

Student and Family Handbook

2023-2024

*To inspire
each student
to extraordinary
achievement
every day!*



**BUILDING
BRIGHT
FUTURES**

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Student & Family Handbook

Overview

Contact Us

Administrative Services	(916) 566-1709
Adult Education	(916) 566-2785
Board of Trustees	(916) 566-1745
Child Welfare and Attendance/Homeless Education	(916) 566-1615
Communications and Media	(916) 566-1628
Educational Services	(916) 566-1600 ext. 31259
English Learner Services	(916) 566-1600 ext. 33424
Foster Youth	(916) 566-1615
General Information	(916) 566-1600
General Services	(916) 566-1600 ext. 36215
Human Resources	(916) 566-3590
Nutrition Services	(916) 566-1600 ext. 36253
Preschool and Child Care Programs	(916) 566-1616
Police Services/Campus Safety	(916) 566-2777
School Leadership	(916) 566-1600 ext. 31259
School Directory	Pages 7-10
Special Education	(916) 566-1617
Student Services	(916) 566-1620
Superintendent	(916) 566-1744
Transportation	(916) 566-3405

About This Publication

This handbook was created by the Twin Rivers Unified School District to assist families and students in obtaining information they need for a positive and successful educational experience in our schools. The content is based on policies in place as of July 2023 and is subject to updates.

Additionally, the handbook notifies parents and guardians of their rights and responsibilities under the California *Education Code* § 35291, 46014, 48205, 48207, 48208, 49403, 49423, 49451, 49472, and 51938 and Chapter 2.3 (commencing with Section 32255) of Part 19 of Division I of Title I. *Education Codes* referred to in this handbook are available at www.cde.ca.gov or the district office.

If you have a suggestion about information that would be helpful to families, please contact our Communications Department at communications@trusd.net or (916) 566-1628.

The Student & Family Handbook is available in English, Spanish and Hmong.

El manual escolar del alumno y la familia esta disponible en los sigueientes idiomas Ingles, Espanol y Hmong.

Menyuam Kawmntawv thiab tsevneeg phauntawv txwm xyoo muaj rau lus Askiv, Mev thiab Hmoob.

Be Connected

1.1 Back to School Nights

Each fall, we welcome families to our school sites to meet faculty and staff and to explore the learning environment.

1.2 Open House

In the spring, we enjoy sharing the work of our students with families.

1.3 Parent/Family Conferences

In addition to fall and spring conferences, families are welcome to schedule other times to discuss the progress of their children.

1.4 Stay Informed

Our district website is www.trusd.net. All Twin Rivers schools maintain their own websites. From the district website, you can click the “Our Schools” link to find your child’s school website.

1.5 Nondiscrimination in District Programs & Activities

The Board of Trustees is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a 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.

1.6 Board of Trustees

Twin Rivers provides options for members of the public to participate in our school board meetings:

Virtual/Livestream Participation

Members of the public may participate virtually by following the [Instructions for Leaving Public Comment](#). Our school board meetings will be live streamed on the Twin Rivers YouTube channel on the day of the board meeting. The video will launch live five minutes prior to the meeting. While the meetings will be hosted on YouTube, they will not be posted to the board meeting website. The YouTube live stream will be posted on the [Twin Rivers YouTube Channel](#) at least 30 minutes before each meeting begins. The public will be able to provide live comments in a virtual format. Speakers must pre-register to make a live-stream comment. Comments must be submitted by 5:00 p.m. Your comments will be considered at the appropriate time on the agenda. For additional information about this process call (916) 566-1745.

OR

In Person Participation

Members of the public may attend in person and provide public comment by submitting a public comment card by 6:30 p.m.

School board meetings are usually held monthly on Tuesdays at 6 p.m. (closed session) and 6:30 p.m. (public session) at the Twin Rivers Unified School District office, 5115 Dudley

Boulevard, Bay A, McClellan Park. Board meeting notices and calendars are found on the TRUSD website. You may check our website or call (916) 566-1745 to confirm the date, time and location of a meeting. Agendas are available on our website and at our district office 72 hours before each regular board meeting.

Board interpretation/translation services will be provided by qualified interpreters and are available upon request. Qualified interpreters are employees or outside contractors who have demonstrated biliteracy in both English and the requested language. Spanish interpretation will be provided for all statements, discussions, and presentations made to or by the Board. Languages other than Spanish can be provided if interpreters are timely requested; and time taken to interpret statements, discussions and presentations made to or by the Board will not impose a time limit restriction. To request these translation/interpretation services, please contact Alex Piña in the English Learner Services Department at alex.pina@trusd.net or 916-566-1600 ext. 33424.

Please Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Superintendent's office at (916) 566-1745 at least 24 hours before the scheduled Board meeting. [Government Code § 54954.2] [Americans with Disabilities Act of 1990, § 202.]

Our Schools

Elementary Schools (Preschool-8th)

Allison, W.A. (TK-6)

(916) 566-1810

Babcock, D. W. (PK-6)

(916) 566-3415

Castori, Michael J. (PK, TK-6)

(916) 566-3420

Del Paso Heights (PK, TK-6)

(916) 566-3425

Dry Creek (TK-6)

(916) 566-1820

F.C. Joyce (PK, TK-8)

(916) 566-1880

Fairbanks (K-6)

(916) 566-3435

Foothill Oaks (TK-6)

(916) 566-1830

Frontier (K-6)

(916) 566-1840

Garden Valley (PK, TK-6)

(916) 566-3460

Hagginwood (PK, TK-6)

(916) 566-3475

Hazel Strauch (PK, TK-6)

(916) 566-2745

Hillsdale (K-6)

(916) 566-1860

Kohler (PK, TK-8)

(916) 566-1850

Las Palmas (PK, TK-6)

(916) 566-2700

Madison (PK, TK-6)

(916) 566-1900

Northwood (PK, TK-6)

(916) 566-2705

Oakdale (PK, TK-8)

(916) 566-1910

Orchard (TK-6)

(916) 566-1930

Pioneer (TK-8)

(916) 566-1940

Regency Park (TK-6)

(916) 566-1660

Ridgepoint (TK-8)

(916) 566-1950

Sierra View (PK, TK-6)

(916) 566-1960

Village (PK, TK-8)

(916) 566-1970

Westside (K-6)

(916) 566-1990

Woodlake (PK, TK-6)

(916) 566-2755

Woodridge (PK, TK-5)

(916) 566-1650

Middle Schools (7-8)

Foothill Ranch Middle School

(916) 566-3440

Martin Luther King Jr. Technology Academy

(916) 566-3490

Norwood Jr. High

(916) 566-2710

Rio Linda Preparatory Academy

(916) 566-2720

Rio Tierra Jr. High

(916) 566-2730

High Schools (9-12)

Foothill High

(916) 566-3445

Grant Union High

(916) 566-3450

Highlands High

(916) 566-3465

Rio Linda High

(916) 566-2725

Charter Schools

Creative Connections Arts Academy (K-6)

(916) 566-1870

Creative Connections Arts Academy (7-12)

(916) 566-3470

Smythe Academy of Arts & Sciences (PK, TK-6)

(916) 566-2740

Smythe Academy of Arts & Sciences (7-8)

(916) 566-3430

Westside Preparatory Charter School (7-8)

Eastside Campus

(916) 566-1860

Westside Preparatory Charter School (7-8)

Frontier Campus

(916) 566-1840

Westside Preparatory Charter School (7)

Regency Park Campus

(916) 566-1660

Westside Preparatory Charter School (7-8)

Westside Campus

(916) 566-1990

Alternative Schools

Keema School for Independent Study (K-12)

(916) 566-3410

Miles P. Richmond Adult Transition School

(12 gr. Mod/Severe Special Needs 17-22 yrs.)

(916) 566-3495

Pacific Career & Technology High (9-12)

(916) 566-2715

Vista Nueva Career & Technology High (10-12)

(916) 566-2750

Adult Education

Twin Rivers Adult School

(916) 566-2785

Other

Morey Avenue Early Childhood Development Center (Toddler - PK)

(916) 566-3485

Vineland (PK)

(916) 566-1980

Our Mission, Vision & Core Beliefs

2.1 Our Mission

The mission of Twin Rivers Unified School District is to inspire each student to extraordinary achievement every day.

2.2 Our Vision

Our vision is an unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

2.3 Our Core Beliefs

WE BELIEVE:

- All students will graduate college, career and civic-minded ready.
- All students will have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
- Student engagement is critical to student success.
- Partnerships with all stakeholders are vital to student success.
- TRUSD will be fiscally sound and maximize resources for student success.
- TRUSD will honor diversity and create equity across the district.
- TRUSD will identify, recruit, retain and develop the best employees.

2.4 School Calendar

Our [school year calendar](#) is available on the Twin Rivers website or you may request a copy from your school office. Families will be notified during the school year of any changes to the calendar, including additional minimum days and staff development days. (EC § 48980)

2.5 School Accountability Report Card (SARC)

The SARC is a state and federal-mandated annual report which provides information to parents and the community to allow public comparison of schools for student achievement, environment, resources and demographics. These reports are available upon request at your child's school. The SARC can also be accessed on the Twin Rivers district website by choosing Academics and clicking [School Accountability Report Card \(SARC\)](#) under Assessment & Accountability.

