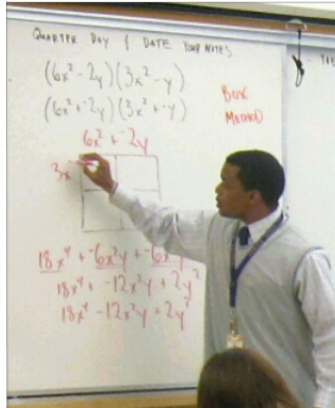




West Contra Costa Unified School District

1108 Bissell Avenue, Richmond, California 94801
Phone: (510) 231-1100 ... Website: www.wccusd.net



2014 | 2015 School Year PARENT—STUDENT HANDBOOK



Please review the material in this booklet. Then **SIGN** and **RETURN** the acknowledgment on page 2 and 3.





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.



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

2014–2015 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 September 30th, 2014.***

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 Fall 2014. 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.

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: _____

BOARD OF DIRECTORS

Charles Ramsey, President	Email: charamsey@comcast.net
Todd Groves, Clerk	Email: toddagroves@gmail.com
Randall Enos	Email: renos@wccusd.net
Madeline Kronenberg	Email: mkronen@aol.com
Elaine R. Merriweather	Email: elainemerriweather@gmail.com

WCCUSD ADMINISTRATION

Office of the Superintendent
Dr. Bruce Harter, Superintendent of Schools
1108 Bissell Avenue, Richmond, CA 94801 ... (510) 231-1101

Wendell Greer, Associate Superintendent, K-12 School Operations	Phone: (510) 231-1160	Email: wgreer@wccusd.net
Carol Butcher, Executive Director, El Cerrito & Kennedy Family	Phone: (510) 231-1128	Email: cbutcher@wccusd.net
Adam Taylor, Executive Director, De Anza & Hercules Family	Phone: (510) 231-1110	Email: ataylor@wccusd.net
Julio Franco, Executive Director, Pinole, Richmond & San Pablo Family	Phone: (510) 231-1140	Email: jfranco@wccusd.net

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 this 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 as age 8. Too many students give up on themselves and feel they can never learn, "smart people learn and I'm too dumb."

I believe that we as thoughtful, caring adults can use these three messages to make a tremendous impact on the lives all 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 because they come in handy in many situations:

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

Bruce Harter
Superintendent

2014—15 WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT PARENT—STUDENT HANDBOOK

JULY '14						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST '14						
S	M	T	W	TH	F	S
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10	11	12	13	14	15	16
17	*18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER '14						
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14	15	16	17	*18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER '14						
S	M	T	W	TH	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	*27	28	29	*30	*31	

NOVEMBER '14						
S	M	T	W	TH	F	S
						1
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16	17	18	19	20	21	22
23	24	*25	26	27	28	29
30						

DECEMBER '14						
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14	15	16	17	18	*19	20
21	22	23	24	25	26	27
28	29	30	31			

- ... New Teacher Orientation.....August 11
- ... **CCSS Staff Development...August 12 & 13**
- ... **Professional Development.....August 14**
- ... Teacher Work Day.....August 15
- ... First Day of School Minimum Day.....August 18
- ... Terence Martin Day (*Memorial Day*).....August 23
- ... Labor Day (*District holiday*).....September 1
- ... Back to School Night-Elementary (*Minimum Day, Elementary School*)September 11
- ... Back to School Night-Middle Schools (*Minimum Day, Middle Schools*)September 18
- ... Back To school Night – High Schools (*Minimum Day, High Schools*).....October 2
- ... In-service Training Day & Professional Development (No School)October 13
- ... End of 1st Quarter.....October 24
- ... Minimum Day, Middle and High Schools (*Mark Report Cards*).....October 27
- ... Minimum Day, K-8.....October 31
- ... Elementary Conference Day (*No school, Elementary Schools Only*)...November 4
- ... Elementary Conferences (*Minimum Days*)..... Oct. 30, Nov. 3,5, 6, 7
- ... End of Trimester 1November 7
- ... Certificated Non-Workday (No School)....November 10
- ... Veterans' Day Holiday (*District Holiday*)....November 11
- ... Minimum Day All Schools.... November 25
- ... Certificated Non-workday (*No School*)....November 26
- ... Thanksgiving Holidays (*District Holiday*)...November 27-28
- ... Minimum Day All Schools....December 19
- ... Winter Recess (*No School*)....Dec. 22 - Jan. 2
- ... District HolidaysDec. 24-25, Jan. 1
- ... Classes reconvene after recess.....January 5, 2015
- ... End of 2nd Quarter.....January 16, 2015
- ... Martin Luther King, Jr. (*District Holiday*).....January 19, 2015
- ... Secondary Work Day (*No School, Middle & High Schools Students Only*).....January 20
- ... **January 29 – 100th day**
- ... Presidents' Week Recess (*District Holidays*)...February 16-20
- ... End of Trimester 2March 6
- ... Open House – Elementary schools (*Minimum Day, Elementary Schools*)....March 19
- ... Open House–Middle Schools (*Minimum Day*)....March 26
- ... End of 3rd Quarter.....March 27
- ... Minimum Day, Middle and High Schools (*Mark Report Cards*).....March 30
- ... Open House–High schools (*Minimum Day*)...April 2
- ... Spring Recess (No *School*).... April 6-10
- ... District Holiday.....April 6
- ... Memorial Day Observed (*District Holiday*)....May 25
- ... Last Day of School (*Noon Dismissal*)....June 5

JANUARY '15						
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25	26	27	28	29	30	31

FEBRUARY '15						
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22	23	24	25	26	27	28

MARCH '15						
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15	16	17	18	*19	20	21
22	23	24	25	*26	27	28
29	*30	31				

APRIL '15						
S	M	T	W	TH	F	S
				1	*2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY '15						
S	M	T	W	TH	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE '15						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

	Holiday	
	No School	
	Teacher Workday	
	Professional Development	
	New Teacher Orientation	
	8/23 Terence Martin Day	
	First/Last day of school	
	100 th Day	

Total School Days 180
Total Teacher Workdays 184
 *MIN-Minimum Day
 Board Approved 1/23/2013
 Revised: 5/21/2013; 4/17/2014;
 6/2/14

DIRECTORY OF SCHOOLS

ELEMENTARY SCHOOLS

School	Phone
Bayview	231-1401
Cameron	233-1955
Chavez	231-1418
Collins	724-3086
Coronado	231-1419
Dover	231-1420
Downer	234-3851
Ellerhorst	231-1426
Fairmont	525-5235
Ford	231-1421
Grant	231-1422
Hanna Ranch	799-8384
Harding	231-1413
Highland	231-1424
Kensington	231-1415
King	231-1403
Lake	234-7395
Lincoln	231-1404
Lupine Hills	231-1411
Madera	231-1412
Mira Vista	231-1416
Montalvin	231-1405
Murphy	231-1427
Nystrom	231-1406
Ohlone	799-0889
Olinda	243-2100
Peres	231-1407
Riverside	231-1409
Shannon	724-0943
Sheldon	231-1414
Stege	231-1425
Stewart	231-1410
Tara Hills	231-1428
Valley View	243-2102
Verde	231-1408
Washington	231-1417
Wilson	412-5010

MIDDLE SCHOOLS

School	Phone
Crespi	223-8611
DeJean	231-1430
Helms	231-1423
Hercules	231-1429
Pinole	724-4042
Fred T. Korematsu (Portola)	524-0405



HIGH SCHOOLS

School	Phone
De Anza	223-3811
El Cerrito	231-1437
Hercules	231-1429
Kennedy	231-1433
Middle College	235-7800
Pinole Valley	758-4664
Richmond	237-8770

ALTERNATIVE & ADULT EDUCATION

Alternative Schools

School	Phone
Gompers	231-1402
North Campus	741-2857
Vista	231-1431

Adult Schools

School	Phone
Alvarado	559-2660
Serra	215-4666



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

We provide the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society.

We provide excellent learning and teaching experiences; safe, student-centered learning environments; and support for all students and employees. We develop and maintain productive community partnerships and individual and collective accountability.

We believe: Public Education provides the opportunities and experiences that enrich us all and is essential to the future and success of our community.

We believe we must:

- ... Treat everyone with courtesy, dignity, and respect.
- ... Provide safe and nurturing environments in which to learn, teach, work, and participate.
- ... Serve our students by working as partners with our community to develop well-rounded, life-long learners and contributing members of a global society.
- ... Take responsibility for our behavior and performance to ensure the highest possible achievement of all students, employees, and our school community.
- ... Provide equitable and essential communication and support for successful learning, teaching, working, and participating.
- ... Respect, celebrate, and welcome the diversity, uniqueness, and contributions of all members of our school community.

