (Ed. Code 51934).

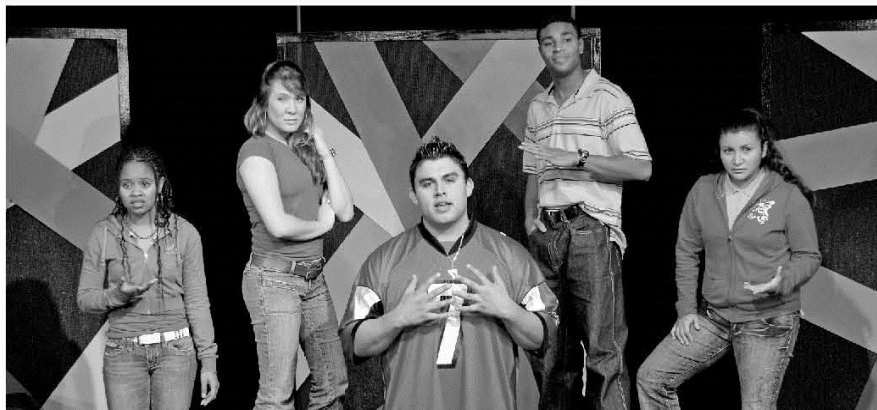
This powerful, live theatrical presentation uses drama, humor, and popular music to teach up-to-date information about HIV/AIDS and STDs. The play revolves around the relationship between two high school students, Eddie and Monica—he's a talented athlete with a bright future; she's intelligent and self-confident. Eddie's first sexual experience places him at risk for HIV. Monica, however, is committed to abstinence.

As the play unfolds, the audience learns that risky behaviors can have serious long-term consequences for their health. By watching the performer/educators portray high school students in familiar situations, teen and adult audiences can identify with the realistic characters and understand the impact HIV/AIDS and STDs can have on people's lives.

During the *Secrets* program, students will learn:

- Abstinence from all forms of intercourse and needle sharing is the only 100% effective way to prevent HIV and STDs.
- The risks of being sexually active and ways to reduce those risks.
- Effective ways to resist peer pressure around being sexually active.
- Actions have consequences, especially if a person is engaging in risky behavior.
- Speaking with adults (parents/teachers/health professionals) can help in dealing with difficult situations.

The live production is followed by a 15-minute question and answer session with the cast members, who are trained as peer health educators by physicians, HIV/AIDS experts, and licensed counselors. Cast members are also available to talk one-on-one with students to answer individual questions and offer additional information on community resources.



Secrets is performed by professional actors who are also trained extensively as peer educators. *Secrets* was created in conjunction with physicians, teachers, licensed counselors, and parents. The medical information provided in the *Secrets* program is based on up-to-date research findings from the Centers for Disease Control and Prevention (CDC), The World Health Organization (WHO), Kaiser Permanente, and other world-renowned medical institutions.

A Parent's Guide

Secrets

Educational Theatre Programs, a Community Benefit of Kaiser Permanente

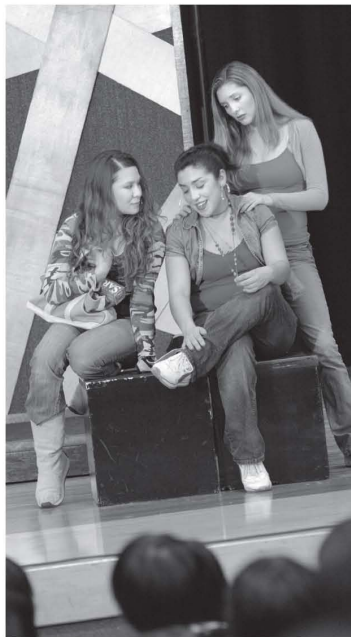
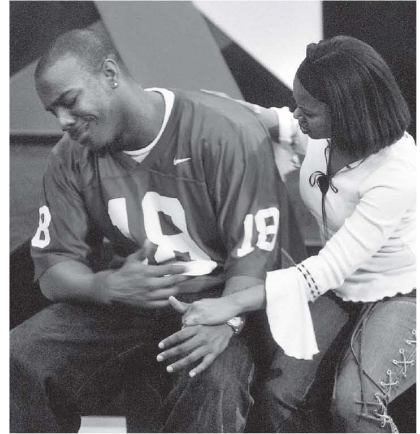
SECRETS

HIV/AIDS: The Basics

You can't get HIV from saliva, kissing, hugging, mosquitoes, or toilet seats. HIV is spread mainly through sexual intercourse or sharing needles with an infected person. The only 100% effective way to avoid HIV is not to have sexual intercourse and not to share needles for any reason.

According to the U.S. Centers for Disease Control and Prevention (CDC), for people who choose to be sexually active the following methods are highly effective to prevent infection:

- Using latex condoms correctly and consistently from start to finish every time when engaging in sexual intercourse.
- Having intercourse with only one uninfected partner in a life-long, monogamous relationship.
- Engaging in activities that do not involve any kind of sexual intercourse.



HIV/AIDS: Guidelines for Bridging Communication

By learning about HIV/AIDS and creating a comfortable atmosphere for discussion, every parent can play an important role in his or her teen's HIV/AIDS prevention education. Here are some simple tips to make your discussions easier:

- Show that it is okay to talk about HIV/AIDS and sexual issues by talking with your spouse or friends when your children are around. Be informal: use opportunities such as a conversation about current events, watching television, or better yet, use the performance of *Secrets* at your child's school to launch a discussion about HIV/AIDS.
- Keep discipline separate from conversation. Although it may seem appropriate to talk about the risks of sexual activity and drug use while disciplining, your teen may miss important information.
- Choose a time to talk when you can hear and listen to each others' opinions and feelings. Good communication is the key to talking about sensitive subjects and will help you and your teen become closer. Learning to talk comfortably and openly about HIV now may help save your teenager's life.
- Stay informed: research on the Internet, talk to your doctor, or call a hotline. If you know the information, you will have an easier time answering your child's questions. Studies show that informed teens are less likely to engage in sexual activity.

12/13

Further Resources for HIV & STD Information

(Some resources available in Spanish)

- CDC Network for HIV/AIDS & STDs • 1-800-232-4636
- California AIDS Hotline • 1-800-367-AIDS
- National Alcohol/Drug Helpline • 1-800-662-HELP
- Centers for Disease Control • cdc.gov
- U.S. HIV/AIDS Information • aids.gov
- American Social Health Association • ashastd.org

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theatre 
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Educational Theatre Programs
1438 Webster Street, #205
Oakland, CA 94612
Telephone: (877) 353-2223
kp.org/et/ncal

**West Contra Costa USD
Administrative Regulation
Uniform Complaint Procedures**

**AR 1312.3
Community Relations**

Except as the Governing Board may otherwise specifically provide in other district policies, these general uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

Compliance Officers

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in BP 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding sex discrimination. The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

Assistant Superintendent
Human Resources
1108 Bissell Avenue
Richmond, CA 94801
Telephone: (510) 231-1167
Facsimile: (510) 620-2074

The compliance officer who receives a complaint may assign another compliance officer to investigate the complaint. The compliance officer shall promptly notify the complainant if another compliance officer is designated to investigate the complaint.