2.6 Academic Standards

Twin Rivers Unified School District has high academic standards and supports all students to work hard to achieve their potential. Upon graduation, our students will be prepared to pursue postsecondary education, training or employment that continues to promote lifelong learning, productive citizenship and maximizes development in mind, body and spirit.

The Board of Trustees has adopted the Common Core State Standards in the core content areas including the Next Generation Science Standards (NGSS).

Learning

3.1 CAASPP

Each spring, most students in California participate in the statewide testing program, the California Assessment of Student Performance and Progress (CAASPP) system. The tests in the CAASPP system provide information to teachers, parents/guardians and students about student progress and readiness for college and career. In grades three through eight and grade 11, most students take the Smarter Balanced online tests for English language arts (ELA) and mathematics. However, students who have a significant cognitive disability (as designated in their individualized education program) are eligible to take the California Alternate Assessments (CAAs). In grades five, eight and 10, students are also tested in science.

Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted. (*EC* § 60615)

3.2 Grading Policy

Elementary teachers will provide detailed information about the report card during the first scheduled parent/teacher conference. Please check with your child's school to understand the grading scale at that school.

All secondary courses are counted on a scale of A-4, B-3, C-2, D-1, and F-0 with the exception of recognized Honors, Advanced Placement (AP) and college courses (American River College). In accordance with guidelines established by the University of California, the grades in up to 8 semesters of Honors or AP courses (taken in junior or senior years only) will be counted on a scale of A-5, B-4, and C-3 and in the grade points used to calculate the student's grade point average. See your student's counselor for clarification.

3.3 Promotion/Retention in Grade

Students who do not make adequate progress as measured by tests upon which grades are based shall be identified as "at risk of retention." Identified students may be required to participate in intensive supplemental instruction.

3.4 At Risk Students

Students in grades 9-12 who are at risk of not graduating with their class will be identified and provided with a list of coursework and experience necessary to assist them in successfully transitioning to postsecondary education or employment. For students in grade 12, the list will also include options for continuing their education if they fail to meet graduation requirements, including, but not limited to, the option of enrolling in an adult education program, community college, or continuing enrollment in the district. (*EC* § 52378)

3.5 School Guidance Resources

Starting in the 7th grade, a counselor will review the academic and department record of each student, and every parent and student will have the opportunity to meet with his/her counselor to explain the records. At the meeting, the counselor will also explain educational options, the coursework and academic progress needed for satisfactory completion of middle school or high school, and the availability of career technical education. (*EC* § 52378)

Beginning in grade nine, parents/guardians will be notified at least once during the career counseling and course selection process so that they may participate in counseling sessions and decisions. When exploring the possibility of careers and courses leading to such careers, staff

will not differentiate career, vocational or higher education opportunities on the basis of the gender of the student. (*EC* § 221.5)

Twin Rivers provides students and parents with a four-year academic plan. Students and parents will work hand in hand with their counselor to ensure that they are on track to achieve their postsecondary goals. Please contact your counseling department for general information.

3.6 Parental Notification of English Learner Classification and Language Program

Local education agencies (LEA) or school districts are required to inform parents/guardians of their child's qualification for initial or continuing placement into a language development program. If the home language survey (HLS) indicates a primary language other than English is used, the initial identification of English proficiency is measured through the English Language Proficiency Assessments for California (ELPAC). If the student scores less than proficient on the ELPAC, then a letter must be provided to the parent or guardian in the primary language of the home, indicating that the child was identified as needing specific English language development services.

Although schools have an obligation to serve all English learner (EL) students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. § 703[f], 6312[e][3][A][viii]). While waiting for initial assessment results, the child should be scheduled for appropriate language assistance services and services should begin immediately.

3.7 English Language Proficiency Assessments for California (ELPAC)

State and federal laws require that school districts administer a state test of English language proficiency to students whose primary language is other than English. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of three assessment types: The Initial Assessment (IA), the Summative Assessment (SA), and the Alternate ELPAC (Alt ELPAC).

The ELPAC IA is administered within the first 30 calendar days of enrollment in a California school, based on the results of the student's Home Language Survey (HLS) which is completed by the parent/guardian upon enrollment of their child in school. If the HLS indicates a primary language other than English, students will be given the Initial ELPAC assessment.

The Summative ELPAC Assessment will be administered annually to students who have previously been identified as an English learner based on the IA ELPAC results. Its purpose is to measure how well students are progressing with English language development in each of four domains: Listening, Speaking, Reading, and Writing. The resulting proficiency levels are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient (RFEP). The proficiency levels are also used to help inform proper educational placement, and to report progress for accountability.

The Alternate ELPAC assessment is intended only for students who have a significant cognitive disability and whose Individualized Education Program (IEP) team has decided that the student should take alternate assessments in addition to being identified as an English learner or potential English learner. The Initial Alternate ELPAC provides information to determine a student's initial classification as an English learner or as initial fluent English proficient (IFEP).

The summative Alternate ELPAC provides information on annual student progress toward English language proficiency and support decisions on student reclassification as fluent English proficient (RFEP). More information on the ELPAC test may be found at the following website: <http://www.elpac.org/>.

Parents and guardians cannot opt their child out of the ELPAC. California state law and federal law (Titles I and III of the Every Student Succeeds Act) require that all students whose primary language is a language other than English be assessed for English language proficiency (ELP). The legal basis for requiring ELP testing is that all students have the right to an equal and appropriate education, and any English language limitations (left unidentified or unaddressed) could preclude a student from accessing that right.

3.8 English Learner (EL) Program

Twin Rivers strives to provide rich, meaningful, and highly effective programs for English learners founded on an assets-based approach with evidence-based research that is aligned with the California English Language Development Standards. We value home language, diverse cultures, parent education, and community outreach. Guidance and supports are provided to schools in the implementation of legally mandated Designated and Integrated English Language Development instruction. All instructional programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. Parents/guardians or students who would like more information regarding their school's ELD program may contact their school administrative office.

3.9 Structured English Immersion (SEI)

Students who score at less than reasonable fluency in English on the ELPAC receive an SEI program of instruction and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELA/ELD Standards (2012) and grade-level content standards.

Parents/guardians are notified annually of their child's English fluency level and program placement. For more information, please contact your school site.

3.10 English Language Mainstream (ELM)

Students who score at reasonable fluency in English receive an ELM program of instruction. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

Parents/guardians are notified annually of their child's English fluency level and program placement. For more information, please contact your school site principal.

3.11 Dual Language Immersion (DLI) Program

Twin Rivers offers Dual Language instruction at the elementary and middle school levels. Elementary DLI follows the "50/50" model in grades kindergarten through sixth. In this model, students engage in 50 percent of their daily/weekly instruction in English and the other half in Spanish. English language development, a state-required core subject area for English learners, is also incorporated in daily instruction. Similarly, Spanish learners (students newly learning Spanish) obtain Spanish language development.

Middle school DLI offers a cohort model where students continuing their DLI education are grouped together in content subject areas taught in either Spanish or English. Spanish supports are provided to students in content areas taught in English. English language development, a State required core subject area for English learners, is also incorporated in daily instruction.

Dual Language Immersion programs are offered at Las Palmas and Madison elementary schools and Martin Luther King Jr. Technology Academy. For more information, please contact the DLI school sites.

3.12 Change of English Language Development Program

Parents/guardians who wish to change their child into or out of an English language program (e.g., change from the DLI program to the general education program or vice versa), must submit requests directly to their school site.

3.12a Program Opt-Out

Per federal guidelines, parents of English learners have the right to opt their child out of participating in the ELD program. Parents are notified of this right in our Annual Notification letter. Should a parent wish to exercise this right, Twin Rivers will respect the wishes of the parent. Although the student will not participate in the district's ELD program, they will still maintain their status as an English learner. Per state law, the district has an obligation to continue monitoring the student's academic progress. Students who have been opted-out of the ELD program must still take the Summative ELPAC at the end of each academic year in order to monitor their English language proficiency (5 CCR § 11306). Program opt-out must be requested annually by the parent/guardian.

3.12b Language Acquisition Program

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with *Education Code 310*, such requests shall be addressed through the following process (5 CCR § 11311):

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
 - a) Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English Learner Parent Advisory Committee and Parent Advisory Committee, in writing, of the requests for a language acquisition program.

- b) Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals.
- c) Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators.
- d) If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a Dual Language Immersion program, for their child. The notice shall also include the following (5 CCR § 11309, 11310):

- A description of the programs provided, including structured English immersion.
- Identification of any language to be taught in addition to English when the program includes instruction in a language other than English.
- The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development.
- The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals.
- The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language.
- The process to request establishment of a language acquisition program not offered at the school.
- For any Dual Language Immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

3.13 Interpreting Services

Interpreting services for school-related issues are provided for parents/guardians of English learners. For more information, please check with your school site of attendance or the English Learner Services department (916) 566-1600 ext. 33424.

3.14 State Seal of Biliteracy

Twin Rivers Unified School District awards the State Seal of Biliteracy in accordance with criteria developed by the California Department of Education. The program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. It takes the form of a gold seal affixed to the high

school diploma of qualified students and is notated on their high school transcripts. Qualified students also receive a medallion and honor cord to wear during their commencement ceremonies.