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 usually scheduled for the first and third Wednesdays of each month. Regular meetings are held in the LoVonja 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 2012 include:

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

Title I Middle Schools: DeJean, Helms

Title I High Schools: Gompers, 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 desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of 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 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 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 6318. (20 USC 6318)

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

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.

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

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; Monday, Tuesday, September 9-10, etc.
 - ... 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-Arrival 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"**: Transfers for those 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 application 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 (**with the exception of NCLB transfer approvals**) 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. Though not currently anticipated, students on transfer may be subject to displacement to their resident school due to excessive enrollment.

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. **Appeals must be mailed or delivered to the WCCUSD Transfer Office within (14) calendar days of receipt of the denial notice.**

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. .

Note: Make sure you have attached all required documents before submitting your forms. Incomplete applications will delay the process.

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 due date.
- 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 MySpace 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 (A)]

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 1/2 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)]

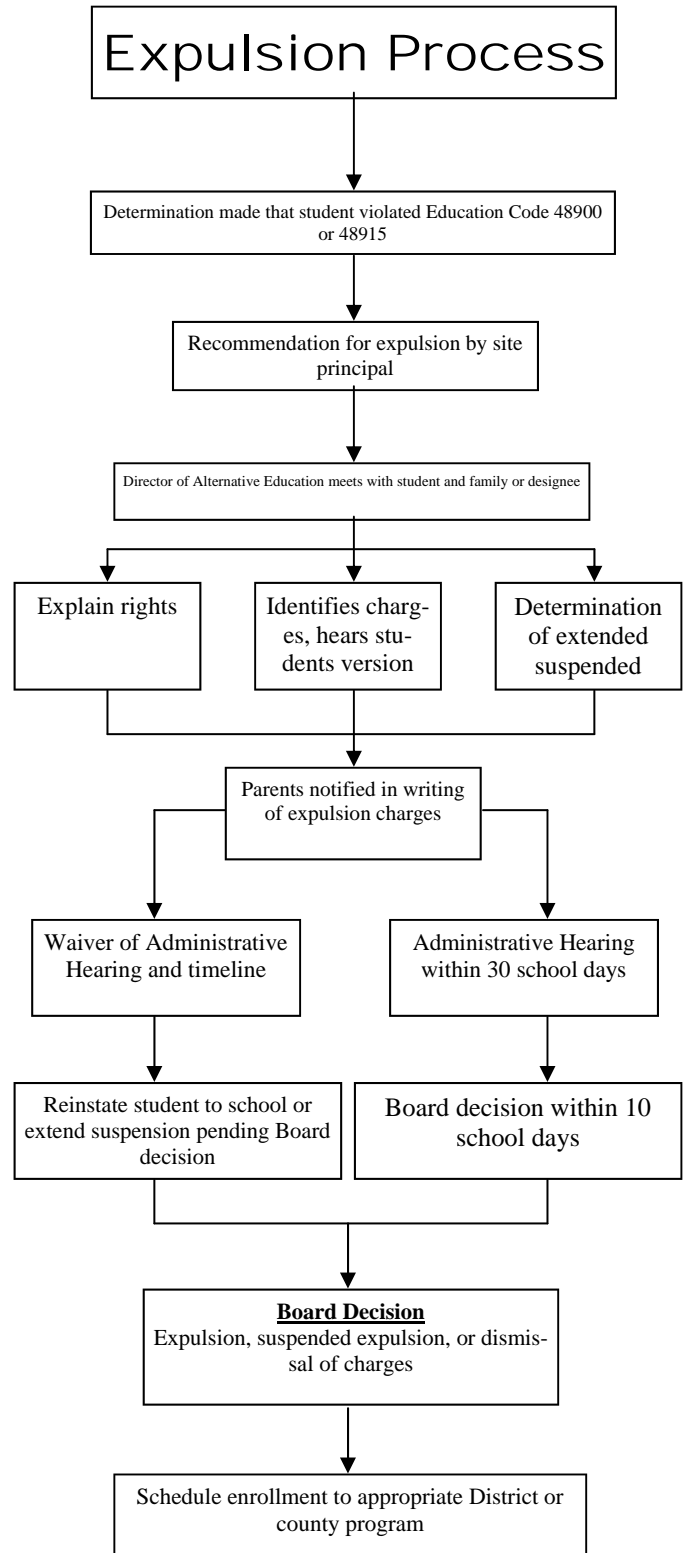
- J. Committed an obscene act or engaged in habitual profanity or vulgarity. [Ed. Code § 48900(i)]
- K. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia. [Ed. Code § 48900 (j)]
- L. Disrupted school activities or otherwise willfully defied the valid 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



NON-DISCRIMINATION AND SEXUAL HARASSMENT POLICY

Education Code section 220 provides: No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any actual or perceived characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

Penal Code section 422.55 provides: For purposes of this title and for purposes of all other state law unless an explicit provision of law or the context clearly requires a different meaning, the following shall apply:

(a) "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:

- (1) Disability.
- (2) Gender.
- (3) Nationality.
- (4) Race or Ethnicity.
- (5) Religion.
- (6) Sexual Orientation.
- (7) Association with a person or group with one or more of these actual or perceived characteristics.

(b) "Hate crime" includes, but is not limited to, a violation of Section 422.6.

Reporting Procedure: Incidents of harassment, abuse or discrimination should be reported as quickly as possible, IN WRITING, to the school principal or assistant principal.

Students: There shall be no discrimination with respect to actual or perceived color, race, creed, ethnicity, religion, national origin, sex, sexual orientation, gender identity/expression or disability against students who are applying for admission to or who attend our schools except as otherwise provided by law.

The District shall take no action to encourage, facilitate, permit or ratify unlawful discrimination. Specifically, no student shall be removed or transferred from any teacher's class based on the teacher's actual or perceived membership in a protected class.

District programs and activities shall be free from discrimination, including harassment, with respect to actual or perceived ethnic group, color, race, creed, religion, national origin, sex, sexual orientation, gender identity/expression, age, and physical or mental disability, against students who are applying for admission to or who attend our schools except as otherwise provided in law.

(cf.0410 – Nondiscrimination in District Programs and Activities)
(cf.131.2.2 – Uniform Complaint Procedures)
(cf.6164.6 – Identification and Education under Section 504)

The Governing Board shall ensure equal opportunities for all students in admission and access to educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

(cf.1240 – Volunteer Assistance)
(cf.6145.2 – Interscholastic Competition)
(cf.6162.5 – Standardized Testing)

The Board prohibits intimidation or harassment based on actual or perceived membership in a protected class, of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in, or benefit from, school services, activities, or privileges.

(cf.5145.2 – Freedom of Speech/Expression: Publications Code)
(cf.5145.7 – Sexual Harassment)

Students, who harass other students based on actual or perceived membership in protected classes, shall be subject to appropriate counseling and discipline up to and including expulsion. An employee who permits or engages in harassment based on actual or perceived membership in protected classes may be subject to disciplinary action, up to and including dismissal.

(cf.4118 – Suspension/Disciplinary Action)
(cf.4218 – Dismissal/Suspension/Disciplinary Action)
(cf.5144.1 – Suspension and Expulsion/Due Process)

Any student who feels that they are being harassed based on actual or perceived membership in a protected class, should immediately contact the principal or designee. A Student Safety Ally (identified adult school staff member other than the principal/designated complaint monitor) will be accessible to assist the student in the harassment reporting process. If the principal or designee does not promptly remediate a situation involving harassment, a uniform complaint form can be filed in accordance with administrative regulations. The superintendent or designee shall determine which complaint procedure is appropriate.

In cases where the complainant expressed reasonable concern that disclosure of the complaint to the complainant's parent(s) or guardian(s) may endanger the complainant's safety in any manner, the principal or designee shall provide for investigation and resolution of the complaint in a manner that does not endanger the complainant's safety.

(cf.1312.1 – Complaints Concerning District Employees)
(cf.1312.3 – Uniform Complaint Procedures)

Sex Discrimination: No discrimination based on sex and/or gender identity/expression shall be permitted in opportunities for admission or participation in curricular and extra-curricular activities including intramural and interscholastic sports, privileges and other advantages. In certain special cases, as provided by law and district policy and regulations, separate provisions may be made for students according to sex and/or gender identity/expression with respect to such matters as protection of modesty in shower rooms and in sex instruction. The school may provide students with separate shower rooms and sex education classes. In physical education, when objective standards have an adverse effect on students because of their sex, gender identity/expression, race, ethnic group, or disability, other standards shall be used to measure achievement and create comparable educational opportunities. The faculty must be especially sensitive in guarding against unconscious sex and gender identity/expression discrimination and stereotyping in all school operations.

Sexual Harassment: Education Code section 212.5 provides: "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under the following conditions:

- (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

- (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Prohibition of Sexual Harassment: The Governing Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the district. Teachers shall discuss this policy with their students in age-appropriate ways and should assure students that they need not endure any form of sexual harassment.