In no instance shall a compliance officer be designated to investigate a complaint if he/she is mentioned in the complaint or has a conflict of interest that would prohibit him/her from fairly investigating the complaint. Any complaint filed against or implicating a compliance officer may be filed with the Superintendent or designee.

The Superintendent or designee shall ensure that employees designated to investigate complaints receive training and are knowledgeable about the laws and programs which they are assigned to investigate.

Training provided to such designated employees shall include current state and federal laws and regulations governing the program, applicable processes for investigating complaints, including those involving alleged discrimination, applicable standards for reaching decisions on complaints, and appropriate corrective measures. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the results of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator

shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement, if possible, one or more of the interim measures. The interim measures may remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 49013, 52075; 5 CCR 4622)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination.

Include statements that:

1. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
2. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
3. A complaint alleging retaliation, unlawful discrimination, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
4. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
5. The Board is required to adopt and annually update a local control and accountability plan (LCAP), in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
6. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision
7. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision
8. Copies of the district's uniform complaint procedures are available free of charge.

District Responsibilities

The following procedures shall be used to address all UCP-related shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

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

All parties involved in allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation, unlawful discrimination, or bullying confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

Step 1: Filing of Complaint

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in accordance with the following:

1. A written complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013, 52075)
3. A complaint alleging unlawful discrimination, discriminatory harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 calendar days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant or alleged victim of unlawful discrimination or bullying requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.
6. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation, shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. To resolve a complaint alleging retaliation, unlawful discrimination, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Step 3: Response/Report of Findings

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Step 4: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties that may be involved in implementing the decision or affected by the complaint, as long as the privacy of the parties is protected.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In other all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. Conclusion(s) of law
3. Disposition of the complaint
4. The rationale for such a disposition

For complaints of retaliation or unlawful discrimination, including discriminatory harassment, intimidation, or bullying, the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

1. How the misconduct affected one or more students' education

2. The type, frequency, and duration of the misconduct
3. The relationship between the alleged victim(s) and offender(s)
4. The number of persons engaged in the conduct and at whom the conduct was directed
5. The size of the school, location of the incidents, and context in which they occurred
6. Other incidents at the school involving different individuals
7. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600.

For complaints of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, the notice may, as required by law, include:

1. The corrective actions imposed to and prevent recurrence
2. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal.

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, and bullying complaint based on state law, the decision shall include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies, training for faculty, staff, and students, updates to school policies, or school climate surveys.

For complaints involving retaliation, unlawful discrimination, or bullying, appropriate corrective actions that focus on the victim may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation, unlawful discrimination, or bullying, appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference

3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, including discriminatory harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians. (Education Code 49013, 52075)

For complaints alleging noncompliance with the laws regarding student fees, such remedies, where applicable, shall include reasonable efforts to ensure full reimbursement to affected students and parents/guardians. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 days of receiving the district's decision. (Education Code 49013, 52075; 5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

Appeals to the Superintendent of Public Instruction

A complainant not satisfied with the decision of a school district in regards to LCFF procedures may appeal the decision to the Superintendent of Public Instruction (Superintendent).

Regulation WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
approved: April 4, 2012 Richmond, California
revised: April 8, 2013
revised: August 26, 2013
revised: March 4, 2015

**West Contra Costa USD
Board Policy
Uniform Complaint Procedures**

**BP 1312.3
Community Relations**

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the Board shall adopt a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

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

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)
2. Any complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, in district programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or 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 (5 CCR 4610)
4. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)
5. Any complaint alleging that the district has not complied with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)
6. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

In filing and investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation, unlawful discrimination, or bullying, the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

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

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

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
37254 Intensive instruction and services for students who have not passed exit exam
41500-41513 Categorical education block grants
48985 Notices in language other than English
49010-49013 Student fees
49060-49079 Student records
49490-49590 Child nutrition programs
52060-52077 Local control and accountability plan
52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs
52300-52490 Career technical education
52500-52616.24 Adult schools
52800-52870 School-based program coordination

54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972
12101-12213 Title II equal opportunity for individuals with disabilities
6301-6577 Title I basic programs

6801-6871 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs

Management Resources:

Management Resources:

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

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

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

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

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

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

adopted: November 7, 2007 Richmond, California

revised: April 16, 2008

revised: November 6, 2013

revised: January 8, 2014

revised: March 4, 2015



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT SEXUAL & GENDER-BASED HARASSMENT POLICY NOTICE

All students have the right to be educated in a positive and safe environment that is free from harassment and discrimination. The District prohibits sexual and gender-based harassment of students by other students, employees or other persons, while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a District program or activity. The District prohibits retaliatory behavior or action against any person(s) who files a complaint, testifies, or otherwise participates in District complaint procedures.

Sexual harassment is unwelcome conduct of a sexual nature. Examples of conduct that may constitute sexual harassment, if unwelcome, include: (1) suggestive or obscene letters, notes, invitations, graffiti, jokes, or comments; slurs; epithets; sexual gestures; and displays of sexually suggestive objects, pictures, or cartoons; (2) groping, sexual touching, leering, and impeding or blocking movement; (3) sexual conduct that would be considered criminal activity, including sexual assault and sexual exploitation; (4) continuing to express sexual interest after being informed that the interest is unwelcome (reciprocal attraction, among peers, is not considered sexual harassment); (5) threatening to withhold grades earned or deserved or suggesting a scholarship recommendation or college application will be denied, as a condition of receiving sexual favors; (6) engaging in sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student; (7) offering favors or educational benefits, such as grades, assessments, assignments, and recommendations in exchange for sexual favors; (8) inappropriate sexual touching between students that, even if consensual, contributes to a sexually charged environment for other students who witness the behavior; (9) any sexual conduct or expression of sexual interest by an adult toward a student regardless of reciprocity.

Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, although they are not necessarily sexual in nature. Examples of conduct that may constitute gender-based harassment include: (1) disparaging remarks made to a student or aggression toward a student because that student displays mannerisms or a style of dress perceived as indicative of the other sex; (2) hostility toward a student because that student participates in an athletic activity more typically favored by a student of the other sex; (3) intimidating a student to discourage that student from enrolling in a particular area of study because of his/her gender; (4) use of gender-specific slurs, whether written or spoken; (5) taunting a student who wishes to participate in an extracurricular activity because that activity is more typically favored by a student of the other sex

Any student who feels that they are being or have been harassed based on sex or gender is encouraged to immediately talk to a teacher, another school employee, and contact the District's Title IX Compliance Officer:

**Rhonda Haney, Director, Title IX Educational Equity
1108 Bissell Avenue, Room 201, Richmond, CA 94801
(510) 307-4538 - rhoney@wccusd.net
www.wccusdoee.net**

Any employee who receives such a complaint, otherwise becomes aware, or personally observes possible sexual or gender-based harassment shall immediately report it to the District's Title IX Compliance Officer or the principal or vice principal of the relevant school site.

During the course of a sexual or gender-based harassment investigation, students may be interviewed by the Title IX Compliance Officer or designee without prior notification of parents/guardians. While every effort will be made to notify parents/guardians prior to interviews with students, the need to gather information and ensure the safety of our students may require that interviews are conducted prior to parent notification.

For information about the District's policies against discrimination, harassment, intimidation, and/or bullying, or for information about how to file a complaint, please contact the District's Title IX Compliance Officer Rhonda Haney at (510) 307-4538 or by email at rhoney@wccusd.net or on our webpage at www.wccusdoee.net.

Revised: 6/24/2015 EEO



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, CA 94801-3135

Bruce Harter, Ph.D
Superintendent

Telephone: (510) 231-1101
FAX: (510) 236-6784

West Contract Costa School District – *Anti-Harassment Statement*

The West Contra Costa School District is committed to providing a safe educational environment and positive school climate to all students. In our schools, all students have the right to be educated in a positive and safe environment that is free from sexual harassment and gender-based harassment.

To put it simply, sexual harassment and gender-based harassment will not be tolerated in our District.

Any student who believes they have been a victim of sexual or gender-based harassment is strongly encouraged to immediately report the harassment to Rhonda Haney, Director of Title IX Educational Equity. She can be reached by phone at (510) 307-4538, by email at rhane@wccusd.net, or in person at 1108 Bissell Avenue, Room 201, Richmond, CA 94801. Students, parents, and staff can also talk to a teacher or administrator at their school, who will immediately report the complaint to Ms. Haney.

The District will promptly investigate all reports of sexual and gender-based harassment. When the District has determined that harassment has occurred, we will take prompt, appropriate action to end the harassment, prevent its recurrence, and address its effects on the victim and the school community.

Any student who engages in sexual or gender-based harassment of anyone at school or at a school sponsored or school-related program or activity will receive interventions and may be subject to disciplinary action. Examples of interventions include counseling, guidance, education about the impact of harassment, positive behavior support, referral to a student success team, transfer to alternative programs and denial of participation in extracurricular or co-curricular activities or other privileges. For students in grades four and higher, disciplinary action may include suspension and/or expulsion.

The District will also respond to off-campus sexual or gender-based harassment that occurs outside of District programs and activities if the harassment contributes to a hostile environment on campus, poses a threat or danger to the safety of students or substantially disrupts school activities.

We encourage you to carefully review the definitions and examples included on the back of this page and have a family discussion that sets clear limits and consequences around this unacceptable behavior.

By working together - students, parents, and staff- we can prevent sexual and gender based harassment.

Sincerely,

A handwritten signature in black ink, appearing to read "T. Groves".

Todd A. Groves, School Board President

A handwritten signature in blue ink, appearing to read "Bruce Harter".

Bruce Harter, Superintendent

Definition of Sexual Harassment. Sexual harassment is unwelcome conduct of a sexual nature.

Examples of conduct that may constitute sexual harassment, if unwelcome, include:

1. Suggestive or obscene letters, notes, invitations, graffiti, jokes, or comments; slurs; epithets; sexual gestures; and displays of sexually suggestive objects, pictures, or cartoons;
2. Groping, sexual touching, leering, and impeding or blocking movement;
3. Sexual conduct that would be considered criminal activity, including sexual assault and sexual exploitation;
4. Continuing to express sexual interest after being informed that the interest is unwelcome (reciprocal attraction, among peers, is not considered sexual harassment);
5. Threatening to withhold grades earned or deserved or suggesting a scholarship recommendation or college application will be denied, as a condition of receiving sexual favors;
6. Engaging in sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student;
7. Offering favors or educational benefits, such as grades, assessments, assignments, and recommendations in exchange for sexual favors;
8. Inappropriate sexual touching between students that, even if consensual, contributes to a sexually charged environment for other students who witness the behavior;
9. Any sexual conduct or expression of sexual interest by an adult toward a student regardless of reciprocity.

Definition of Gender-Based Harassment. Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, although they are not necessarily sexual in nature. Prohibited conduct includes harassment of a student for their gender identity or gender expression, or for exhibiting what is perceived as a stereotypical characteristic for their sex, or for nonconformance with stereotypical notions of masculinity and femininity. *Gender identity* is a person's personal sense of gender (e.g., being a boy or a girl), which may or may not be the same as their biological sex at birth. For transgender persons, the sex at birth (i.e., male or female) does not match their own internal sense of their gender identity. Since gender identity is internal, it isn't necessarily visible to others. *Gender expression* is a person's external manifestation of their gender identity. Gender expression is visible to others – it's the way a person expresses their gender identity through clothing, behavior, posture, mannerisms, speech patterns, activities and more. Examples of conduct that may constitute gender-based harassment include:

1. Disparaging remarks made to a student or aggression toward a student because that student displays mannerisms or a style of dress perceived as indicative of the other sex;
2. Hostility toward a student because that student participates in an athletic activity more typically favored by a student of the other sex;
3. Intimidating a student to discourage that student from enrolling in a particular area of study because of his/her gender;
4. Use of gender-specific slurs, whether written or spoken;
5. Taunting a student who wishes to participate in an extracurricular activity because that activity is more typically favored by a student of the other sex.

West Contra Costa Unified School District

Board Policy 5131

Student Conduct

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individual in education within a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate to all students. In the West Contra Costa Unified School Districts, all students have the right to be educated in a positive and safe environment that is free from disruption.

Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with District programs while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a District program or activity.