3.15 Physical Education Requirements

The district provides a Physical Education (PE) program for students in kindergarten through grade 12 that is aligned with the California Content Standards and Framework for Physical Education.

Elementary students are required to have at least 200 instructional minutes every 10 school days. An adopted PE program provides credentialed teachers with training and equipment that is conducive to health and vigor of body and mind.

Secondary students enrolled in PE will be required to dress in school-approved PE clothes for safety and hygienic reasons on a daily basis. Students will be given an assigned locker for the safekeeping of their belongings during class. Students are advised to not leave any valuables or money unlocked in the gym and/or locker rooms. Teachers are not responsible for any lost or stolen property, or replacement of locks.

Students who miss or do not participate in PE for more than three days are required to have a note from their doctor; otherwise, a lower course grade and/or disciplinary consequences will occur. Students who refuse to participate will serve a disciplinary consequence.

All PE courses offered in Twin Rivers Unified School District completely address the content standards adopted by the California State Board of Education in 2009.

3.16 Physical Fitness Test

The California Physical Fitness Tests will be administered to all students in grades 5, 7 and 9 to determine levels of fitness of students. To evaluate health related fitness and to assist students in establishing lifetime habits of regular physical activity, state law requires school districts to administer a set of tests. The complete test battery measures student performance in the following areas:

- Aerobic capacity
- Body composition
- Muscular strength, endurance, and flexibility

A passing score is defined as meeting the healthy fitness zone for 5 out of 6 components. Students who do not meet the healthy fitness zone in grades 9 or 10 will continue to take physical education classes until they either “pass” the fitness tests or graduate. (EC § 51210, 51222, 51241; BP 5030 and 6142)

The California *Education Code* requires four years of physical education in high school. If a student has satisfactorily met at least five of the six standards of the physical performance test administered in grade 9, they may request an exemption from PE by completing the district physical education exemption approval process. (EC § 51241.b.1)

Parents should provide any important medical history to the teacher. It is the student’s responsibility to report injuries to his/her instructor immediately.

3.17 Extracurricular Activities

We recognize that extracurricular activities enrich the educational and social development of students. Our district will encourage and support student participation in these activities without compromising the integrity of the educational program. In order to participate in activities, students should demonstrate good behavior at school. Some activities, like high school and TK-8 athletics, require a minimum grade point average of 2.0 on a 4.0 scale. Please discuss these requirements with your site administration.

In order to support academic excellence and character development, students are always expected to conduct themselves in a positive, supportive and appropriate manner during extracurricular activities. When attending or participating in extracurricular and/or co-curricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. (BP 6145)

3.18 Work Permits

Work experience can be a valuable complement to a student's educational experience. Minors, ages 14 through 17, are required by law to possess a work permit in order to be employed. Students must present the following items to obtain a work permit:

- Social Security Number (SSN).
- Proof of age (birth certificate, driver's license, state I.D. card, or immigration card).
- Proof of school enrollment (last quarter report card, letter of verification, or computer printout).
- Student must sign permit in the presence of issuing authority.

Each school site will issue work permits only as allowed by law and only to the extent that outside employment does not significantly interfere with school work. Contact your school when requesting a work permit during the school year. You may contact Student Services at 916-566-1620 when requesting a work permit during summer. (EC § 49110)

3.19 Advanced Placement Fee Assistance

Students enrolled in an Advanced Placement (AP) class who plan to take the AP exam are eligible to participate in the AP Test Fee Payment Program. Parents may inquire about the program at their child's high school. Counselors will also provide students and parents with program information.

3.20 Dual Enrollment

American River College (ARC) distance learning dual enrollment classes are semester long courses, and students will receive 10 high school credits and 3 college credits for each course. The courses will be offered at Highlands High, Rio Linda High, Grant Union High, Foothill High and Creative Connections Arts Academy. These college credits are transferable to University of California (UC), California State University (CSU) and community colleges. These courses must be passed with a C or better to receive college credit.

3.21 Textbooks

Each student is issued sufficient instructional materials in accordance with law. Students are responsible for returning borrowed materials in good condition. If materials are lost or damaged beyond repair, students or parents/guardians shall be responsible for current replacement cost of the materials. If reparation is not paid, the district may withhold the student's grades, diploma and transcripts in accordance with law, Board Policy and Administrative Regulation. (BP 6161.2)

3.22 Fees and Charges

As necessary, the Board may approve fees, deposits and other charges which are specifically authorized by law. The district shall consider the student and parent/guardian's ability to pay when establishing fee schedules and granting exceptions. (BP 3260)

3.23 Graduation and Promotion Ceremonies & Activities

Seniors who have met the graduation requirements by the last calendar day of any given school year and have no outstanding debts to their school are invited to participate in the graduation ceremony at the school of their attendance. Students who have not met all the graduation requirements or have not repaid all financial obligations to the school may not participate in the graduation ceremony. The principal may deny the privilege of participating in graduation ceremonies and/or promotion activities based on the student's conduct and behavior. (BP 5127)

3.24 High School Graduation Requirements

Graduation from Twin Rivers Unified School District will require the successful completion of a minimum of 220 credits, which accumulate at the rate of 30 per semester, 60 per school year, in grades 9, 10, 11, and 12. A student may earn five high school credits upon successful completion of each semester of a course. High school students will move sequentially through their four years of high school. The chart below lists the required subjects.

If a student does not earn the 30 credits per semester, parents will be notified by the school about instructional opportunities to recover those credits. Examples of these programs are Summer School and the Charge Program. These credits may be earned in the classroom, online or by examination.

We encourage each student to consider attending our State University and University of California postsecondary schools. The current admission requirements for freshman and upper-division transfer students are listed in the chart on the next page. These are general guidelines. For complete details, please refer to the California State University's [Freshman Admission Requirements](#) or the University of California's [Freshman Admission Requirements](#).

Required High School Subjects	Length of Time	Credit
English	8 semesters (4 years)	40
World History	2 semesters (1 year)	10
Laboratory Science (1 year of biological science & 1 year of physical science)	4 semesters (2 years)	20
United States History	2 semesters (1 year)	10
Civics/American Government	1 semester (1/2 year)	5
Economics	1 semester (1/2 year)	5
Physical Education	4 semesters (2 years)	20
Mathematics	6 semesters (3 years)	30
Visual & Performing Arts or Foreign Languages or Career Technical Education	0 semesters (1 year)	10
Health Education	1 semester (1/2 year)	5
Elective Courses	12 semesters (4 years)	65
	TOTAL	220

3.25 Private Four-Year and Out-of-State Colleges

Specific admission requirements vary widely. In general, the course requirements listed for the University of California will meet the admission requirements of most private colleges and universities across the United States. Check the college handbook or catalog for each college in the Career Center at your high school.

3.26 Community College

American River College (ARC), part of the Los Rios Community College District, is the neighborhood community college serving Twin Rivers Unified School District.

Community college students may select from career certificate programs with as little as 10 units or as many as 43 units. Many of the certificate programs act as the core of a 60-unit degree program, providing students career skills to use while pursuing graduation or acceptance at a four-year university. Some students opt to attend Sacramento City College, Sierra College, or Cosumnes River College.

3.27 Planning for College

There are many ways students can prepare for college as early as 7th grade. In order to support our Core Belief that all students will graduate college and career ready, 8th-11th grade students will take the Preliminary Scholastic Aptitude Test (PSAT) for free in October 2022.

California State University & University of California Admission Requirements	Years
History/Social Science*	2
English*	4
Mathematics*	3
Laboratory Science*	2
Language other than English* (possible waiver)	2
Visual & Performing Arts*	1
College-preparatory Elective*	1
TOTAL REQUIRED COURSES	15
*Meet with your high school counselor for details on A-G coursework requirements	

Family Involvement

Here are a few ideas for families and students:

4.1 7th - 9th Grade

- Participate in any summer orientation programs for incoming freshmen.
- Tell your counselor you want to attend a four-year college or university.
- Take a world language in both semesters.
- Maintain A's and B's in all subjects and do at least one hour of homework each night.
- Form a study group with friends.
- Create a resume and save report cards, diplomas and certificates, honors and awards, school and community activities, and a list of jobs you hold (paid and volunteer).
- Visit local community colleges, state universities and an independent college with family or friends. Gather brochures and information.
- Participate in academic enrichment programs such as Advancement Via Individual Determination (AVID), California Scholastic Federation (CSF), Leadership and various clubs.

4.2 10th Grade

- Review your 10th grade class schedule with your counselor to make sure you are taking college prep classes.
- Maintain A's and B's and do at least one to two hours of homework every night.
- Continue to form study groups with friends.
- Update your resume.
- Continue to visit colleges, universities, or independent schools.
- Take the PSAT in October.
- Continue to participate in academic enrichment programs and participate in community service.