Forms of Sexual Harassment: Sexual harassment may occur as a pattern of degrading sexual speech or action ranging from verbal or physical annoyances or distractions to deliberate intimidation and frank threats or sexual demands. Forms of sexual harassment include, but are not limited to, the following:

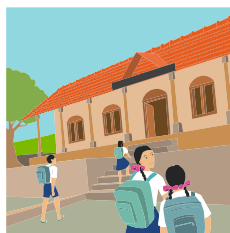
- ... Verbal Harassment: Spreading of sexual rumors, derogatory comments, jokes, slurs, graphic verbal commentaries about an individual's body/dress or sexually degrading word used to describe an individual.
- ... Physical Harassment: Unnecessary or offensive touching, impeding or blocking movement.
- ... Visual Harassment: Derogatory or offensive posters, cards, cartoons, graffiti, drawings, gestures, suggestive or obscene letters, objects, notices or invitations.
- ... Sexual Favors: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of sexual nature upon which is conditioned an academic or other benefit or decision or which unreasonably interferes with a student's classroom performance, or creates an offensive classroom or related school environment.
- ... Reprisals: Make threatening reprisals after a negative response to sexual advances.

Consequences for Sexual Harassment: A pupil in grade four and above may be suspended or expelled if the superintendent or the principal of the school in which the pupil is enrolled determines that the student has committed sexual harassment. [Ed. Code § 48900.2]

Complaint Procedures: Any student who feels that he or she being harassed should immediately contact the principal or designee at his or her school. If a situation involving sexual harassment occurs, a complaint can be filed see BP 1312.3 and pages 47-49 of this Handbook for Uniform Complaint procedures – Complaints Concerning School Personnel or SR 5145(c). The principal or designee shall determine which procedure is appropriate. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

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 2013 – 2014 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' form 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.

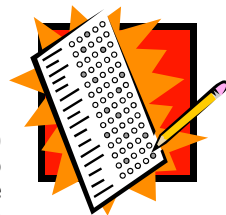
It has been determined that all students should be provided with the initial lanyard and identification badge. This will be provided at no cost to the student. If the lanyard or the identification badge needs to be replaced however, it will be the responsibility of the student or parent/guardian to incur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



Standardized Testing and Reporting (STAR): The Standardized Testing and Reporting (STAR) Program was authorized in 1997 by state law to measure how well students are learning the knowledge and skills identified in the California academic standards. All students in grades two through eleven take the STAR Program tests, including students who are English learners and student with disabilities. The STAR program consists of five tests:

- 1) **California Standards Tests (CST)** are developed by California educators and test developers specifically for California and aligned with state academic standards in English language arts (grades 2-11), mathematics (grades 2-11), history-social science (grades 8, 9-11), and science (grades 5, 8, 9-11). Students in grades 4 and 7 take a writing test which is part of the English-language arts CST.
- 2) **California Alternate Performance Assessment (CAPA)**, an alternative to CSTs, was developed for students with significant cognitive disabilities and is based on a subset of the state academic standards. The CAPA is administered in grades 2-11.
- 3) **California Modified Assessment (CMA)** is for students with disabilities who have an individualized education program (IEP) and meet eligibility criteria. The student’s IEP identifies the content areas (s) to be tested with the CMA. The test measures student achievement in state academic standards. The CMA is administered in grades 3-11. Students in grades 4 and 7 take a writing test which is part of the English-language arts CMA.
- 4) **Standards-based Tests in Spanish (STS)** are for Spanish-speaking English learners in grades 2-11 who either receive instruction in their primary language or who have been enrolled in a U.S. school less than 12 months. It measures achievement in state academic standards for reading-language arts and mathematics. Students assessed with the STS must also take a CST and/ or CMA appropriate to grade level.

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.

California High School Exit Examination (CAHSEE): State law, enacted in 1999, authorized the development of the 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.

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," 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 five, seven, and nine. 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:

ReadiStep is a middle school assessment that measures Critical Reading, Writing, and Math skills. ReadiStep is the first step on the College Board's College Readiness Pathway (a series of assessments that includes the PSAT/NMSQT and the SAT). All WCCUSD 8th grade students will take ReadiStep free of charge at their middle schools in **October 2014**. For more information, please visit the College Board website at: <http://readistep.collegeboard.org/>.

The **Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)** is a standardized test that provides practice for the SAT. The PSAT/NMSQT measures critical reading, math, and writing skills. On **Wednesday, October 15, 2014**, all 9th, 10th, and 11th grade students will take the PSAT at their high schools free of charge. Students may pick up their PSAT Official Student Guide from their high school counselor in September. The PSAT is generally administered in grades 9-11. 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. 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 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 a 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 few waiver.

College Day is scheduled for **Wednesday, October 15, 2014** 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 23, 2014	November 07, 2014	November 21, 2014
Second Trimester	February 13, 2015	March 6, 2015	March 20, 2015
Third Trimester	May 23, 2015	June 5, 2015	June 19, 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 24, 2014
Second Quarter/First Semester	January 16, 2015
Third Quarter	March 27, 2015
Fourth Quarter/Second Semester	June 5, 2015

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.

- 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 2014–15 school year: September 2 and December 2, 2014 & 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

- 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
- 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

- 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.

- 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:

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

SECONDARY

1. Middle Schools:

- The Local Review Board will develop an intervention program at the end of the first semester for academically unsuccessful middle school students.
- 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
- 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.

To Enter Grade	Minimum Credits
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.

California High School Exit Exam (CAHSEE): Each student completing grade 12 shall have met the CAHSEE requirements in

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

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.**



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

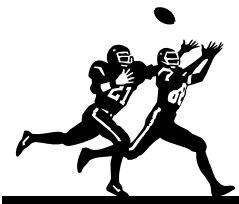
Multimedia Academy
El Cerrito High School

- ... Engineering
- ... Health
- ... Law and Justice
- ... Multimedia Communications

10th Grade
English 2
World History
Biology or Chemistry
Intro to Engineering Design

10th Grade
Multimedia 1
World History
English 2
Chemistry or other science

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]

11th Grade
English 3
US History
Chemistry or Physics
ROP Biotechnology

11th Grade
Photography or Graphics
English 3
US History
Physics or other science

12th Grade
English 4
US Government/Economics
Physics
ROP Principles of Engineering

12th Grade
Advanced Film Studies or Animation
English 4
US Government/Economics

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

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

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 audiological 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.

COMPLAINTS CONCERNING DISTRICT PERSONNEL PROCEDURES



The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.
3. All complaints related to district personnel other than administrators

shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.

4. When a written complaint is received, the employee shall be notified within five days or in accordance with collective bargaining agreements.
5. A written complaint shall include:
 - ... The full name of each employee involved;
 - ... A brief but specific summary of the complaint and the facts surrounding it;
 - ... A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.
6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint.
8. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint, including but not limited to:
 - ... The full name of each employee involved;
 - ... A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response;
 - ... A copy of the signed original complaint;
 - ... A summary of the action taken by the Superintendent or designee, together with his/her specific finding that the problem has not been resolved and the reasons.
9. The Board may uphold the Superintendent's decision without hearing the complaint.
10. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.
11. A closed session may be held to hear the complaint in accordance with law.
12. The decision of the Board shall be final.

Uniform Complaint Procedures

The Board of Education recognizes that the district has primary responsibility for ensuring that it complies with the applicable state and federal laws and regulations governing educational programs. The district shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:

Unlawful discrimination based on **race, ancestry, national origin, ethnic group identification**, religion, age, gender, **actual or perceived sex, sexual orientation**, color or physical or mental disability, a person's association with a person or group with one or more of these actual or perceived characteristics, or failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

The Board acknowledges and respects students and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to

the extent necessary to carry out the investigation, as determined by the Superintendent or designee on a case-by-case basis. Complainants will be protected from retaliation.

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent or designee shall ensure that the mediation results are consistent with state and federal laws and regulations.

COMPLIANCE OFFICER

The Board of Education designates the following compliance officer to receive and investigate complaints and ensure district compliance with the law:

Assistant Superintendent
Human Resources
1108 Bissell Avenue
Richmond, CA 94801

Telephone: 510-231-1167
Facsimile: 510-620-2074

Copies of the District's complaint procedures shall be available free of charge.

NOTIFICATIONS

Uniform Complaint Procedures are distributed to every student and family in the Parent-Student Handbooks that are sent home every year. Procedures are distributed at parent-teacher meetings, site council meetings, and to new students as part of the enrollment process. Procedures and forms are available at every school site; **from appropriate private school officials or representatives**; and from the following administrative offices: Bilingual, Transfer, Preschool, Student Welfare and Attendance, Executive Directors, and Assistant Superintendents, and to every ethnic group in the district. UCP are distributed to classified and certificated employees at their annual meetings the beginning of each school year. UCP are distributed in different languages to students of school where 15% or more students speak a primary language other than English.