The Superintendent or designee shall ensure that each school site develops standards of student conduct and discipline in compliance with District policies and administrative regulations. Students and parents/guardians shall be notified of District and school standards of conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats;
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual and gender-based harassment, hate-motivated behavior, cyberbullying, or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm or substantial disruption;
3. Conduct that disrupts the orderly classroom or school environment;
4. Willful defiance of staff's authority. School sites will develop standards that define defiance in a clear and nondiscriminatory way that minimizes discretion, and will establish safeguards to ensure standards are enforced in a nondiscriminatory manner;
5. Damage to or theft of property belonging to students, staff, or the district. The District shall not be responsible for students' personal belongings which are brought or campus or to a school activity and are lost, stolen, or damaged;
6. Obscene acts or use of profane, vulgar, or abusive language;
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;
8. Possession or use of laser pointers on school premises, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27). Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee;
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time, unless such use is necessary to accommodate a student with a disability.
 - a. Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a District employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.
 - b. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health (Education Code 48901.5);
10. Plagiarism or dishonesty in school work or on tests
11. Inappropriate attire. School sites will adopt clear and fair standards to notify students of what is considered inappropriate;
12. Tardiness or unexcused absence from school; and
13. Failure to remain on school premises in accordance with school rules.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, the employee shall refer the matter to their supervisor or administrator for further investigation.

When a school official suspects that a search of a student or their belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy /Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline or other interventions including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline in accordance with law, Board policy, and administrative regulation for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

Legal References:

EDUCATION CODE

200-262.4 Prohibition of discrimination
32280-32289 Comprehensive safety plan
35181 Governing board authority to set policy on responsibilities of students
35291-35291.5 Rules
44807 Duty concerning conduct of students
48900-48925 Suspension and expulsion
51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce
313 Harmful matter
417.25-417.27 Laser scope or laser pointer
647 Use of camera or other instrument to invade person's privacy; misdemeanor
653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981
Emmett v. Kent School District No. 415, (2000) 92 F. Supp. 1088
Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675
New Jersey v. T.L.O., (1985) 469 U.S. 325
Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/l/ss>
Center for Safe and Responsible Internet Use: <http://cyberbully.org>
National School Boards Association: <http://www.nsb.org>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education: <http://www.ed.gov>

POLICY

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

adopted: August 20, 2008 Richmond, California
revised: July 8, 2009 Richmond, California
revised: May 23, 2012 Richmond, California
revised: March 26, 2014 Richmond, California

West Contra Costa Unified School District

Board Policy 5137

Positive School Climate

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services, and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate to all students. In the West Contra Costa Unified School District, all students have the right to be educated in a positive and safe environment that is free from disruption.

Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with District programs while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on District transportation, or while otherwise in a District program or activity (Board Policy 5131 – Student Conduct).

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior. Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct (Board Policy 5131 – Student Conduct).

The District's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques to encourage attitudes and behaviors that foster harmonious relations. Students shall be taught the skills necessary to reduce violence, including, but not limited to, communication, anger management, bias reduction, and mediation skills.

All District staff shall receive professional development to sustain a positive school climate, including, but not limited to, classroom management, conflict resolution techniques, and communications with students, parents/guardians, and colleagues.

Legal Reference:

EDUCATION CODE

233-233.8 Hate violence prevention
32280-32289 School safety plans
32295.5 Teen court programs
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
44807 Teachers' duty concerning conduct of students
48900-48925 Suspension and expulsion

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003
Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Learning Support: <http://www.cde.ca.gov/lr>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/offices/OESE/SDFS>

POLICY

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Adopted: August 20, 2008 Richmond, California
Revised: March 26, 2014 Richmond, California

West Contra Costa Unified School District

Board Policy 5145.3

Nondiscrimination, Harassment, Intimidation, & Bullying

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services, and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate to all students. In the West Contra Costa Unified School District, all students have the right to be educated in a positive and safe environment that is free from harassment and discrimination.

The Board is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school, school activity, or attendance within a school under the jurisdiction of the superintendent of the school district, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics. Gender identity is a person's personal sense of gender (e.g., being a boy or a girl), which may or may not be the same as their biological sex at birth. For transgender persons, the sex at birth (i.e., male or female) does not match their own internal sense of their gender identity. Since gender identity is internal, it isn't necessarily visible to others. Gender expression is a person's external manifestation of their gender identity. Gender expression is visible to others – it's the way a person expresses their gender identity through clothing, behavior, posture, mannerisms, speech patterns, activities and more.

The Board prohibits discrimination or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to conduct that interferes with student's ability to participate in or benefit from school services, activities or privileges.

The Board hereby designates the following person as Compliance Officer to handle complaints regarding discrimination and inquiries regarding the District's nondiscrimination policies:

Rhonda Haney
Director, Title IX Educational Equity
1108 Bissell Avenue, Room 201
Richmond, CA 94801
(510) 307-4538
rhoney@wccusd.net

Any student who feels they are being or have been harassed while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a District program or activity is encouraged to immediately contact a teacher or any other employee. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

An employee who receives such a complaint, otherwise becomes aware, or personally observes possible harassment shall intervene when it is safe to do so and immediately report it to the District's Compliance Officer or the principal or vice principal of the relevant school site. Such reports will be processed in accordance with Administrative Regulation 5145.7.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex, especially:
221.5 Prohibited sex discrimination
221.7 School-sponsored athletic programs; prohibited sex discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
49020-49023 Athletic programs
51006-51007 Equitable access to technological education programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4621 District policies and procedures
4622 Notice requirements
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI & VII Civil Rights Act of 1964 as amended
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130
Management Resources:

OFFICE OF CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, January, 1999
Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance, 59 FR 47, March, 1994

WEB SITES

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>
California Department of Education: <http://www.cde.ca.gov>

POLICY

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
adopted: August 20, 2008 Richmond, California
revised: March 26, 2014 Richmond, California

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

ADMINISTRATIVE REGULATION 5145.3 DISCRIMINATION, HARASSMENT, INTIMIDATION, AND/OR BULLYING COMPLAINT PROCEDURES

1. PURPOSE AND AUTHORITY

- A. The West Contra Costa Board of Education (hereinafter referred to as the Board) recognizes that the District must comply with applicable federal and/or state laws and regulations governing discrimination, harassment, intimidation, and/or bullying. The District shall investigate complaints alleging failure to comply with applicable federal and/or state laws and regulations.
- B. The District's obligations include identifying, investigating and documenting possible discrimination, harassment, intimidation, and/or bullying based on real or perceived race, ethnic group identification, national origin, ancestry, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability, marital or parental status, or religion in any District program or activity. The District shall follow this Administrative Regulation 5145.3 (AR5145.3) to address allegations of such conduct.
- C. The Superintendent shall ensure that employees designated to investigate and resolve complaints are knowledgeable about relevant laws and the programs for which they are responsible. Such employees may have access to legal counsel as determined by Superintendent or designee.
- D. The Board recognizes that a neutral mediator can often suggest a resolution that is agreeable to all parties. The Superintendent or designee shall ensure that the mediation results are consistent with federal and/or state laws and regulations. Complainants will be informed of the option to participate in mediation, but are not obligated to do so. The complainant will never be asked to work out the problem directly with the person accused; rather, a trained individual will facilitate the mediation process. Complainants have right to end the process at any time and request an investigation. Mediation is never appropriate in the case of sexual assault.