4.3 11th Grade

- Visit college campuses.
- Maintaining A's and B's is especially important your junior year. You should be doing a minimum of two hours of homework each night and continuing with study groups.
- Take the PSAT in October. The results will give you an idea of your strengths and areas you need to improve as you prepare for college admission.
- If you are taking Advanced Placement (AP) subjects, register to take AP exams in the spring. Scoring well on those exams will enable you to earn credit for college-level courses.
- Search online for college and university information. All college counseling offices have libraries of college catalogs.
- Create a file on colleges that appeal to you. Ask for literature about admission, financial aid and your proposed college major if you have one. Visit the colleges that interest you.
- Start to think of when and how you will take college entrance exams. Juniors should take the SAT or ACT by the end of their junior year. Taking the test in the spring will allow you time if you need to test again in the fall.
- Continue to update your resume.
- Over the summer, prepare for the SAT and ACT by reading testing tips and sample questions.

4.4 12th Grade

- Continue to form study groups and do two to three hours of homework per night. Maintain A's and B's; your grades are still important.
- Check frequently for information about scholarships awarded by your school, local companies and community groups.
- Early in September register for the SAT and ACT. Seniors should retake the SAT or ACT no later than December of their senior year.
- In September and October, complete the CSS (College Scholarship Service) Profile registration form. See your counselor.
- October – file your CSU application.
- Late in October, contact the schools that interest you and request applications and financial aid forms.
- Keep a checklist of all the required admission items for schools, such as transcripts, application fees, recommendations, essays, test scores, etc. Pay special attention to deadlines – mark them on your personal calendar and apply early.
- November – file your UC application.
- Practice filling out applications or scholarship forms on a copy first. Many colleges have online applications.
- December is a critical time for private college, early-consideration applications and merit scholarships.
- Obtain the Free Application for Federal Student Aid (FAFSA) from your school and have your parents complete the form in October.
- Wait for your acceptance letter in the spring. You may also hear about financial aid and scholarship eligibility at this time.
- May 1, mail your commitment deposit check to the college or university you plan to attend.
- Write or call colleges to which you were admitted but will not be attending and inform them where you will attend.
- Take AP exams in May.

4.5 Cal Grant

All senior grade point averages (GPAs) will automatically be uploaded to the California Student Aid Commission for the purpose of Cal Grants unless parent opts out in writing.

4.6 Military Recruitment

Under section 8528 of the Every Student Succeeds Act (ESSA), local school districts are required to disclose the names, addresses and telephone numbers of high school students upon request by military recruiters and institutions of higher learning, unless individual students or their parents request that the information not be released without prior written consent. Students and parents may opt out of this disclosure. If you do not want your child's information provided to military recruiters, please submit your request in writing to your child's school using the form [Military Recruitment—Opt Out of Release of Contact Information](#).

4.7 Family & Community Engagement

Research shows that the most important factor in a child's educational success is the involvement and encouragement of caring adults. Good communication is also essential to a student's success. Parents and students are encouraged to ask questions and discuss concerns promptly.

4.8 Meetings with Teachers/School Staff

Typically, the principal, teachers, counselor and other school staff are available before and after school to provide special assistance, answer questions and help resolve concerns. It is recommended that you make appointments with school staff in advance. If you have questions or difficulties communicating with school staff, the principal or vice principal will assist you.

4.9 Websites

For information about current events in Twin Rivers and our schools, be sure to visit www.trusd.net.

All Twin Rivers schools maintain their own websites. From the district website you can click the “Our Schools” link to find your child’s school.

4.10 Automated Telephone Calls, Texts and Emails

You may receive calls from our district’s automated calling system to let you know about upcoming events, student absences and emergency situations. Occasionally these messages may also ask you to provide feedback via the phone on an important issue. This is one way for schools to ask for your input and help keep you informed.

Our automated call system also allows school administrators to send a phone message out to all families almost instantaneously. These automated telephone calls assist our families by providing pertinent communication, encouraging family involvement and offering advice in crisis situations. **It is important for you to keep up-to-date telephone numbers at your child’s school** so that you can receive telephone messages.

4.11 Messages Left at the School Office

Teachers and other staff members have a mailbox at the school where messages may be left. You may also leave messages on a teacher’s telephone voicemail, if available.

4.12 Visiting Campus

Playing an active role in your child’s learning may mean you’ll be a frequent visitor to the school site. Whether you are helping with an art project or decorating for a dance, we ask that you follow the procedures in place at each campus. All volunteers must first sign in at the school office and present a picture ID to get a visitor’s badge.

In order to help prevent interruptions to student learning, we ask that you make advance arrangements with either the school principal or your child’s teacher when you plan to visit.

4.13 Volunteering and Chaperoning

Parents and community members are urged to share their talents to make Twin Rivers schools the best they can be. Volunteer assistance in schools enriches the educational program, enhances supervision of students and contributes to school safety while strengthening the schools’ relationships with the community. We take the health and safety of all children with the highest regard; therefore, a person who wants to be a volunteer/chaperone must complete the application process. The process includes completing a Volunteer/Chaperone Application (available at www.trusd.net), a negative tuberculosis screening and a background check (Live Scan) with the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI). The district offers Live Scan services free of charge to volunteers/chaperones. Please call (916) 566-1600 x32111 to schedule your fingerprint appointment at the district office.

There are two critical reasons to plan far in advance for your background check. Fingerprint appointments are limited with some weeks busier than others and background check reports

may take up to 30 days to be processed by the DOJ and FBI. For more information about becoming a volunteer/chaperone, please check the district's website at www.trusd.net.

If you are driving for a field trip, you must complete a Personal Automobile Use Form (available at www.trusd.net). Twin Rivers requires that you have a valid driver's license, a seat belt for each child and proof of auto insurance. Before transporting students, you must have passed the background check and be approved as a volunteer driver by the Twin Rivers Transportation Department.

4.14 Single Plan for Student Achievement (SPSA)

All Twin Rivers schools invite the participation of parents and guardians in school programs. Parents serve on advisory and decision-making committees such as School Site Councils. The School Site Council is responsible for the preparation and review of the SPSA, a document that describes the plans and budget for continual improvement of the school's program.

4.15 Committees

Parents/guardians may elect to work alongside the district to meet the needs of all students through Family and Community Leadership Academy, District English Learner Advisory Committee (DELAC), School Site Council (SSC) and/or the English Learner Advisory Committee (ELAC). These committees serve as an avenue for parents/guardians to provide valuable input to the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP). Family and community input help plan for continual improvement of student learning.

4.16 Supporting Education Goals

There are many ways that you can support your child's education, starting in your home. For example:

- Ensure that your child arrives at school on time every day. Punctuality and good attendance are family responsibilities. Students rely on their parents or guardians to make certain they arrive at school on time and ready to learn.
- Understand the rules by reviewing the school site behavior expectations with your family.
- Support the rights and authority of the school and Board of Trustees to maintain standards of behavior for all students. Be open to meeting with staff, other parents, and students to work jointly to resolve any issues.
- Develop structured daily routines for homework, eating, hygiene and bedtime.
- Parents have a great influence on the study habits of their children. Provide your child with a dedicated time and place to study after school.
- Provide the study materials your child needs. Contact a school administrator if you are unable to get the necessary materials.
- Help your child keep track of their learning by checking their assignments daily.
- Get to know your child's counselor and/or teacher and communicate regularly. Email or call the teacher when you are unsure of assignments, and attend parent conferences.
- Model reading and writing daily in any language and find math and literature in daily routines - at the grocery store, in the car, etc.
- Schedule daily time to hear about your child's day. Maintain open communication and find a balance between being approachable and maintaining your authority as a parent. We are here to help. If your child is experiencing academic, social, or emotional challenges, reach out to the school staff immediately.

4.17 Teacher Qualifications

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). This federal law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

- The type of state credential or license the teacher holds: some teachers will have a single subject credential in a particular subject area, such as English or mathematics, and others will have a multiple subject credential, which allows them to teach a variety of subjects, such as in elementary schools.
- The education level and subject area of the teacher's college degree(s). All teachers have a bachelor's degree, and many have graduate degrees beyond the bachelor's, such as a master's or doctoral degree.

In addition to the qualifications of the teacher, if a paraeducator (teacher's aide) provides your child services, you may also request information about their qualifications. Many paraeducators have two years of college and others have passed a test that verifies their qualifications.

If you would like this information, please contact Human Resources at (916) 566-1736.

4.18 Review of Instructional Materials

All primary and supplemental instructional materials and assessments, including textbooks, teacher manuals, films, tapes and software, will be made available for inspection by a parent or guardian, at their request, in a reasonable time frame. (*EC* § 49091.10; 51101)

4.19 Films

When using outside resources, teachers will preview content and be prepared to address possible controversial material. No X or NC-17 rated films, videos or DVD's will be shown. At the high school level, R-rated films or videos must have approval from the site administrator. Alternative assignments will be given for students excused from viewing. Parents will be informed if controversial media is used for student viewing, such as family life media and PG and R-rated media. If you have concerns over your child's viewing of any potentially controversial media, you may make your concerns known in writing to the principal at the beginning of each school year on an annual basis.