The LEA will provide an opportunity for complainants and/or representatives to present relevant information to an investigator. Refusal by the complainant to provide the investigator 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. [T5CCR 4631]

PROCEDURES

The LEA is to provide the investigator with access to records and/or other information related to the allegation in the complaint. To otherwise fail to refuse or cooperate in the investigation or engage in any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. [T5CCR 4631]

The following procedures shall be used to address all complaints that allege a violation of federal or state laws or regulations governing

educational programs. The compliance officer shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5, Section 4632.

1. FILING OF A COMPLAINT

Any individual, parent, public agency or organization may file a written complaint of alleged noncompliance. Complaints alleging discrimination must be initiated no later than 6 months from the date the alleged discrimination occurred or when knowledge was first obtained. Written complaints are filed with the compliance officer.

2. INFORMAL PROCESS

Within 15 days of the receipt of the complaint, the principal/department head will conduct a meeting with all parties. The purpose of the meeting is discussion and resolution with the compliance officer/designee acting as an impartial chairperson. If resolution is not reached at this level, the compliance officer will proceed with formal investigation of the complaint.

3. FORMAL PROCESS

Within 10 days of an unsuccessful resolution through the informal process, the compliance officer shall hold an investigative meeting with all parties and their representatives with the compliance officer/designee acting as impartial chairperson.

4. DISTRICT'S WRITTEN RESPONSE

The compliance officer will prepare a written report of the finding and decision within 60 days of receiving the complaint unless the complainant agrees in writing to extend the timeline.

If the complainant does not accept the decision, he/she may request a review by the Board of Education within 5 days of receiving the written response. The Board may, at its own discretion, consider the request. If the Board chooses not to hear the appeal, the compliance officer's decision will be considered final. The district has 60 days to process a formal complaint.

The LEA's decision will be reported in writing, sent to the complainant within 60 calendar days of receipt of the complaint. The report will contain the following elements: [T5CCR 4631(e)]

- a. **The findings of fact based on the evidence gathered.**
- b. **Conclusion of law**
- c. **Disposition of the complaint**
- d. **The rationale for such a disposition.**
- e. **Corrective actions, if any are warranted.**
- f. **Notice of the complainant's right to appeal the LEA's Decision to CDE.**
- g. **Procedures to be followed for initiating an appeal to CDE.**

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

The complainant may appeal in writing to the California Department of Education (CDE) within 15 days of receiving the District's response. The appeal to the CDE must include a copy of the locally filed complaint and a copy of the LEA decision.

CIVIL LAW REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until 60 days has 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 and is applicable only if the district has

appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

The complainants are protected from retaliation and that the identity of a complainant alleging discrimination will remain confidential as appropriate. [T5CCR4621]

For assistance you may contact:

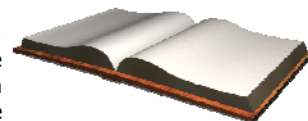
- ... American Civil Liberties Union
- ... Contra Costa Legal Services
- ... NAACP Legal Defense Fund

THE DISTRICTS' UNIFORM COMPLAINT PROCEDURES AND FORMS ARE AVAILABLE ON PAGES 47-49 AND IN THE MAIN OFFICE AT EACH SCHOOL SITE.

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. 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 (CUM): State law requires that certain information be maintained by the school district. As required, the CUM 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.



PESTICIDE USE LETTER AND INDIVIDUAL NOTIFICATION REQUEST

Dear Parents, Guardians and Staff,

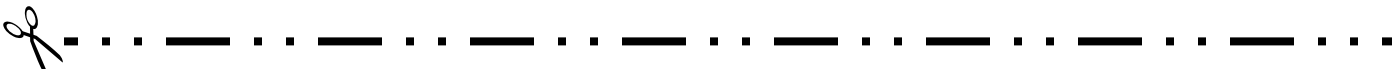
The West Contra Costa Unified School District has adopted a policy to reduce the use of pesticides and herbicides at schools in our district. This policy, called an Integrated Pest Management Policy (IPM), will guide our staff in finding non-chemical, preventative measures to use first in controlling 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: Director, Maintenance and Operations
1108 Bissell Avenue, Room 201
Richmond, CA 94801**

If you have any questions, please contact Luis Freese, Director, Maintenance and Operations at (510) 231-1109 or by e-mail (lfreese@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: _____

PARENT LETTER REGARDING USE OF PESTICIDE WEED CONTROL



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
Maintenance and Operations Department
1108 Bissell Avenue, Room 201
Richmond, CA 94801
Tel: (510) 231-1109, Fax: (510) 620-2237

Bill Fay
Associate Superintendent
Operations Division

Luis L. Freese
Executive Director
Maintenance & Operations

July 1, 2014

Dear Parents,

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

Glyphosphate Pro-4
Garlon 4 Ultra
Oxadiazon 2 G

The proposed timeline is as follows:

December 22, 2014 – January 2, 2015 - Weeds as needed
February 16 – 20, 2015 - Weeds as needed
April 6 – 10, 2015 – Weeds and Poison Oak as needed

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

Sincerely,

Luis L. Freese
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 510.620.2159.

Listed below are pesticides, including herbicides, which **may** be used during the WCCUSD 2007-08 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
Contrac All Weather Blox	Bromadiolone	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

**WCCUSD
AFTER SCHOOL PROGRAMS**

Our Vision

WCCUSD After School 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 fun 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 be enrolled and 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.

High School Programs operate 5 days per week.

Program Components

- ... Snack
- ... Homework Assistance
- ... Academic Intervention
- ... Enrichment
- ... Recreation

For further information, contact:

WCCUSD After School Program
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	559-7031
Ford	231-1421 Ext. 24134
Grant	231-1422 Ext. 24233
Highland	223-1294 / 231-1424
King	231-1403 Ext. 22109
Lake	307-4362
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	235-0166

MIDDLE SCHOOL

<u>School</u>	<u>Phone</u>
Crespi	223-8611
DeJean	231-1430 Ext. 25093
Helms	231-1423 Ext. 24315
Fred T. Korematsu (Portola)	559-7009



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

Wendell Greer
*Associate Superintendent,
 K-Adult Operations*

August 4, 2014

Dear Parent:

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 1, 2014, 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

Name _____

Student’s Name _____

Signature _____

Date _____



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.

Signature of Student

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.

Signature of Parent/Guardian

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:

... Headaches	... Amnesia
... “Pressure in head”	... “Don’t feel right”
... Nausea or vomiting	... Fatigue or low energy
... Neck pain	... Sadness
... Balance problems or dizziness	... Nervousness or anxiety
... Blurred, double, or fuzzy vision	... Irritability
... Sensitivity to light or noise	... More emotional
... Feeling sluggish or slowed down	... Confusion
... Feeling foggy or groggy	... Concentration or memory problems (forgetting game plays)
... Drowsiness	... Repeating the same question/comment
... Change in sleep patterns	

Signs observed by teammates, parents, and coaches include:

... Appears dazed	... Slurred speech
... Vacant facial expression	... Shows behavior or personality changes
... Confused about assignment	... Can’t recall events prior to hit
... Forgets plays	... Can’t recall events after hit
... Is unsure of game, score, or opponent	... Seizures or convulsions
... Moves clumsily or displays incoordination	... Any change in typical behavior or personality
... Answers questions slowly	... Loses consciousness

Adapted from the CDC and the 3rd International Conference on Concussion in Sport
Document created 5/20/2010



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 Costa Unified School District

1108 Bissell Avenue, Richmond, CA 94801-3135

Phone: 510-231-1100 x74506

Wendell Greer

Associate Superintendent, K-12 School Operations

August 2014

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 _____

Date _____ High School Attending _____

If you do not want your child to participate in the condom availability program, return this signed form to the school office before program implementation. The program will begin in the fall.

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 Board policies, the uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. 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 uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

Compliance Officers

The Governing Board designates the following compliance officer to receive and investigate complaints and to ensure district compliance with law:

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

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

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. (5 CCR 4622)

The Superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge. (Education Code 262.3, 49013; 5 CCR 4622)

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 pursuant to Education Code 262.3, including 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
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with state and federal laws and regulations governing educational programs.
 - b. 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
 - c. A complaint alleging unlawful discrimination, harassment, intimidation, 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, harassment, intimidation, or bullying.
 - d. 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
 - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision

Copies of the district's uniform complaint procedures are available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. All complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint

meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying 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, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 calendar days. (5 CCR 4630)

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

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.

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 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. (5 CCR 4631) The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

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)

Step 3: Response

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 Step #4 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)

The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language.

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

1. The findings of fact based on the evidence gathered.
2. Conclusion of law.
3. Disposition of the complaint.
4. The rationale for such a disposition.
5. Corrective actions, if any are warranted.
6. 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.