2. COMPLIANCE OFFICER

The Board designates the following Compliance Officer to receive and investigate complaints and ensure District compliance with the law:

Rhonda Haney
Director, Title IX Educational Equity
West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, CA 94801
(510) 307-4538
rhane@wccusd.net

The Compliance Officer may designate an individual or individuals to investigate complaints under her supervision.

3. NOTIFICATIONS

This complaint procedure and corresponding complaint form (Attachment A) shall be distributed to every student and family in the Parent/Student Handbook that is sent home every year, and distributed at parent-teacher meetings, site council meetings, and to new students as part of the enrollment process. This procedure and the complaint form shall be available at every school site and to every ethnic group in the District, from charter school administrators, from the following administrative offices: Bilingual; Transfer; Preschool; Student Welfare and Attendance; and from Executive Directors and Assistant Superintendents. This procedure and the complaint form shall be distributed to classified and certificated employees at their annual meetings at the beginning of each school year. This procedure shall be distributed in different languages to students of schools where 15% of more students speak a primary language other than English. The District will make additional copies of this procedure and the complaint form available free of charge.

4. COMPLAINT PROCEDURE

The following procedure shall be used to address all complaints that allege a violation of federal and/or state laws or regulations governing discrimination, harassment, intimidation, and/or bullying.

A. FILING OF A COMPLAINT

Any student, parent/guardian, third party, other individual, or public agency or organization may file a complaint with the Compliance Officer. Complaints alleging discrimination, harassment, intimidation, and/or bullying, including conduct prohibited by the District's Nondiscrimination/Harassment Policy – BP 5145.3, Sexual Harassment Policy – BP 5145.7, and Hate-Motivated Behavior Policy 5145.9, must be made no later than six (6) months from later of (a) the date of the last act of alleged discrimination, harassment, intimidation, and/or bullying, or (b) the date the complainant became aware of the last alleged act. Complaints should be made in writing when possible, preferably using the complaint form provided by the District (Attachment A). If the Compliance Officer or designee receives a report of discrimination, harassment, intimidation or bullying, the Compliance Officer or designee shall inform the individual making the report of the resolution options under this procedure. If the complainant is unable to put a complaint in writing due to reasons such as illiteracy or disability, the Compliance Officer or designee shall help the complainant file the complaint. If a complaint is presented in another written format, such as a letter or email, the District may request that the complainant complete the form. If there is a delay in obtaining a completed form, or the complainant refuses to transfer the information or otherwise complete the form but wishes to pursue the formal complaint process, the District may attach the letter to the form and open an investigation. The District will investigate

reports of discrimination, harassment, intimidation or bullying falling under this procedure regardless of whether they are made in writing.

Consistent with the Board's Policies on Nondiscrimination/Harassment – BP 5145.3, Sexual and Gender-Based Harassment – BP 5145.7, and Hate-Motivated Behavior – BP 5145.9, any employee who receives such a complaint, or becomes aware of discrimination, harassment, intimidation or bullying, shall immediately report it to the Compliance Officer or principal or vice principal of the relevant school site. If the principal or vice principal receives such a report, they shall immediately inform the Compliance Officer so that the District may ensure it provides an appropriate response to the incident. If the incident involves a sexual assault, the Compliance Officer will contact law enforcement immediately if the principal or vice principal has not already done so.

B. INVESTIGATION OF DISCRIMINATION, HARASSMENT, INTIMIDATION, AND/OR BULLYING COMPLAINTS

- i. Within ten (10) calendar days of receiving the complaint, the Compliance Officer or designee shall meet with the complainant by telephone or in person allow the complainant and/or their representative(s) an opportunity to present the complaint and any evidence, or information that may lead to evidence, to support the allegation(s) in the complaint.
- ii. During the course of the investigation, the Compliance Officer or designee shall collect relevant documents, consider available physical evidence, and interview witnesses with information pertinent to the complaint.
- iii. Alternatively or in addition, the complainant or complainant's representative or the other witnesses may also present information relevant to the complaint in writing to the Compliance Officer or designee.
- iv. The Compliance Officer or designee may obtain statements from other individuals who were witnesses to the alleged violation or who can provide relevant information concerning the alleged violation and review documents that may provide information relevant to the alleged violation.
- v. Refusal by the complainant to provide the Compliance Officer or designee with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegations.
- vi. Refusal by the District to provide the Compliance Officer or designee with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on the evidence collected that the violation has occurred and may result in the imposition of a remedy in favor of the complainant.
- vii. Throughout the investigation, the Compliance Officer or Designee will maintain ongoing contact with the student allegedly targeted.

C. CONFIDENTIALITY

The District respects students' and employees' rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts to the extent possible. This includes keeping the identity of the complainant confidential except as necessary to carry out the investigation and implement remedies, as determined by the Compliance Officer or Designee on a case-by-case basis. The Compliance Officer or designee will inform witnesses and others involved in the resolution process of the importance of maintaining confidentiality.

If a complainant requests that the District not reveal their name or other identifiable information to the alleged perpetrator or that no investigation or disciplinary action be pursued, then the Compliance Officer or designee will inform the complainant that honoring the request may limit the ability to respond effectively, and that the District prohibits retaliation. If the complainant continues to request confidentiality, the Compliance Officer or designee must evaluate the request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students; the Compliance Officer will consider factors such as the seriousness of the alleged harassment, the complainant's age, and whether there have been other harassment complaints about the same individual.

If the Compliance Officer or designee determines that the District can honor the student's confidentiality request, the District will take reasonable steps to respond to the complaint consistent with the request. This may include, for example, increasing monitoring, supervision, or security where the misconduct occurred; providing relevant education for students and employees; counseling the alleged perpetrator if this may be done without indirectly revealing the identity of the complainant; and actions to protect the complainant, such as providing support services, or changing schedules, assignments, or tests.