4.20 Observation

Upon written request, a parent or guardian has the right to observe instruction that involves his or her child or for the purpose of selecting a school. Any observation will be done in accordance with policies established to ensure the safety of students and school personnel and to prevent undue interference with instruction or harassment of school personnel. (*EC* § 49091.10(b); 51101)

4.21 Beliefs

A student will not be compelled to affirm or disavow any particular personally or privately held worldview, religious doctrine or political opinion. No student will be relieved of any obligation to complete regular classroom assignments. (*EC* § 49091.12(a))

4.22 Curriculum

The curriculum, including titles, descriptions and instructional aims of every course offered by a public school will be compiled at least once annually. The prospectus is available for review upon request and for copying at a reasonable charge by calling (916) 566-1600 ext. 34460 or 34425. (*EC* § 49091.14; 49063)

4.23 Animal Dissection

The dissection of animals is sometimes a component of district science courses. When a student or parent has a moral or ethical objection to participation in a dissection project, a teacher-approved alternative education project and assessments can be substituted. The alternative requires a comparable amount of time that includes, but is not limited to, the use of video recording, models, films, books and computers. The school requires a written note from a parent or guardian indicating objections and request for an alternative education project and assessments that will provide their student the opportunity to obtain knowledge, information or experience required by the course of study in question. (*EC § 32255 et seq.*)

4.24 Comprehensive Sexual Health and HIV Prevention

Schools are required:

- To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancies and sexually transmitted infections.
- To encourage all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage and family.

4.25 Notice and Parental Excuse

Parents and guardians will be given the opportunity to review materials used for comprehensive sexual health and HIV prevention education. A request can also be made to obtain copies of Board Policy 6142.1, *Education Code § 51938* and *51934*, and Chapter 5 and 6 of the California Healthy Youth Act.

If a guest speaker gives a presentation or presents at an assembly, parents will be given the dates and names of the guest speaker/organization at least 14 days prior to the dates of the presentation.

A parent or guardian who does not wish for their child to receive comprehensive sexual health education or HIV prevention education must make a request in writing to the school district. This request can also be withdrawn at any time.

4.26 Authorized Comprehensive Sexual Health Education

Schools may provide age-appropriate comprehensive sexual health education in grades K-12. Trained district personnel or outside consultants who know the most recent medically accurate research on human sexuality, pregnancy and sexually transmitted infections will be used to provide this instruction. The instruction and materials must meet the following requirements:

- Encourages students to talk with parents or guardians about human sexuality, and respect for marriage and committed relationships.
- Must be age-appropriate and suitable for the intellectual, emotional and behavioral ability of students.
- Information taught is medically accurate and objective, and verified or supported by research.
- Be available on an equal basis for students who are classified as English learners (described in subdivision (a), Section 306).
- Is appropriate for students of all races, genders, sexual orientations, ethnic and cultural backgrounds, and students with disabilities.
- Appropriately modified curriculum materials, instructional formats, auxiliary aids, and other means are available for students with disabilities.

4.27 Required Comprehensive Sexual Health & HIV Prevention Education

Starting in grade 7, students must be provided with information about the following:

- Abstinence is the only certain way to prevent sexually transmitted infections, and has other social and personal benefits. Also, medically accurate information on other methods of preventing pregnancy and sexually transmitted infections must be provided.
- Sexually transmitted infections, including transmission, effectiveness and safety of all Food and Drug Administration (FDA) approved methods for reducing the risk of contracting sexually transmitted infections, and information on local sources for testing and medical care.
- The effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including emergency contraception.
- On safe-surrender sites for parents or other persons who have physical custody of children three (3) days old or younger, as detailed in Section 1255.7 of the Health and Safety Code and Section 2715.5 of the Penal Code.

Schools must provide students in grades 7 through 12 with comprehensive sexual health and HIV prevention education at least once in middle or junior high school and in high school from instructors trained in teaching the subject. Board and state approved curriculum provide accurate and the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences (BP 5030; BP 6142.2; BP 6142.8). Instruction and materials must include the following:

- Instruction and materials shall provide pupils with the knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
- Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negation and refusal skills, to assist pupils in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.
- Instruction and materials shall teach pupils about gender, gender expression, gender identity and explore the harm of negative gender stereotypes.
- Instructional materials shall affirmatively recognize that people have different sexual orientations and when discussing or providing examples of relationship and couples, shall be inclusive of same-sex relationships.
- Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
- Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on activities that present the highest risk of infection.
- Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. Instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on the other methods of preventing HIV and other sexually transmitted infections and pregnancy.
- Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting

HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.

- Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and sharing.
- Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
- Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV positive is to get tested.
- Information about local resources, how to access local resources and pupils' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
- Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including but not limited to parenting, adoption and abortion.

4.28 Human Trafficking

Twin Rivers Unified School District will provide Human Trafficking Education to secondary students. In accordance with state Assembly Bill 1227, students will receive one training during middle school through the Life Science course and one training during high school through the Health Education course.

- Information about sexual harassment, sexual assault, sexual abuse and human trafficking. Information on human trafficking shall include both of the following:
 - a) Information on the prevalence, nature and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
 - b) Information on how social media and mobile device applications are used for human trafficking.
- Each school district maintaining any of grades 7 to 12, inclusive, shall provide training and education to parents and guardians on how social media and mobile device applications are used for human trafficking. Training and education may include a handout sent home with pupils as part of the notice issued pursuant to Section 48980.

4.29 Comprehensive Suicide Prevention

Schools are required to provide faculty of 7-12 grade students with the education, training, assessment and support skills necessary to identify and prevent youth at risk for suicide, and to promote the mental and emotional well-being of all students.

California *Education Code* § 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a

school employee acts within the authorization and scope of the employee's credential or license.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies and mental health professionals, and community organizations.

Such measures and strategies shall include, but are not limited to:

- Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades.
- Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others.
- Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students.
- The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.
- Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.
- Crisis intervention procedures for addressing suicide threats or attempts.
- Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (*EC § 215, BP 5141.52*)

Services & Information for Our Students

5.1 Resolving Concerns

We welcome your feedback as an opportunity to improve our service. Our district has a simple procedure for families to follow:

- Call your child's teacher and discuss the concern. If needed, arrange a meeting to discuss the problem. Usually, the answer becomes clear during this conversation.
- If the problem is not resolved, please call the principal to make an appointment.
- If you still feel your problem hasn't been resolved, you may contact Student Services for assistance. Our staff will work with you and the school staff to address your concern.

Our goal is to find a resolution to help your child be successful in school. Parents who have questions are asked to call the Student Services Department at (916) 566-1620.

5.2 Formal Complaint Process (Uniform Complaint)

Our district is responsible for complying with applicable state and federal laws and regulations governing educational programs. We will investigate all complaints alleging failure to comply with such laws and/or alleging discrimination and seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5 CCR 4620)

Employees, students, parents, guardians, or other parties wishing to file a complaint or seeking more information on this topic should contact the Student Services Department at (916) 566-1620.

When addressing complaints, Twin Rivers will follow uniform complaint procedures, which include:

- The investigation will be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension to the timeline.
- An unlawful discrimination complaint must be filed not later than six months from the date of the alleged discrimination incident, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination.
- The complainant has a right to appeal the district decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the district decision.
- The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district decision.

The Student Services Department will provide information about available civil law remedies under state or federal discrimination laws if applicable. Department staff will also provide information about the appeal process, including the complainant's right to take the complaint directly to the CDE or to pursue remedies before civil courts or other public agencies. (EC § 262.3) Questions about complaint procedures should be directed to the Student Services Department at (916) 566-1620.

5.3 Materials and Facilities Concerns (Williams Complaint)

We strive to provide the best possible educational environment for each student. However, if you have a concern about your child's educational environment that has not been addressed, we have a procedure in place to investigate and resolve complaints of deficiencies in instructional materials, emergency or urgent facility conditions that pose a threat to the health and safety of students or staff, and teacher vacancy or misassignment.

A notice is posted in every district classroom advising parents/guardians of the right to file this complaint. Complaint forms are available in the principal's office, at our district office, and on the Student Services [Complaints and Inquiries](#) page. (EC § 35186)

5.4 Discrimination Concerns

Our district is committed to equal opportunity for all individuals in education. District programs and activities will be free from discrimination based on gender, race, color, religion, national origin, ethnic group, sexual orientation, marital or parental status, physical or mental disability or any other unlawful consideration.

We will promote programs to eliminate discrimination practices in all district activities. This nondiscrimination policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions, such as contact sports, in accordance with federal law.

Complaints alleging noncompliance with this policy should be directed to your school principal. Appeals may be made to the Student Services Department at (916) 566-1620.

5.5 Sexual Harassment

Our district is committed to maintaining a learning environment that is free of harassment. We prohibit the unlawful sexual harassment of any student by an employee, student, or other person at school or at any school-related activity.

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and will be subject to disciplinary action. Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

5.6 District Residency Requirements

At the time of pre-registration, the parent/legal guardian must submit one of the following documents as home address verification:

- A current monthly utility bill (PG&E, SMUD, AT&T, etc.)
- Correspondence from a government agency
- A driver's license issued by the California Department of Motor Vehicles
- Rental or lease agreement
- Pay stubs
- Voter registration

If none of these documents are available we will accept a declaration of residency executed by the parent/guardian.