In addition, any decision concerning a discrimination, harassment, intimidation, or bullying complaint based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies under State law. (Education Code 262.3)

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant must 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)

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)

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

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 district shall investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees in accordance with the district's uniform complaint procedures.

The district shall use uniform complaint procedures to resolve any complaints alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on 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, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaints alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in 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.

In regards to complaints of noncompliance with laws relating to pupil fees, if the district finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by the Superintendent or designee to ensure full reimbursement to all affected pupils, parents and guardians.

A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupils fees.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Any complaint

alleging discrimination, harassment, intimidation, or bullying shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination, harassment, intimidation, or bullying. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments
4. Deficiency in the district's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination

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
52160-52178 Bilingual education programs
52300-52490 Career technical education
52500-52616.24 Adult schools
52800-52870 School-based program coordination
54000-54028 Economic impact aid programs
54100-54145 Miller-Unruh Basic Reading Act
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
6301-6577 Title I basic programs
6601-6777 Title II preparing and recruiting high quality teachers and principals
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:

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



West Contra Costa 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 categor(ies) that appropriately refer to 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: _____

-
- | | |
|---|--|
| <input type="checkbox"/> Informal Complaint | <input type="checkbox"/> Date of Informal Resolution |
| <input type="checkbox"/> Formal Complaint | <input type="checkbox"/> Date of Formal Resolution |
| <input type="checkbox"/> 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 USD

Administrative Regulation

Complaints Concerning District Personnel

AR 1312.1

Community Relations

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.
3. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.
4. When a written complaint is received, the employee shall be notified within five days or in accordance with collective bargaining agreements.
5. A written complaint shall include:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.

7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint.

8. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint, including but not limited to:

- a. The full name of each employee involved
- b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
- c. A copy of the signed original complaint
- d. A summary of the action taken by the Superintendent or designee, together with his/her specific finding that the problem has not been resolved and the reasons

9. The Board may uphold the Superintendent's decision without hearing the complaint.

10. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.

11. A closed session may be held to hear the complaint in accordance with law.

12. The decision of the Board shall be final.

Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation.

Regulation WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
approved: April 8, 2013 Richmond, California



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

Rev. 5.3.13/bp

(GREEN FORM)

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:*

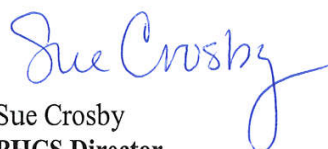
Continuing in the 2014-2015 school year, Contra Costa Health Services (CCHS) will offer a full range of health care services for students at DeAnza, El Cerrito, Hercules, Kennedy, Pinole Valley and Richmond High Schools. These services include healthy teen exams, immunizations, sick care, and at our Health Centers may include dental care. A consent for medical services must be signed yearly by a parent or guardian before a student can receive *these* health care services by CCHS. Students who have health insurance through Medi-Cal and Contra Costa Health Plan or are eligible for Medi-Cal can receive health care 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 to make appointments for health care services and the required consents, needing your signature, will be available at your school's registration event. Please look for the CCHS table. We look forward to making this a healthy year for all students.

Continuando en el año escolar 2014-2015, Servicios de Salud del Condado de Contra Costa (CCHS) ofrecerá una variedad de servicios de salud para estudiantes en Danza, El Cerrito, Hercules, Kennedy, Pinole Valley and Richmond High Schools. Estos servicios incluyen exámenes para adolescentes, exámenes físicos, vacunas, cuidado dental y de enfermedades leves. Un consentimiento médico debe ser firmado anualmente por el padre/la madre o tutor antes de que el estudiante pueda recibir servicios de salud de CCHS. Los estudiantes que tienen seguro médico a través de Medi-Cal y Contra Costa Health Plan o que son elegibles para Medi-Cal pueden recibir servicios de salud. Estudiantes que no tienen seguro médico también pueden recibir servicios de salud. 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 hacer citas para servicios de salud y el consentimiento anual que necesita firmar, 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



**CONSENT TO SERVICES AND CONDITIONS
OF SERVICES AND OF ADMISSION**

Student Name:

Print Name

Date of Birth:

MEDICAL/SURGICAL TREATMENT CONSENT: The undersigned consents to the procedures that may be performed during this hospitalization or on an outpatient basis, including emergency treatment or services, which may include but are not limited to laboratory procedures, x-ray examinations, medical or surgical treatment or procedures, anesthesia, or hospital services rendered the patient under the general and special instructions of the patient's physician or of any other member of the hospital or health center's medical staff, including physician residents and independent contract physicians. The undersigned further agrees to the provisions expressed on the reverse side of this form.

TEACHING PROGRAM: The undersigned understands that Contra Costa Health Services, Contra Costa Regional Medical Center and Contra Costa Health Centers are teaching institutions and that residents, interns, and health care students, under the supervision of professional staff, may be involved in providing medical and/or health care.

CONSENT TO RELEASE MEDI-CAL ELIGIBILITY: The undersigned authorizes the Contra Costa County Employment and Human Services Department to release information concerning the status of the patient's Medi-Cal application, and to send information regarding the patient's Medi-Cal eligibility to the Contra Costa Health Services Department. The undersigned also authorizes the above Agency to send Contra Costa Health Services a Letter of Authorization, to allow the Medi-Cal program to be billed for any medical services received at a county facility that may be covered by the Medi-Cal program.

FINANCIAL AGREEMENT: The undersigned promises to reimburse the County of Contra Costa for any services not covered by Medicare, Medi-Cal, insurance, or any other health care compensation carrier, at the rates established by the Contra Costa County Board of Supervisors during the time this consent is in effect. This consent is valid and in effect for any hospital, outpatient, emergency or other medical care and/or services rendered to the patient at any time within 365 days from the date indicated below. The undersigned further agrees to use any damages or indemnity paid to or on behalf of the patient as a result of the injury or illness which necessitated this care to reimburse the county up to the amount billed, but not to exceed the rates set by the Board of Supervisors. —*continued on reverse*

The undersigned certifies that he/she has read the foregoing, received a copy thereof, and received a copy of the "Patients' Rights", and is the patient, the patient's legal representative, or is duly authorized by the patient as the patient's general agent to execute the above and accept its terms.

DATE SIGNATURE OF PATIENT OR PATIENT'S REPRESENTATIVE

WITNESS TO SIGNATURE IF REPRESENTATIVE, STATE RELATIONSHIP

If patient unable to sign, STATE REASON: _____ Date _____ By _____

<p>ADVANCE DIRECTIVE (ED, inpatient)</p> <p>Do you have an Advance Directive? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, will you provide us a copy? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If "no", was an Advance Directive pamphlet given to you? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Signature _____ Date _____</p>	<p>ACKNOWLEDGMENT OF HIPAA NPP</p> <p>I have received a copy of the Contra Costa County Notice of Privacy Practices.</p> <p>Signature _____ Date _____</p> <p>County _____</p>
--	---

CONSENT TO SERVICES AND CONDITIONS OF SERVICES AND OF ADMISSION, CONT.

FINANCIAL AGREEMENT, continued: The undersigned waives the statute of limitations on this matter for a period of 10 years. This agreement and waiver is binding on the undersigned, his or her heirs, assigns, administrators, and executors.

The undersigned authorizes the Social Security Administration to release to Contra Costa Health Services Department information concerning the status of the patient's Social Security benefits, including the type of benefit, amount receiving, and the effective date. The undersigned also authorizes the above agency to release information about the patient's Medicare benefit, including the effective date.

ASSIGNMENT OF BENEFITS: The undersigned authorizes, whether he/she signs as agent or as patient, direct payment to Contra Costa County of any insurance benefits otherwise payable to or on behalf of the patient for this hospitalization and/or these outpatient services, including emergency services if rendered, in an amount not to exceed the County's regular charges. A photocopy of this authorization shall be considered as effective and valid as the original.

The undersigned authorizes and directs the attorney, claims adjustor, insurance company and any person(s), company or corporation who may effect a settlement or payment of any claim for damages or indemnity that the patient may have arising from the injury or illness which necessitated this hospital care and/or outpatient services, to deduct the amount of the charges of these services from any sum due the patient and to pay that amount directly to Contra Costa County and the undersigned hereby assigns that amount to Contra Costa County.

I hereby authorize Contra Costa Health Services or its representative, including a third party vendor, to prepare, complete, and file any paperwork, or documents, including medical and financial records necessary to process claims under a pharmaceutical assistance or drug reimbursement program. I assign all benefits due and received on my behalf to Contra Costa Health Services.

RELEASE OF INFORMATION FOR REIMBURSEMENT: The undersigned agrees that, to the extent necessary to determine liability for payment and to obtain reimbursement, Contra Costa County may disclose portions of the patient's record, including his/her medical and psychiatric records, to any person or corporation which is or may be liable for all or any portion of the charges, including but not limited to insurance companies, health care service plans, workers's compensation carriers, Social Security Administration, and peer review organizations.