D. INTERIM MEASURES

The Compliance Officer or designee will consider whether, prior to the final outcome of the investigation, interim steps are necessary to protect the student allegedly targeted and the broader school community. Examples of interim measures include, but are not limited to:

- Notifying the student targeted of how to receive mental and other health services, counseling, and other victim services;
- Providing academic support services to the student targeted;
- Ensuring no contact between the student targeted and alleged perpetrator in District programs and activities (e.g., through stay away orders); the District will take care to minimize the burden of such steps on the student targeted;
- Informing student targeted of option to transfer to a new school or academic program, if desired; and
- Informing the student targeted of how to report any recurring conduct or retaliation.

In the case of alleged sexual assault, the Compliance Officer or designee will take additional steps as necessary to ensure the targeted student is safe. This may include, for example, creating a safety plan and designating an individual at the site level to act as a support person during the investigation.

If the circumstances suggest a threat to others, the Compliance Officer or designee will ensure that the District informs relevant members of the school community. This may include, for example, notifying parents and employees if a student is sexually assaulted on the way home from school, or notifying employees of areas where harassment frequently occurs.

E. REFERRAL TO LAW ENFORCEMENT, OTHER AGENCIES

Some alleged conduct may constitute both a violation of District policies and criminal activity. The Compliance Officer or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant of the right to file a criminal complaint.

The Compliance Officer or designee will follow this procedure regardless of whether the alleged conduct is also being investigated by another agency, unless the fact finding process would impede a law enforcement investigation. In such cases, the Compliance Officer or designee will determine whether interim measures to protect the well-being of the complainant and the school community and prevent retaliation are needed while the law enforcement agency's fact-gathering is in progress. Once notified that law enforcement has completed its gathering of evidence (not the ultimate outcome of the investigation or the filing of any charges), the Compliance Officer or designee will promptly resume and complete its investigation.

F. RESOLUTION OF COMPLAINT

The Compliance Officer or designee will review all relevant evidence gathered to: make factual determinations based on a preponderance of the evidence for each allegation; reach conclusions regarding whether any substantiated conduct constituted discrimination, harassment, intimidation or bullying; and, where discrimination, harassment, intimidation or bullying is found, determine the appropriate remedial action. Remedial action will be designed to end the conduct, prevent its recurrence and address its effects on the student targeted and the broader school community.

Where remedial action includes proposed discipline of an employee, the District's Human Resources Department will give substantial weight to the factual findings, legal conclusions and recommendations of the Compliance Officer or designee in the disciplinary process; consult with the Compliance Officer or designee during the disciplinary process; and inform the Compliance Officer or designee of the final outcome of the disciplinary process.

Examples of appropriate remedial action for harassment, intimidation or bullying include:

- i. Interventions for the individual who engaged in the conduct, such as parent notification, counseling, guidance, education about the impact of the conduct, positive behavior support, referral to a student success team, transfer to alternative programs, denial of participation in extracurricular or co-curricular activities or other privileges, and discipline.
- ii. Interventions for the student targeted, such as counseling, academic support, health services, assigning an escort to allow the student to move safely between classes, and instruction on how to report other incidents of harassment or retaliation.
- iii. Separating the student targeted and the individual who engaged in the conduct, provided the separation does not penalize the student targeted.
- iv. Follow-up inquiries with the student targeted and witnesses to ensure that the conduct has stopped and that they have not experienced any retaliation.
- v. Training or other interventions for the larger school community to ensure that students, staff and parents understand the types of behavior that constitute harassment, intimidation and bullying, that the District does not tolerate it, and how to report it.

The Compliance Officer or designee will contact the student targeted periodically for a reasonable period of time following conclusion of the investigation to determine whether there has been recurrence of the conduct or retaliation, and to assess the effectiveness of the remedial measures.

G. NOTICE TO COMPLAINANT OF RESOLUTION OF COMPLAINT

- i. Within sixty (60) calendar days of receiving the complaint, the Compliance Officer or designee shall prepare and send to the complainant a written report of the findings and decision, unless the complainant agrees in writing to extend the timeline. The timeline may be extended by the Compliance Officer or designee due to extenuating circumstances. If the timeline is extended, the Compliance Officer or designee will inform the complainant in writing of the extension and reason for the extension.

The report shall include:

- a) a statement of the allegations investigated;
- b) a summary of the steps taken to investigate the allegations;
- c) the findings of fact based on a preponderance of the evidence gathered;
- d) the District's conclusion of whether discrimination, harassment, intimidation or bullying did or did not occur;
- e) the disposition of the complaint;
- f) the rationale for the disposition of the complaint;
- g) if the District concluded discrimination, harassment, intimidation or bullying occurred, a description of the District's response;
- h) notice of complainant's right to appeal to the California Department of Education (CDE) within fifteen (15) days of receiving the District's final determination and the procedures to be followed for initiating such an appeal. The appeal to CDE must specify the reason(s) for appealing the District's decision and should include a copy of the original complaint and the district's decision resolving the complaint;

- i) for a complaint alleging conduct based on race, color, national origin, sex, gender, gender identity or disability, notice of the right to file a complaint with the United States Department of Education, Office for Civil Rights, and contact information for that agency; and
- j) for a discrimination complaint, notice of right to seek civil law remedies no sooner than sixty (60) days after filing an appeal with California Department of Education shall also be provided to the complainant by the District, as described in more detail in Section E of this regulation.
- ii. If an employee is disciplined as a result of the complaint, the report will specify all sanctions of which the complainant needs to be aware in order for the sanctions to be fully effective, such as requiring that the employee stay away from the complainant, temporarily or permanently prohibiting the employee from coming to work, or transferring the employee to another work location. The report shall otherwise state that effective action was taken and that the employee was informed of District expectations. The report shall not give any further information as to the nature of the disciplinary action.

H. APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION OR THE OFFICE FOR CIVIL RIGHTS

The complainant may appeal the District's decision to the California Department of Education within fifteen (15) days of the District's written report of findings and decision and that the appeal must specify the reason(s) for appealing the District's decision and should include a copy of the original complaint and the district's decision resolving the complaint.

The complainant may file a complaint with the U.S. Department of Education, Office for Civil Rights within sixty (60) days of the District's written report of findings or within 180 days of the underlying conduct.

I. RECORD KEEPING

The Compliance Officer or designee will maintain all documentation of complaint investigations and any corrective actions taken in a system that allows the Compliance Officer or others to track incidents by school site and throughout the District.

J. RETALIATION

Complainants and those who participate in the complaint resolution process are protected from retaliation by law and District policy. The Compliance Officer or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels they have experienced harassment, coercion, intimidation, or discrimination for filing a complaint or participating in the resolution process should inform the Compliance Officer or designee. The District will investigate reports of retaliation and, where retaliation is found, take separate remedial action.