5.7 Caregiver

A student who lives in the home of a care-giving adult that is located within the boundaries of our school district may enroll in our district. An affidavit must be filled out by the care-giving adult to verify that the student lives in the caregiver's home, unless our district determines through other facts that the student is not living in the caregiver's home. (EC § 48204)

5.8 Court Orders

Twin Rivers is committed to working with parents and guardians to provide a supportive and stable learning environment for our students. Noncustodial parents retain the same rights as custodial parents, unless a court order restricts the rights of the noncustodial parent. These

rights include, but are not limited to, accessing his/her child's student records, participation in school activities and visiting the child at school, preferably during non-instructional time. If a court order limits the noncustodial parent's rights, the parent/guardian with custody shall provide evidence of this action to the office staff of their child's school. (BP 5021)

In cases where there is no court ordered custody arrangement, both biological parents have equal rights to information about the student.

If school staff is made aware of an attempted violation of a court order while the student is participating in a school activity, staff shall contact the custodial parent and the Twin Rivers Unified School District Police Department. The student will not be released until the police department has responded and assisted in the determination of the appropriate course of action.

5.9 Homeless Education

(McKinney-Vento Homeless Assistance Act)

Students in transition may immediately enroll in school if they live:

- In a shelter
- In a motel or hotel
- In a house or apartment with more than one family because of economic hardship or loss
- In an abandoned building, in a car, at a campground, or on the street
- In temporary foster care or with an adult who is not the student's parent or guardian
- In substandard housing (no electricity, water, heat)
- With friends or family because the student is a runaway or an unaccompanied youth

Under these conditions, a student may register and attend school without immediately providing:

- Proof of residency
- Immunization records
- School records
- Legal guardianship papers

Contact the Child Welfare & Attendance Office at (916) 566-1615 for more information.

5.10 Foster Youth (AB 490)

Foster youth may immediately enroll and attend school. Twin Rivers follows foster youth statutes including:

- Immediate enrollment
- Maintain school of origin
- Receive partial credits
- Independent Living Program (ILP) services (ages 16-20)

5.11 Emancipation

A student whose residence is located within the boundaries of our district and whose parent or legal guardian is relieved of responsibility, control, and authority through emancipation can legally enroll in our district. (EC § 48204)

5.12 Regional Social Services

Please call 211 if you would like to learn more about regional services and resources for youth and families. The 211 information line can provide families with referral information for child care, low-cost housing, mental health services, and a number of programs designed to assist families and youth.

Additional resources are posted on the Twin Rivers website at www.trusd.net. Visit the Student Services page under Students/Families and click on the [Parent Resources](#) link.

5.13 Health Services

Students enrolled in grades 7 through 12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. (EC § 46010.1)

5.14 Immunizations

The California School Immunization Law requires that children be up-to-date on their The California School Immunization Law requires that children be up-to-date on their immunizations (shots) to attend school. Diseases like measles spread quickly, so children need to be protected before they enter. California schools are required to check immunization records for all new student admissions at kindergarten or transitional kindergarten through 12th grade and all students advancing to 7th grade before entry. See immunization requirements information [HERE](#), or on the Student Services' Health Services webpage.

To attend school, your child's immunization record must show the date for each required shot. If you do not have an immunization record, or your child has not received all required shots, call your doctor now for an appointment.

- A personal beliefs exemption is no longer an option for entry into school.
- Schools and childcare facilities may only accept medical exemptions that have been issued using the CAIR-ME system. All healthcare providers issuing medical exemptions must be registered for CAIR (California Immunization Registry) and CAIR-ME (California Immunization Registry – Medical Exemption).

Please reach out to your medical provider in order to obtain your CAIR-ME status.

Students who do not comply with the requirements shall be excluded from school. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

5.15 Health and Dental Requirements

Your child must have a health checkup in the 18 months before entering first grade but no later than 90 days after entering the first grade. Students in kindergarten (or first grade if it is their first year in public school) must have an oral health assessment performed by a licensed dentist or other licensed or registered dental health professional. A parent or guardian may file a written objection or waiver stating the reasons why he or she was unable to obtain such services. (Health and Safety Code § 124085, 124105)

5.16 Physical Examinations

A child may be excluded from physical examination whenever the parent or guardian files a written statement with the school that they will not consent to a physical examination of their child. However, if there is a good reason to believe the child is suffering from a recognized contagious or infectious disease, the child will be excluded from school attendance.

5.17 Vision and Hearing

School children are screened for vision and hearing at selected grade levels. (*EC* § 49451; 49452; 49452.5) Our district may perform additional screenings, which may include, but not be limited to, assessments, screenings and examinations as determined by a healthcare professional.

The screenings required throughout childhood include hearing and vision screening for grades TK, K, 2, 5, and 8 (10th, hearing only) including color vision screening for boys by grade 1. Students are also screened by referral. Special Education students are screened on initial assessment and every three years afterward.

5.18 Psychological Testing and Evaluations

A parent or guardian has the right to receive information about psychological testing the school does involving their child and to deny permission to give the test. (*EC* § 51101)

A student may not be tested for behavioral, mental, or emotional evaluation without the informed written consent of their parent or guardian. (*EC* § 49091.12)

5.19 Special Education

Our Special Education Department offers assessment for students suspected of having a disability and provides services for those students (ages 3-22) identified as individuals with exceptional needs.

When an assessment for the development or revision of the Individualized Education Program (IEP) is conducted, the parent will be given a proposed assessment plan within 15 calendar days of the referral. A copy of the notice of parents' rights will be attached to the plan.

5.20 Student Medication

A designated school employee may assist students with medication during the school hours only upon written request of both the physician and a parent or guardian, detailing the method, amount, and time the medication is to be taken.

Medication will be managed at school for students whose parent and physician deem it necessary for potentially life-threatening medical conditions or for those who need medication (prescription or over-the-counter) administered during the school day in order to interact appropriately at school.

[Authorization forms](#) for medication are available at each school office and on the district website at www.trusd.net. There are forms specific for asthma and severe allergies.

Medications must be brought to the school office in their original container. Parents are encouraged to ask the child's physician to prescribe long-acting medication if possible, so that medication does not need to be given at school. (*EC* § 49403 and 48216)

5.21 Continuous Medication

State law requires that parents or guardians notify the school when their child is on medication for a non-episodic condition (asthma, hay fever, hyperactivity, allergies, diabetes, epilepsy, etc.)

5.22 Student Privacy

Personal information concerning students and their families will be kept private in accordance with law. Any personal information disclosed during counseling with a school counselor either by a student 12 years of age or older, or by a parent or guardian of a student 12 years of age or older is confidential. (*EC* § 49602)

No student will be given any test, survey, questionnaire or examination containing questions

about personal or family beliefs or practices in sex, family life, morality, or religion. However, anonymous, voluntary and confidential research and evaluation tools to measure students' health behaviors and risk, including tests, questionnaires and surveys containing age-appropriate questions about the student's attitude concerning, or practices relating to risky behavior may be administered to any student in grades 7-12 if parents or guardians have not requested in writing that their child not participate. (*EC* § 51513, 51938)

5.23 Healthy Kids Survey

Students in grades 6-12 may be asked to be part of the California Healthy Kids Survey. **Parent consent is required for 6th-grade students to participate.** This important survey will help our district promote better health among youth and combat problems such as drug abuse, alcohol, tobacco, and violence.

The survey is voluntary and sponsored by the California Department of Education. You will be notified of your child's involvement prior to administration of the survey.

5.24 Free Meals

Twin Rivers Unified School District offers breakfast and lunch at no charge to all students regardless of income levels. This change is the result of the district implementing the Community Eligibility Provision, a new option available to schools under the National School Lunch Program and School Breakfast Program. The Community Eligibility Provision expands access to free school meals while reducing paperwork and streamlining meal service operation.

This provision reduces burdens for both families and school administrators and helps ensure that all students receive nutritious meals. This practice further supports the district's efforts to eliminate all barriers to student learning and helps ensure students are not hungry at school while they are trying to learn.

We request all parents to speak with their children to encourage them to eat their school breakfast and lunch every day. The district looks forward to serving nutritious, well-balanced meals to your children all year long. If you have any questions or would like additional information, please call the Nutrition Services office at (916) 566-1600 ext. 36270.

5.25 Student Athletic Participation Insurance

Students that participate in team athletics are required to have medical insurance protection. Our district has provided several low-cost resources to meet this requirement. You may obtain further information from your school's athletic director. (*EC* § 32221)

5.26 Student Safety Before and After School

Every student has the right to a safe and supportive learning environment. (*EC* § 51101) There will be no supervision of students provided prior to 15 minutes before school starts or 15 minutes after school ends unless there is a school-sponsored event scheduled with staff designated to supervise students, or students are waiting to be picked up by district transportation after school or being dropped off by district transportation before school.

5.27 Student Safety in Transport

Students under the age of 18 who operate or ride as a passenger on a bicycle, non-motorized scooter or skateboard upon a street, bikeway or any other public path or trail are required by law to wear properly fitted and fastened bicycle helmets that meet the standard of law and are required to wear such helmets while wearing in-line or roller skates. (Vehicle Code § 21212)

5.28 Management Plan for Asbestos-Containing Material

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

5.29 Pesticide Use

The district will provide for parents the names of all pesticide products expected to be applied at school facilities this school year. That identification includes the name and active ingredients. Only fully certified pesticides can be used on school grounds. The district maintains an integrated pest management plan which is utilized for applying certified pesticides and to ensure compliance with applicable laws and requirements. Staff, parents and guardians may view a copy of the district's integrated pest management plan and pesticide list either by request (by calling the number below) or by visiting our website at <https://www.trusd.net/documents/IPM-Plan-with-Pesticides.2022.pdf>

Pesticide use signs are posted at the school describing the pesticides or herbicides to be used, along with the active ingredients contained in the pesticide/herbicide, at least 24 hours prior to the application and such signs will remain posted at least 72 hours after the application.