NURSING CARE: The undersigned understands that Contra Costa Regional Medical Center and Contra Costa Health Centers provide only general duty nursing care unless the physician orders more intensive nursing care to be provided.

PERSONAL VALUABLES: The undersigned understands and agrees that this hospital maintains a safe for the safekeeping of money and valuables and that the hospital is not liable for any loss or damage to money, jewelry, documents, or any other personal property, which is not deposited in the safe. The liability of the hospital for loss of any personal property which is deposited with the hospital for safekeeping is limited by statute to five hundred dollars (\$500.00) unless a written receipt for a greater amount has been obtained from the hospital by the patient.

CONSENT TO PHOTOGRAPH: The undersigned consents to the taking of pictures (digital, video, still photography) of the patient's medical or surgical condition or treatment for the purpose of diagnosis or treatment, or for medical education conducted by the hospital or health centers.

LEAVING HOSPITAL AGAINST ADVICE: In the event the patient elects to leave the hospital against the advice of a physician, I, the patient, or the patient's representative, hereby release the County of Contra Costa, its officers, agents, servants, employees, and physicians, from any and all responsibility for any ill effects which may result from leaving.

DRUGS & ALCOHOL: Patients admitted to Contra Costa Regional Medical Center shall not use or possess any alcohol or drug or drug appliance/apparatus not prescribed by or on behalf of the attending physician and dispensed by the hospital staff during the patient's current stay.

MR463-1 (2-29-12) Side 2



PATIENTS' RIGHTS

THE RIGHTS OF PATIENTS INCLUDE, BUT ARE NOT LIMITED TO THE RIGHT TO:

1. Considerate and respectful care, and to be made comfortable. You have the right to respect for your personal values and beliefs.
2. Have a family member (or other representative of your choosing) and your own physician notified promptly of your admission to the hospital.
3. Know the name of the licensed health care practitioner who has primary responsibility for coordinating your care and the names and professional relationships of other physicians and non-physicians who will see you.
4. Receive information about your health status, course of treatment, prospects for recovery and outcomes of care (including unanticipated outcomes) in terms you can understand. You have the right to participate in the development and implementation of your plan of care. You have the right to participate in ethical questions that arise in the course of your care, including issues of conflict resolution, withholding resuscitative services, and forgoing or withdrawing life-sustaining treatment.
5. Make decisions regarding medical care, and receive as much information about any proposed treatment or procedure as you may need in order to give informed consent or to refuse a course of treatment. Except in emergencies, this information shall include a description of the procedure or treatment, the medically significant risks involved, alternate courses of treatment or non-treatment and the risks involved in each, and the name of the person who will carry out the procedure or treatment.
6. Request or refuse treatment, to the extent permitted by law. However, you do not have the right to demand inappropriate or medically unnecessary treatment or services. You have the right to leave the hospital even against the advice of members of the medical staff, to the extent permitted by law.
7. Be advised if the hospital/licensed health care practitioner proposes to engage in or perform human experimentation affecting your care or treatment. You have the right to refuse to participate in such research projects.
8. Reasonable responses to any reasonable requests made for service.
9. Appropriate assessment and management of your pain, information about pain, pain relief measures and to participate in pain management decisions. You may request or reject the use of any or all modalities to relieve pain, including opiate medication, if you suffer from severe chronic intractable pain. The doctor may refuse to prescribe the opiate medication, but if so, must inform you that there are physicians who specialize in the treatment of severe chronic intractable pain with methods that include the use of opiates.
10. Formulate advance directives. This includes designating a decision maker if you become incapable of understanding a proposed treatment or become unable to communicate your wishes regarding care. Practitioners who provide care, whether in the hospital setting or in our clinics, shall comply with these directives. All patients' rights apply to the person who has legal responsibility to make decisions regarding medical care on your behalf.
11. Have personal privacy respected. Case discussion, consultation, examination and treatment are confidential and should be conducted discreetly. You have the right to be told the reason for the presence of any individual. You have the right to have visitors leave prior to an examination and when treatment issues are being discussed. Privacy curtains will be used in semi-private rooms.
12. Confidential treatment of all communications and records pertaining to your care in the hospital or health centers. You will receive a separate "Notice of Privacy Practices" that explains your privacy rights in detail and how we may use and disclose your protected health information.
13. Receive care in a safe setting, free from verbal or physical abuse or harassment. You have the right to access protective services including notifying government agencies of neglect or abuse.

MR463-1 (2-29-12) SIDE 1 PATIENT COPY

14. Be free from restraints and seclusion of any form used as a means of coercion, discipline, convenience, or retaliation by staff.
15. Reasonable continuity of care and to know in advance the time and location of appointments as well as the identity of the persons providing the care.
16. Be informed by the physician, or a delegate of the physician, of continuing health care requirements following discharge from the hospital. Upon your request, a friend or family member may be provided this information also.
17. Know which hospital or health center rules and policies apply to your conduct while a patient.
18. Designate visitors of your choosing, if you have decision-making capacity, whether or not the visitor is related by blood or marriage, unless:
 - No visitors are allowed.
 - The facility reasonably determines that the presence of a particular visitor would endanger the health or safety of a patient, a member of the health facility staff or other visitor to the health facility, or would significantly disrupt the operations of the facility.
 - You have told the health facility staff that you no longer want a particular person to visit.

However, a health facility may establish reasonable restrictions upon visitation, including restrictions upon the hours of visitation and number of visitors. The health facility must inform you (or your support person, where appropriate) of your visitation rights, including any clinical restrictions or limitations. The health facility is not permitted to restrict, limit, or otherwise deny visitation privileges on the basis of race, color, national origin, religion, sex, gender identity, sexual orientation, or disability.
19. Have your wishes considered, if you lack decision-making capacity, for the purposes of determining who may visit. The method of that consideration will be disclosed in the hospital policy on visitation. At a minimum, the hospital shall include any persons living in your household and any support person pursuant to federal law.
20. Examine and receive an explanation of the hospital's or health center's bill regardless of the sources of payment.
21. Exercise these rights without regard to sex, race, color, religion, ancestry, national origin, age, disability, medical condition, marital status, sexual orientation, educational background, economic status or the source of payment for care.

22. File a complaint. If you want to file a complaint with the hospital or health center, you may do so by writing or calling:

Patient Relations
 2500 Alhambra Ave.
 Martinez, CA 94553
 925-370-5144.

Contra Costa Health Plan members should contact the Contra Costa Health Plan at 1-877-661-6230.

If the response to your complaint is unsatisfactory, you have the right to file a grievance with the grievance committee. Each grievance will be reviewed and responded to within 30 days. The written response will contain the name of a person to contact at the facility, the steps taken to investigate the grievance, the results of the grievance process, and the date of completion of the grievance process. Concerns regarding quality of care or premature discharge will also be referred to the Utilization Review Department.

23. File a complaint with the California Department of Public Health regardless of whether you use the hospital or health centers' complaint process.

California Department of Public Health
 850 Marina Bay Parkway, Building P
 Richmond, CA 94804-6403
 (510) 620-3900

Services Provided Are Not Free: If you do not have health insurance or program coverage for you or your family, you may be eligible for Medi-Cal, Healthy Families, California Children's Services, Basic Health Care, the Health Coverage Initiative, or other health coverage programs. If you are not eligible for any health coverage program, or if you are liable for high medical costs after your insurance pays, you may be eligible for a discount on your medical bill by the CCHS Policy 707-C Discount Payment Program or the CCHS Policy 708-C Charity Care Program.

Contact the Financial Counseling Department at 1-800-771-4270 for further information and application assistance. Financial Counselors are available Monday - Friday from 7 A.M. to 6 P.M. California Health and Safety Code 127410.

Our mission is to provide safe and effective health care to those in need. To better serve you, we ask that you:

- Be considerate of other patients, staff, and visitors.
- Provide an accurate and complete description of past medical history, illnesses, medications, hospitalizations, and present condition.
- Cooperate with physicians and others caring for you.



Form Approved
OMB No. 0990-0392
Exp. Date 5/31/2015

Dear Parent or Guardian:

This fall, your son or daughter will be offered the first part of a program called *Draw the Line/Respect the Line*. The program will be taught by Contra Costa Health Services and will include a survey and 5 lessons from the *Draw the Line/Respect the Line* curriculum. The program teaches youth how to develop personal limits, deal with peer pressure, and practice the skills needed to maintain those limits when challenged. The lessons focus on situations in which youth may be pressured to steal, use alcohol or smoke. The survey will be confidential and will be used to evaluate the program. The *Draw the Line/Respect the Line* program includes some homework activities to help parents and children talk about personal limits. The homework is voluntary.