K. CIVIL LAW REMEDIES

Nothing in this administrative regulation precludes a complainant from pursuing available civil law remedies outside of the District's discrimination, harassment, intimidation, and/or bullying complaint procedure. Such remedies may include, but are not limited to, mediation centers, public/private interest attorneys, injunctions, and restraining orders. For discrimination complaints, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief or discrimination complaints under federal law, and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint. If the complainants elect to seek help and or retain the services of these public or private agencies, the District shall not bear the costs for these services.

For assistance you may contact:

The U.S. Department of Education, Office for Civil Rights
American Civil Liberties Union
Contra Costa Legal Services
NAACP Legal Defense Fund

West Contra Costa Unified School District

Board Policy 5145.7

Sexual and Gender-Based Harassment

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services, and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate to all students. In the West Contra Costa Unified School District, all students have the right to be educated in a positive and safe environment that is free from harassment and discrimination.

The Board prohibits sexual and gender-based harassment of students by other students, employees or other persons, while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a District program or activity.

The Board prohibits retaliatory behavior or action against any persons who files a complaint, testifies, or otherwise participates in District complaint procedures.

The Superintendent or designee shall ensure that all staff receive training and all students receive age appropriate instruction and information on sexual and gender-based harassment. Student instruction and information shall include, but is not limited to:

1. What acts and behavior constitute sexual and gender-based harassment, including the fact that such harassment could occur between people of the same sex and that sexual violence is a form of sexual harassment;
2. A clear message that students do not have to endure sexual or gender-based harassment.
3. Encouragement to report observed instances of sexual and gender-based harassment, even where the victim of the harassment has not complained;
4. Information about the District's procedure (Administrative Regulation 5145.3) for investigating complaints and the person(s) to whom a report of sexual and gender-based harassment should be made; and
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

Definition and Examples of Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature. Examples of conduct that may constitute sexual harassment, if unwelcome, include:

1. Suggestive or obscene letters, notes, invitations, graffiti, jokes, or comments; slurs; epithets; sexual gestures; and displays of sexually suggestive objects, pictures, or cartoons;
2. Groping, sexual touching, leering, and impeding or blocking movement;
3. Sexual conduct that would be considered criminal activity, including sexual assault and sexual exploitation;
4. Continuing to express sexual interest after being informed that the interest is unwelcome (reciprocal attraction, among peers, is not considered sexual harassment);
5. Threatening to withhold grades earned or deserved or suggesting a scholarship recommendation or college application will be denied, as a condition of receiving sexual favors;
6. Engaging in sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student;
7. Offering favors or educational benefits, such as grades, assessments, assignments, and recommendations in exchange for sexual favors;
8. Inappropriate sexual touching between students that, even if consensual, contributes to a sexually charged environment for other students who witness the behavior;
9. Any sexual conduct or expression of sexual interest by an adult toward a student regardless of reciprocity.

Definition and Examples of Gender-Based Harassment

Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, although they are not necessarily sexual in nature. Prohibited conduct includes harassment of a student for exhibiting what is perceived as a stereotypical characteristic for their sex, or for nonconformance with stereotypical notions of masculinity and femininity. Gender identity is a person's personal sense of gender

(e.g., being a boy or a girl), which may or may not be the same as their biological sex at birth. For transgender persons, the sex at birth (i.e., male or female) does not match their own internal sense of their gender identity. Since gender identity is internal, it isn't necessarily visible to others. Gender expression is a person's external manifestation of their gender identity. Gender expression is visible to others – it's the way a person expresses their gender identity through clothing, behavior, posture, mannerisms, speech patterns, activities and more. Examples of conduct that may constitute gender-based harassment include:

1. Disparaging remarks made to a student or aggression toward a student because that student displays mannerisms or a style of dress perceived as indicative of the other sex;
2. Hostility toward a student because that student participates in an athletic activity more typically favored by a student of the other sex;
3. Intimidating a student to discourage that student from enrolling in a particular area of study because of his/her gender;
4. Use of gender-specific slurs, whether written or spoken;
5. Taunting a student who wishes to participate in an extracurricular activity because that activity is more typically favored by a student of the other sex.

Complaint Process

Any student who feels that they are being or have been harassed based on sex or gender while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a District program or activity, is encouraged to immediately contact a teacher or any other employee.

An employee who receives such a complaint, otherwise becomes aware, or personally observes possible sexual or gender-based harassment shall immediately report it to the District's Compliance Officer or the principal or vice principal of the relevant school site. Such reports will be processed in accordance with Administrative Regulation 5145.3.

The Superintendent or designee shall ensure that any complaints regarding sexual or gender-based harassment are immediately investigated in accordance with Administrative Regulation 5145.3.

When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment, prevent its recurrence and address its effects on the victim.

Disciplinary and Other Measures

Any student who engages in sexual or gender-based harassment of anyone at school or at a school sponsored or school-related activity is in violation of this policy and will receive interventions and may be subject to disciplinary action. Examples of interventions include counseling, guidance, education about the impact of harassment, positive behavior support, referral to a student success team, transfer to alternative programs and denial of participation in extracurricular or co-curricular activities or other privileges. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing discipline the entire circumstances of the incident(s) shall be taken into account.

The District will respond to off-campus sexual or gender-based harassment if the harassment contributes to a hostile environment on campus, poses a threat or danger to the safety of students or substantially disrupts school activities.

Confidentiality and Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual and gender-based harassment to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual and gender-based harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5CCR4964).

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance, January 2001

WEB SITES

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

POLICY

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

adopted: November 3, 2010 Richmond, California

revised: March 26, 2014 Richmond, California

West Contra Costa Unified School District

Board Policy 5145.9

Hate-Motivated Behavior

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services, and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate to all students. In the West Contra Costa Unified School District, all students have the right to be educated in a positive and safe environment that is free from disruption.

The Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Board is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school, school activity, or attendance within a school under the jurisdiction of the superintendent of the school district, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics. Gender identity is a person's personal sense of gender (e.g., being a boy or a girl), which may or may not be the same as their biological sex at birth. For transgender persons, the sex at birth (i.e., male or female) does not match their own internal sense of their gender identity. Since gender identity is internal, it isn't necessarily visible to others. Gender expression is a person's external manifestation of their gender identity. Gender expression is visible to others – it's the way a person expresses their gender identity through clothing, behavior, posture, mannerisms, speech patterns, activities and more.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. (Education Code 233.8)

The Superintendent or designee shall ensure that staff receives training on recognizing hate-motivated behavior and on strategies to respond appropriately to such behavior.

Complaint Process

Any student who feels that they are being or have been a victim of hate-motivated behavior on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on District transportation, or while otherwise in a District program or activity is encouraged to immediately contact his or her teacher or any other employee.