If you would also prefer to be notified by mail at least 72 hours prior to application at your child's school in the 2022-2023 school year, please call the district's Maintenance and Operations Department at (916) 566-1600 ext. 36222 to be placed on a notification list. In the event of an emergency condition, advance notification and prior sign-posting may not be feasible, but a warning sign will be posted immediately upon application.

Further information is available from the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015, or www.cdpr.ca.gov. [EC § 17612, 48980.3]

5.30 Notice of Alternative Schools

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the *Education Code* defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the student learns because of his desire to learn.
- 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 teachers or choices of learning projects.
- Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- Maximize the opportunity for students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this

district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

Further, a copy shall be posted in at least two places normally visible to students, teachers, and visiting parents in each attendance unit for the entire month of March in each year.

5.31 Open Enrollment

Open enrollment is for Twin Rivers Unified School District students who want to attend a Twin Rivers school other than their neighborhood school. The Board of Trustees or designee reviews enrollment data annually and identifies those with open enrollment opportunities. The open enrollment lottery process will occur in January through March. Once approved, open enrollment applications do not need to be renewed until transition from elementary to junior high or junior to high school. If the transfer request is approved, parents are responsible for providing transportation to and from school.

Twin Rivers reserves the right to limit the number of students transferring into or out of any school designated as open enrollment. Questions regarding transfers should be directed to the Student Services Department at (916) 566-1620.

5.32 Transfers Between School Districts

Interdistrict transfers are agreements between school districts for students to attend a school that is not in their resident school district. Interdistrict transfers out of TRUSD are granted on a limited basis and may need to be renewed annually. Information about interdistrict transfers is available from Student Services.

Transfers may be approved for:

- Active military duty parent.
- Childcare in the district (parents, relative, childcare provider).
- Mental or physical health of the student as certified by a physician, school psychologist or other appropriate school personnel.
- When the parents have moved out of the district during the school year.
- To participate in a specialized program not available in the district of residence.

Parents are responsible for providing transportation for students attending on an interdistrict attendance agreement. The governing board or designee may revoke an interdistrict attendance agreement at any time due to behavior or attendance concerns. Parents choosing to apply for an interdistrict attendance agreement must complete the application process. Applications are available through the Student Services Department at (916) 566-1620.

5.33 Student Records

A student record is any item of information other than directory information gathered within or outside the district that is directly related to an identifiable student and maintained by our district. Federal and state laws grant certain privacy rights and access to student records. Full access to all personally identifiable written records maintained by the school district or county office will be granted to:

- Parents or guardians of students age 17 or younger.
- Parents or guardians of students age 18 or older if the student is a dependent for tax purposes.
- Students that are age 16 or older or have completed 10th grade.

5.34 Parent/Guardian Notice Release of Directory Information

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Twin Rivers Unified School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school and/or district publications. Examples include:

- A playbill, showing your child's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing the weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing at the beginning of each school year. The district has designated the following information as directory information:

- Name
- Address
- Telephone number
- Email address
- Date of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Dates of attendance
- Degrees and awards received
- Most recent previous school attended

The district also may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number (PIN), password, or other factor that only the authorized user knows. Your child's social security number will not be used for this purpose.

School Attendance

6.1 Daily Attendance

The most important factor for student academic success is their attendance in the classroom. Students must be in school every day, on time and ready to learn. Please explain the importance of daily school attendance to your child.

The state of California has established that it is a parent's legal responsibility to ensure that their child/children attends school. If your child is truant or has excessive absences, school personnel may refer the parents and students to the School Attendance Review Board (SARB), and if necessary, to the District Attorney's Office and Truancy Court (see next page, section 6.6).

Students will be classified as truant if absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination. (*EC* § 48260)

If a student is absent from school without a valid excuse for 10 percent or more of school days within one school year, the student is classified as a chronic truant. (*EC* § 48263.6) A School Attendance Review Team (SART) meeting will be scheduled at the school to discuss interventions to correct the attendance concerns (see next page, section 6.5).

6.2 Verification of Absences

When students who have been absent return to school, they should present a satisfactory explanation verifying the reason for the absence. Families are allowed 5 school days to clear absences. The following methods may be used to verify student absences:

- Written note from parent/guardian, parent representative, or student if 18 or older (*EC* § 46012)
- Conversation between a verifying school employee and the student's parent/guardian
- Visit to the student's home by a verifying school/district employee or any other reasonable method which establishes the fact that the student was absent for the reasons stated
- Medical verification for appointments and absences due to illness

Upon accumulating 10 absences in a school year due to illness, health appointments or quarantine, any further absences will require verification by a medical practitioner.

6.3 Excused Absences

A student's absence may be excused for the following reasons (*EC* § 48205):

- Due to the student's personal illness, including an absence for the benefit of the student's mental or behavioral health
- Due to quarantine under the direction of a county or city health office
- For the purpose of medical, dental, optometric, or chiropractic appointments
- For the purpose of attendance at funeral services for a member of the immediate family - excused absence in this instance will be limited to one day if the service is conducted in California or three days if the service is conducted out of state. "Immediate family" will be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household
- For the purpose of jury duty in the manner provided by law

- Due to the illness or medical appointment during school hours of a child to whom the student is the custodial parent
- Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including but not limited to an appearance in court, attendance at a funeral service, observation of a holiday or ceremony of his/her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code
- For the purpose of spending time with a member of the student's immediate family who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district
- For the purpose of attending the student's naturalization ceremony to become a United States citizen
- For the purpose of participating in a cultural ceremony or event
- Participation in religious instruction or exercises in accordance with district policy (*EC § 46014*) - in such instances, the student will attend at least the minimum school day and be excused for this purpose on no more than four days per school month
- (A) For the purpose of a middle school or high school student engaging in a civic or political event, as provided in subparagraph (B), provided that the student notifies the school ahead of the absence
 - (B) (i) A middle school or high school student who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.
 - (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences at the discretion of a school administrator, as described in Section 48260
- Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260:
 - (b) A student absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence
 - (c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester
 - (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments
 - (e) For purposes of this section, the following definitions apply:
 - (1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls

- (2) “Cultural” means relating to the habits, practices, beliefs, and traditions of a certain group of people
- (3) “Immediate family” means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the student

If you know your child must be absent, parents/guardians are required to contact the school office and inform the office staff. Students who are unable to attend school due to serious injury or illness may be eligible for instruction at home or in a medical facility. (*EC* § 48206.3-48208)

6.4 Early Dismissal

For the safety and protection of your child, your cooperation with the following procedures will be appreciated:

- Students leaving during the day for any reason should bring a note from a parent/guardian authorizing the release of the child
- If any adult other than the parent/guardian comes for the student, a signed note from the parent/guardian permitting the release of the child is required. The designated adult must show valid photo identification.
- Any adult picking up a student must first stop at the office to sign in and state his/her relationship to the child and the reason for taking the child early

Avoid scheduling medical and dental appointments during the instructional day. Vacation days and trips should be planned during non-school days. Please refer to the instructional calendar for these dates. Daily, on-time attendance supports your child’s success in school.

6.5 School Attendance Review Team (SART)

Site-level team meetings are opportunities to address chronic absences, truancy, and behavior issues with a student and parent/guardian. These team meetings are held collaboratively to find the most appropriate solutions and interventions and to develop an action plan with solutions to support the student. SART meetings are designed to meet the needs of students with school attendance and behavior problems who may be in danger of dropping out of school. (*EC* § 48262)

6.6 School Attendance Review Board (SARB)

SARB establishes an intervention agreement through a panel, which may include law enforcement, school nurse and community agency personnel. (*EC* § 48320, 48321) If previous attempts to address truancy, excessive tardiness/absences or behavioral concerns are not successful, the involvement of the SARB may be necessary. Referrals for SARB hearings may be requested by school sites.

SARB may direct an alternative education placement, a contractual agreement or other resource interventions deemed necessary by the panel members. If a student and/or parent violates the recommendations of the SARB panel, they may face sanctions such as educational setting changes, reduction of county aid, postponement of driving privileges and/or other legal actions including referral to the District Attorney’s Office and court involvement as necessary. (*EC* § 48291, BP 5113.2)

6.7 Missed Assignments and Tests

A student excused from school will be allowed to complete assignments and tests missed during that absence. Upon satisfactory completion within a reasonable period of time, full

credit will be given. The teacher of any class from which a student is absent will determine the test and assignments be reasonably equivalent to, but not necessarily identical to, the tests and assignments missed during the absence.

Students who miss school due to disciplinary action may be allowed to complete assignments and tests for full credit.

Behavior, Citizenship and Discipline

7.1 Police Services

Police Services is a school-based law enforcement department that collaborates with regional law enforcement and school-based partners to protect students, faculty and our school communities. Police Services provides a wide range of services, from mentoring to responding to calls for service addressed through a community-oriented policing approach.