In the spring, your son/daughter will be offered the second part of the *Draw the Line/Respect the Line* program; a separate letter will be provided to you for the second part of the program.

You are welcome to preview the *Draw the Line/Respect the Line* materials at the upcoming walk-thru/registration at your son/daughter's school in July/August 2014. This event will allow you the opportunity to preview the curriculum and survey, and ask questions about the program. If you are not able to attend this event and have questions, you can contact the Office of Comprehensive School Health at (510) 231-1160.

If you *do not want your student to participate* in the *Draw the Line/Respect the Line* program, please give a note to your student's **Science** teacher by **September 3, 2014**. Any questions regarding the project can be directed to the school administrator.

Sincerely,

Wendell Greer

Associate Superintendent/K-Adult Operations

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0990-0392. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Health & Human Services, OS/OCIO/PRA, 200 Independence Ave., S.W., Suite 336-E, Washington D.C. 20201, Attention: PRA Reports Clearance Officer.

"The project described was supported by Grant Number 5 TPIAH000038-04-00 from the Office of Adolescent Health."
"Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services or the Office of Adolescent Health."

TPP Program
DTL/RTL-WCCUSD 6th grade
6/11/2014



Form Approved
OMB No. 0990-0392
Exp. Date 5/31/2015

Dear Parent or Guardian:

This spring, your son or daughter will be offered the second part of the *Draw the Line/Respect the Line* program. The program will be taught by Contra Costa Health Services and will include a survey and 7 lessons from the *Draw the Line/Respect the Line* curriculum. The program teaches youth communication and decision-making skills, and students will learn and practice ways to resist pressure to have sex. These lessons emphasize that choosing not to have sex is the safest choice. The survey will be confidential and will be used to evaluate the program. The *Draw the Line/Respect the Line* program includes some homework activities to help parents and children talk about personal limits. The homework is voluntary.

During the fall, your son/daughter was offered to participate in the first part of the *Draw the Line/Respect the Line* program; a separate letter was provided to you for the first part of the program.

California state law requires that HIV/AIDS prevention education is taught in middle school and in high school. If comprehensive sexual health education is taught, the District shall follow state laws (California *Education Code* Section 51933). The District may not pick and choose topics to teach.

You are welcome to preview the *Draw the Line/Respect the Line* materials at the upcoming walk-thru/registration at your son/daughter's school in July/August 2014. This event will allow you the opportunity to preview the curriculum and survey, and ask questions about the program. You can also review California *Education Code* Section 51933 requirements related to the curriculum at this time. If you are not able to attend this event and have questions, you can contact the Office of Comprehensive School Health at (510) 231-1160.

State law allows you to remove your student from comprehensive sexual health education or HIV/AIDS prevention education. If you *do not want your student to participate* in the comprehensive sexual health or HIV/AIDS prevention instructional program, please give a note to your student's **Science** teacher by **September 3, 2014**. The goal of a comprehensive sexual health education program is to help students learn the facts and to make good decisions now, and later in life. Any questions regarding the project can be directed to the school administrator.

Sincerely,

Wendell Greer

Associate Superintendent/ K-Adult Operations

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0990-0392. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Health & Human Services, OS/OCIO/PRA, 200 Independence Ave., S.W., Suite 336-E, Washington D.C. 20201, Attention: PRA Reports Clearance Officer.

The project described was supported by Grant Number 5 TPIAH000038-04-00 from the Office of Adolescent Health.
Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services or the Office of Adolescent Health.

TPP Program
DTL/RTL- WCCUSD 7th grade
6/11/2014



Form Approved
OMB No. 0990-0392
Exp. Date 5/31/2015

Dear Parent or Guardian:

This year, your son or daughter will be offered the third part of the *Draw the Line/Respect the Line* program. The program will be taught by Contra Costa Health Services and will include a pre-test, 7 lessons from the *Draw the Line/Respect the Line* curriculum, and a post-test. In addition, the video *blood-lines* will be shown in lesson 5 of the curriculum. The video is a documentary about youth living with HIV/AIDS, and it motivates others to avoid getting infected with HIV/AIDS. The program teaches youth communication and decision-making skills, and students will learn and practice ways to resist pressure to have sex. These lessons help students learn ways to prevent HIV/AIDS infection, other sexually transmitted diseases (STD), and pregnancy. The pre/post-tests will be confidential and will be used to evaluate the program. The *Draw the Line/Respect the Line* program includes some homework activities to help parents and children talk about personal limits. The homework is voluntary.

California state law requires that HIV/AIDS prevention education is taught in middle school and in high school. If comprehensive sexual health education is taught, the District shall follow state laws (California *Education Code* Section 51933). The District may not pick and choose topics to teach.

You are welcome to preview the *Draw the Line/Respect the Line* materials at the upcoming walk-thru/registration at your son/daughter's school in July/August 2014. This event will allow you the opportunity to preview the curriculum and pre/post-tests, and ask questions about the program. You can also review California *Education Code* Section 51933 requirements related to the curriculum at this time. If you are not able to attend this event and have questions, you can contact the Office of Comprehensive School Health at (510) 231-1160.

State law allows you to remove your student from comprehensive sexual health education or HIV/AIDS prevention education. If you *do not want your student to participate* in the comprehensive sexual health or HIV/AIDS prevention instructional program, please give a note to your student's Science teacher by September 3, 2014. The goal of a comprehensive sexual health education program is to help students learn the facts and to make good decisions now, and later in life. Any questions regarding the project can be directed to the school administrator.

Sincerely,

Wendell Greer

Associate Superintendent/ K-Adult Operations

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0990-0392. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Health & Human Services, OS/OCIO/PRA, 200 Independence Ave., S.W., Suite 336-E, Washington D.C. 20201, Attention: PRA Reports Clearance Officer.

The project described was supported by Grant Number 5 TPIAH000038-D4-00 from the Office of Adolescent Health."

"Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services or the Office of Adolescent Health."

TPP Program
DTL/RTL- WCCUSD 8th grade
6/11/2014



Form Approved
OMB No. 0990-0392
Exp. Date 5/31/2015

Dear Parent or Guardian:

This year, your son or daughter will be offered a program called *Reducing the Risk: Building Skills to Prevent Pregnancy, STD and HIV*. The program will be taught by Contra Costa Health Services and will include a class on anatomy/human reproduction, a pre-test, 16 lessons from *Reducing the Risk* curriculum, and a post-test. The pre/post tests will be confidential and will be used to evaluate the program.

The goal of the *Reducing the Risk* program is to teach students the skills they can use to either abstain (choose to not have sex) or protect themselves from pregnancy, sexually transmitted diseases (STD) and HIV/AIDS. The program encourages teens to take steps to avoid behaviors that put them at risk of pregnancy, STD and HIV/AIDS. This program includes homework assignments for parents and teens to help them talk about preventing pregnancy, STDs and HIV/AIDS. The homework is voluntary.

California state law requires that HIV/AIDS prevention education is taught in middle school and in high school. If comprehensive sexual health education is taught, the District shall follow state laws (California *Education Code* Section 51933). The District may not pick and choose topics to teach.

You are welcome to preview the *Reducing the Risk* materials at the upcoming walk-thru/registration at your son/daughter's school in July/August 2014. This event will allow you the opportunity to preview the curriculum and pre/post-tests, and ask questions about the program. You can also review California *Education Code* Section 51933 requirements related to the curriculum at this time. If you are not able to attend this event and have questions, you can contact the Office of Comprehensive School Health at (510) 231-1160.

State law allows you to remove your student from comprehensive sexual health education or HIV/AIDS prevention education. If you *do not want your student to participate* in the comprehensive sexual health or HIV/AIDS prevention instructional program, please give a note to your student's **Biology** teacher by **November 3, 2014**. The goal of a comprehensive sexual health education program is to help students learn the facts and to make good decisions now, and later in life. Any questions regarding the project can be directed to the school administrator.

Sincerely,

Wendell Greer

Associate Superintendent/ K-Adult Operations

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0990-0392. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Health & Human Services, OS/OCIO/PRA, 200 Independence Ave., S.W., Suite 336-E, Washington D.C. 20201, Attention: PRA Reports Clearance Officer.

"The project described was supported by Grant Number 5 TP1AH000038-04-00 from the Office of Adolescent Health."
"Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services or the Office of Adolescent Health."

TPP Program
RTR Parent Consent
6/11/2014



Form Approved
OMB No. 0990-0392
Exp. Date 5/31/2015

Dear Parent or Guardian:

This year, your son or daughter will be asked to participate in a survey for Contra Costa Health Services' Teenage Pregnancy Prevention Initiative. The survey includes questions related to the prevention of pregnancy, HIV, and other sexually transmitted diseases (STDs). The survey will be anonymous. Your son/daughter's participation in the survey will allow us to assess long-term behavior changes among 9th grade students participating in the program called *Reducing the Risk*. Your son/daughter may have participated in the *Reducing the Risk* program in 9th grade. The goal of the Teenage Pregnancy Prevention Initiative is to reduce the birth rate among 15-19 year olds in the cities of Richmond, San Pablo and Pittsburg.