An employee who receives such a complaint, otherwise becomes aware of, or personally observes possible hate-motivated behavior shall immediately report it to the District Compliance Officer or the principal or vice principal of the relevant school site. Such reports will be processed in accordance with Administrative Regulation 5145.7.

The Superintendent or designee shall ensure that any complaints regarding hate-motivated behavior are immediately investigated in accordance with Administrative Regulation 5145.7.

When the Superintendent or designee has determined that hate-motivated behavior has occurred, he/she shall take prompt, appropriate action to end the hate-motivated behavior, prevent its recurrence and address its effects on the victim.

A student who has been found to have demonstrated hate-motivated behavior shall receive interventions and/or be subject to discipline in accordance with law, Board policy, and administrative regulation.

In addition, the district shall provide counseling and appropriate anti-bias training and diversity education for students about the impact of exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior and to students who exhibit such behavior. (Education Code 233.8)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900.3 Suspension for hate violence

PENAL CODE

186.21 Street terrorism; legislative findings and declarations

422.55-422.86 Hate Crimes

11410-11414 Terrorism

13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability

13519.6 Hate crimes, training courses and guidelines

UNITED STATES CODE, TITLE 18

245 Federally protected activities

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Hate-Motivated Behavior in Schools: Response Strategies for School Boards, Administrators, Law Enforcement and Communities, 1997

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

WEB SITES

CDE: <http://www.cde.ca.gov>

California Association of Human Relations Organizations: <http://www.cahro.org> United States Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR/index.html>

POLICY

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

adopted: July 29, 2009 Richmond, California

revised: March 26, 2014 Richmond, California



West Contra Costa Unified School District Disaster Preparedness and Safety



The West Contra Costa Unified School District is committed to the safety and security of all students and staff. Disaster preparedness and safety procedures have been updated at every site. Each classroom, school office, and student use areas are equipped with classroom emergency guides outlining general emergency procedures. All school sites hold regular emergency drills.

The office of Disaster Preparedness and Safety provides emergency management for WCCUSD. The office oversees the Safe School Plan system and provides guidance to schools for emergency response protocols, supplies and emergency drills. The WCCUSD Emergency Operations Center is managed by the Disaster Preparedness and Safety Office, which also provides representation to the City of Richmond and Contra Costa County and coordinates with other agencies in a large emergency. The office also coordinates the use of schools as public emergency shelters managed by the American Red Cross.

The district's disaster and preparedness plans are premised on the following four fundamental phases:

- **Prevention and mitigation** – conducting vulnerability assessments at each of the district's sites to identify and attempt to correct preventable hazards (broken locks, compromised doors, etc.)
- **Preparedness** – develop all hazards plans and procedures to natural and manmade disasters and emergencies, in collaboration with first responders (fire, police, etc.), to minimize damage to life and property and testing plans and procedures through routine drills.
- **Response** – the district and first responders taking collaborative action (s) based on the respective plans and procedures in the district and local jurisdictions.
- **Recovery** – the restoration of learning in the district, the process of healing while returning to a new level of normalcy following a disaster or emergency and providing resources and services to students, staff and families as available.

The district's website for disaster preparedness and safety will be updated periodically with information that will be useful for both school and home.

Wendell Greer
Associate Superintendent, K-12 School Operations
Office: (510) 231-1160
Fax: (510) 236-0662
E-mail: WGreer@wccusd.net

**CONTRA COSTA CRISIS CENTER
24 HOUR NUMBERS**

24-Hour *Numbers*

| | |
|-----------------------------------|---|
| Crisis & Suicide | 800.833.2900 800.273.TALK 800.SUICIDE |
| Grief | 800.837.1818 |
| Homeless | 800.808.6444 |
| Child Abuse | 877.881.1116 |
| Elder Abuse | 877.839.4347 |
| TTD/TTY | 925.938.0725 |
| Information & Referral | 211 |

Our mission is to keep people alive and safe, help them through crises, and connect them with culturally relevant resources in the community.



**CONTRA COSTA
CRISIS CENTER**

P.O. Box 3364, Walnut Creek, CA 94598

Office: 925.939.1916

www.crisis-center.org



A PROJECT OF THE CHILDREN'S PARTNERSHIP



West Contra Costa
Unified School
District

Enroll. Get Care. Renew. Health Coverage All Year Long

Health Coverage Options

Medi-Cal:

- ▶ Children, foster youth, pregnant women, adults, US citizens, and immigrants—including those with DACA status—may be eligible for no- or low-cost Medi-Cal.
- ▶ Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost.
- ▶ Medi-Cal enrollment is available year-round.

Covered California:

- ▶ Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them.
- ▶ Based on income and family size, many Californians may qualify for financial assistance.
- ▶ Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have 60 days from the event to complete enrollment.

! Undocumented Families visit: www.allinforhealth.org/resources#Undocumented
Immigration status information is kept private, protected, and secure. It will not be used by any immigration agency to enforce immigration laws, but only to determine eligibility for health programs.

You and your family may qualify for financial help:

| Household Size | If 2015 household income is less than... | | If 2015 household income is between... |
|----------------|--|--|--|
| | \$ | \$ | \$ |
| 1 | \$16,105 | \$31,043 | \$16,106 – \$46,680 |
| 2 | \$21,708 | \$41,842 | \$21,709 – \$62,920 |
| 3 | \$27,311 | \$52,642 | \$27,312 – \$79,160 |
| 4 | \$32,913 | \$63,441 | \$32,914 – \$95,400 |
| 5 | \$38,516 | \$74,241 | \$38,517 – \$111,640 |
| 6 | \$44,119 | \$85,041 | \$44,120 – \$127,880 |
| ▶ | Adults may be eligible for Medi-Cal | Children may be eligible for Medi-Cal | May be eligible for financial help to purchase insurance through Covered California |

Enroll.

Three ways to enroll in Medi-Cal and Covered California:

- www.coveredca.com
1(800) 300-1506
- Find in-person help:
www.coveredca.com/get-help/local/

Get Care.

- ▶ Find a primary care doctor in your network.
- ▶ Schedule an annual checkup for you and your family.
- ▶ Make sure to take your child to the dentist.
- ▶ Pay your monthly premium if your plan requires it.

Renew.

- ▶ Medi-Cal must be renewed every year. Medi-Cal will mail renewal packet. Complete and return. For help, contact your local Medi-Cal office or call 211.
- ▶ Health plans through Covered California must be renewed every year. Renewal information will be mailed at the end of the year, or contact Covered California at 1 (800) 300-1506.

For more information go to:
www.allinforhealth.org
April 2015