California state law requires that HIV/AIDS prevention education is taught in middle school and in high school. If comprehensive sexual health education is taught, the District shall follow state laws (California *Education Code* Section 51933). The District may not pick and choose topics to teach.

You are welcome to preview the survey, the California *Education Code* 51933 requirements related to the curriculum, and ask questions about the program at the upcoming walk-thru/registration at your son/daughter's school in July/August 2014. If you are not able to attend this event and have questions, you can contact the Office of Comprehensive School Health at (510) 231-1160.

State law allows you to remove your student from comprehensive sexual health education or HIV/AIDS prevention education. If you *do not want your student to participate* in the survey, please give a note to your student's (class) **Science** teacher by **September 3, 2014**. The goal of a comprehensive sexual health education program is to help students learn the facts and to make good decisions now, and later in life. Any questions regarding the project can be directed to the school administrator.

Sincerely,

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

Wendell Greer
Associate Superintendent
K – 12 Operations

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0990-0392. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Health & Human Services, OS/OCIO/PRA, 200 Independence Ave., S.W., Suite 336-E, Washington D.C. 20201, Attention: PRA Reports Clearance Officer.

This project is funded by the US Department of Health and Human Services
Collaboration between Contra Costa Health Services, West Contra Costa, and Pittsburg Unified School Districts

TPP Program
Parent Consent - Survey
6/11/2014



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,

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.

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.

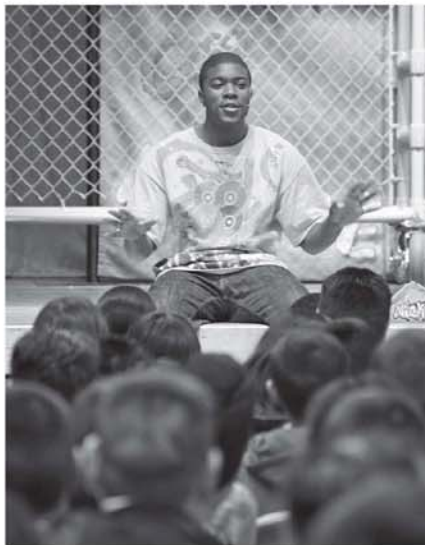
Educational Theatre Programs, a Community Benefit of Kaiser Permanente



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).

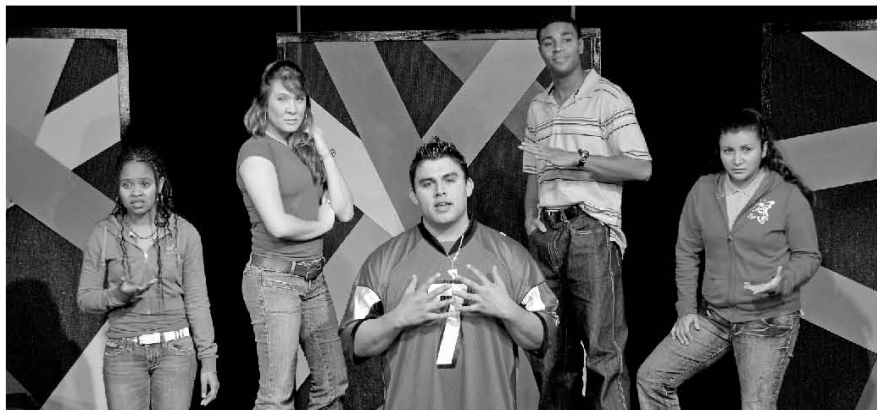
This powerful, live theatrical presentation uses drama, humor, and popular music to teach up-to-date information about HIV/AIDS and STDs. The play revolves around the relationship between two high school students, Eddie and Monica—he's a talented athlete with a bright future; she's intelligent and self-confident.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

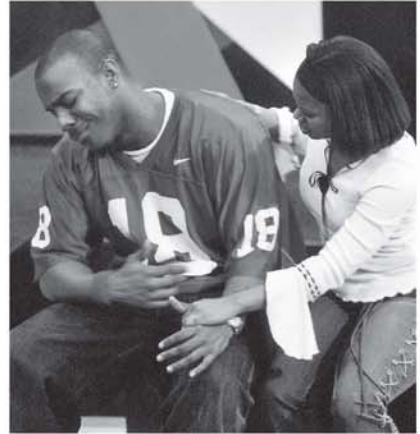
SECRETS

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

educational
theatre 
 KAISER PERMANENTE.

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



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, Richmond, CA 94801 - (510) 307-4538 - rhoney@wccusd.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.



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

Dear Students, Parents, & Staff:

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 rhoney@wccusd.net, or in person at 1108 Bissell Avenue, Room 215, 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,



Charles T. Ramsey, School Board President



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

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. Complainant

You are filing this complaint on behalf of:

Yourself Your child Another student Other: _____

III. School Information

School Name / Location:

IV. Basis of Complaint:

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

Age

Physical Disability

Color

Race / Ethnic Group Identification

Gender / Gender Identity / Gender Expression

Religion

Mental Disability

Sex

National Origin

Sexual Orientation

Ancestry

Marital or Parental Status



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

V. 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.

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



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

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

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;

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Board Policy 5131

Student Conduct

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.

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.

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

West Contra Costa Unified School District

Board Policy 5131

Student Conduct

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

West Contra Costa Unified School District

Board Policy 5131

Student Conduct

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/lr/ss>

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

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

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

U.S. Department of Education: <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.

West Contra Costa Unified School District

Board Policy 5137

Positive School Climate

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/ls>

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 215
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.

West Contra Costa Unified School District

Board Policy 5145.3

Nondiscrimination, Harassment, Intimidation, & Bullying

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:

West Contra Costa Unified School District

Board Policy 5145.3

Nondiscrimination, Harassment, Intimidation, & Bullying

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 COST 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
rhoney@wccusd.net

The Compliance Officer may designate an individual or individuals to investigate complaints under her supervision.



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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,



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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



WEST CONTRA COST UNIFIED SCHOOL DISTRICT

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.



WEST CONTRA COST UNIFIED SCHOOL DISTRICT

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 evidence¹ 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.

¹A "preponderance of the evidence" means it is more likely than not that the alleged conduct occurred.



WEST CONTRA COST UNIFIED SCHOOL DISTRICT

- 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



WEST CONTRA COST UNIFIED SCHOOL DISTRICT

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.



WEST CONTRA COST UNIFIED SCHOOL DISTRICT

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;

West Contra Costa Unified School District

Board Policy 5145.7

Sexual and Gender-Based Harassment

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;

West Contra Costa Unified School District

Board Policy 5145.7

Sexual and Gender-Based Harassment

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

West Contra Costa Unified School District

Board Policy 5145.7

Sexual and Gender-Based Harassment

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:

West Contra Costa Unified School District

Board Policy 5145.7

Sexual and Gender-Based Harassment

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

West Contra Costa Unified School District

Board Policy 5145.9

Hate-Motivated Behavior

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

West Contra Costa Unified School District

Board Policy 5145.9

Hate-Motivated Behavior

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
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

2014–2015 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 31st, 2015.***

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 2015. It will take about 35 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

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

2014–2015 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 31st, 2015.***

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**.

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 Spring 2015. It will take one class period to complete (about 40 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,

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 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.

WCCUSD has implemented an Emergency Information Portal (ERIP) that provides schools with best practice emergency plans and a web-based application for plan development and maintenance. It provides a common framework for planning which will assist school safety teams with vulnerability assessments and risk management. In addition, it makes school emergency plans accessible through the internet and on smart phones, laptops and similar devices. ERIP will make the plans not only accessible to school officials and their safety teams but also to first responders.

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



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 School District 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 articles and brochures. 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 not for commercial purposes.

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.

Legitimate news media personnel or School District personnel do all photography, video recording, student comments, and posting on the Internet. In order to use such material, parental consent is necessary for any student under eighteen (18) years of age.

2014-15 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

By the news media, including newspapers, radio and television YES NO

On the district and/or school website 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
Community Engagement Department (510) 307-4526

Office Note: Please file under Media Release Binder



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: Male 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.

American Indian/Alaskan Native

Japanese

Asian

Korean

Black or African American

Laotian

Cambodian

Other Asian

Chinese

Other Pacific Islander

Filipino

Samoan

Guamanian

Tahitian

Hawaiian

Vietnamese

Hmong

White

Parent/Guardian Signature: _____

Date: _____

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

**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.



P.O. Box 3364, Walnut Creek, CA 94598
Office: 925.939.1916
www.crisis-center.org