Our School Resource Officers respond to and assist with incidents involving medical emergencies, welfare checks, missing students, security for after school events, school violence, narcotics, thefts, burglaries, vandalism, persons suffering from mental health crises, traffic enforcement and education, burglaries, and fire alarms. Police Records and Evidence is responsible for processing video surveillance and Police Report/Evidence requests. Police Records may be contacted at Police.Records@trusd.net or 916-566-1600- ext. 39908. The Police Communications Center is responsible for receiving calls for service and monitoring alarms. The Twin Rivers Unified School District Police Department can be reached 24 hours a day, 7 days a week at (916) 566-2777.

7.2 Good Citizenship and Behavior

A positive climate for learning is created when our students maintain high standards of behavior and work toward being productive citizens. Students should understand the campus rules and accept responsibility for their actions if rules are violated. Twin Rivers encourages communication and cooperation between the home and school concerning behavior matters. Rules and regulations in our schools establish a safe and comfortable atmosphere for students to achieve academic and personal success. At a minimum, students should:

- Follow rules and laws
- Avoid situations or activities that have the potential to cause verbal or physical conflict.
- Respect authority, property, yourself and the rights of others
- Demonstrate social awareness that is characterized by respectful interactions with staff and students regardless of race, gender, disability, physical characteristics, ethnic group, language, sexual identity, age, national origin or religion
- Maintain standards of integrity and responsibility characterized by being a positive influence in your school community
- Report to school personnel any information they see or hear about on our campuses, including vandalism, bullying, fights, weapons, drugs and/or any illegal activity on campus or at school-sponsored activities

7.3 Bullying

Twin Rivers Unified School District is committed to maintaining a learning environment for all students free from bullying. Board Policy 5131.2 states: No student or group of students shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Bullying is defined as any physical, verbal and/or psychological act intended to harm or disturb. Cyberbullying is defined as the use of modern technologies including, but not limited to, email, social networking sites and instant messaging, cell phones and other methods of technology to intentionally embarrass, humiliate, threaten or intimidate an individual or a group.

All credible bullying incidents are to be reported immediately and investigated by school staff.

When a staff member witnesses or learns of a bullying incident, a Suspected Bullying Report must be filled out within 24 hours and submitted to the principal or designee immediately for investigation. Suspected Bullying Reports are available on the Twin Rivers website [HERE](#).

All complainants are to be protected from retaliation and intimidation. Students, parents and anonymous reporters may also report bullying behavior. Any student who engages in bullying may be subject to disciplinary action (*EC* § 48900(r)) up to and including expulsion. At any time, a Uniform Complaint may be filed at the district office to appeal the school site's decision.

7.4 Important Bus Rules

Our district offers free busing to primary grade students living more than 1 mile from campus, junior high students living more than 2.5 miles from campus, and high school students living more than 3 miles from campus.

Students will be issued a Radio Frequency ID (RFID) badge with photo in order to ride the bus. Parents may get access to a downloadable app to view when their student boarded or departed the bus. See the district website [HERE](#) for instructions.

Riding the school bus to and from school is a privilege, and to ensure the safety of students and staff, all students must obey the bus rules. Riding privileges may be denied to any student who violates these important safety rules.

Please discuss the following rules with your child:

- Arrive at the bus stop 5 minutes before the pickup time. Parents are responsible for transportation if the child is tardy to the bus
- Show good manners at the bus stop. This includes staying near the bus stop area, keeping off private property and not disturbing landscaping.
- Bus stops are a part of school jurisdiction
- Remain seated at all times until the bus has stopped
- Obey the driver and follow safety procedures
- Do not destroy or deface property
- Do not fight, push, or trip others
- Do not throw items
- Do not eat, drink, or litter on the bus
- Do not use unacceptable language
- Do not bring a glass container aboard, play musical instruments, whistle, talk loudly, shoot rubber bands, or transport live animals, birds, reptiles, fish, insects, skateboards or similar items
- No flammable materials such as lighters, matches, aerosols or flammable liquids.
- No tobacco products or e-cigarettes

Students are responsible to the bus driver for their conduct when boarding, riding and departing the bus. Parents will be held responsible for any deliberate damage. Warning: your school bus employs video and audio surveillance equipment for security purposes. This equipment may or may not be monitored at any time.

Drivers may wait, on occasion, 1 minute beyond stop time in cases in which a special needs student has not arrived at the stop or is making an effort to board the student on to the bus. For more information about bus services and/or for a complete list of rules, please visit the Transportation Department on the district's website or call (916) 566-3405 ext. 37001.

7.5 Closed Campus

To ensure the safety and welfare of our students, Twin Rivers has closed campuses. Students are not allowed off campus unless they have an early dismissal. No student is allowed to leave school for lunch. Students are not allowed to pick up lunch at the street curb. Parents must come into the front office to drop off the lunch when necessary.

7.6 Dress Code Guidelines

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance. In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (*EC § 212.1*) The dress code shall not be enforced in a manner shows bias against or discriminates against any particular viewpoint, gender identity, sexual orientation, race, ethnicity, household income, body type or size. Students will not be prohibited from dressing in a manner consistent with their gender identity or gender expression or in observance of religious or cultural observances. Accommodations for a student with a disability or medical condition may be implemented.

7.6a Dress Code Standards

Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and appropriate shoes.

- Clothing must cover undergarments
- Clothing must not be see-through
- Clothing must cover the chest and torso, and must cover buttocks while standing and sitting
- Clothing must be safe and appropriate for all scheduled classroom activities, including physical education, science labs, shop classes, and other activities where unique hazards or specialized attire or safety gear is required
- Hats, caps, and other head coverings shall not be worn indoors except as an expression of religious beliefs or as needed for a health condition
- Hats and sunglasses may be worn while outside in the sun for an extended period of time for protection from the sun
- Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity
- Clothing containing images, symbols, or wording that is homophobic, obscene, religiously or racially discriminatory or that promotes gender-biased discrimination or defamation is not permitted in a school environment or in the participation of the academic program

Clothing that denotes or represents gang affiliation will be prohibited. Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

7.6b Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (*EC § 35183*)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (*EC § 35183*)

7.6c Extracurricular and Athletic Activities

- Extracurricular and athletic activities such as band, sports, choir, and pathway courses are subject to the standards of dress as defined by the sponsors of such activities
- Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting (*EC § 35183*)

7.6d Site Level Dress Codes

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed. Site-level dress codes must be written in gender-neutral language. (cf. 0420 - School Plans/Site Councils)

7.6e Compliance

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. Students and parents/guardians will be informed about dress and grooming standards at the beginning of the school year through the Student and Family Handbook and whenever standards are updated. A student who violates these standards shall be asked to do one or more of the following corrective measures:

- Be requested to turn clothing inside out
- Change into clothing that may be provided by the school
- Change into other clothing which the student has with them or that may be brought to the school
- Remove accessories if in violation of the above stated standards

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students. Repeated violations or refusal to comply with the district's dress code may result in a behavioral intervention but not suspension or expulsion.

7.7 Recording Devices

The use of any electronic listening or recording device in any classroom of the elementary and secondary schools without the prior consent of the teacher and the principal of the school disrupts and impairs the teaching process and such use is prohibited by law. (BP 5131; *EC § 48901.5*; 7907)

Any person, other than a student, who willfully violates this policy will be guilty of a misdemeanor and subject to appropriate discipline. Permission to use such devices may be given to promote educational purposes.

7.8 Financial Liability

Twin Rivers is not responsible for personal property brought to school sites or school activities. Parents or guardians will be held financially liable for acts of willful misconduct, including vandalism, by their children. Students known to be involved may be suspended and/or expelled and subject to criminal charges. In addition, our district may withhold a student's grades, diploma, and transcript until restitution for damages is made or, if the minor and parents are unable to pay, upon completion of the performance of voluntary work in lieu of monetary payment for damages.

Parents or guardians will be liable for all property belonging to the district that is loaned to the student and is damaged or not returned. This includes, but is not limited to, instructional materials, Chromebooks, hotspots and chargers. (Civil Code 49510, EC § 48904, BP 6161.2)

7.9 Tobacco Use

Smoking, e-cigarettes or other tobacco products are prohibited in all district buildings, outside on district property, and during activities such as concerts and sporting events on district property. Students in possession of tobacco products are subject to discipline.

7.10 Alcohol and Drug Policy

Twin Rivers believes students have the right to learn in a drug and alcohol-free school environment. Students involved with alcohol and/or drugs will face the following consequences:

1st Offense	2nd Offense
0-3 day suspension 0-3 day in-house suspension -OR- In lieu of suspension attend 3 Teen Intervene sessions	3-5 day suspension -OR- In lieu of suspension attend Teen Intervene, or complete California Smoker's Helpline Program

7.11 Alcohol

Students found to be in possession, use, or under the influence of alcoholic beverages on school grounds or during a school-related activity will be subject to:

1st Offense	2nd Offense
0-3 day suspension 0-3 day in-house suspension -OR- In lieu of suspension attend 3 Teen Intervene sessions	3-5 day suspension -OR- In lieu of suspension attend Teen Intervene, or another Alcohol, Tobacco, and Other Drugs (ATOD) program

7.12 Marijuana

Students found to be in possession, use, or under the influence of marijuana on school grounds or during a school activity will be subject to:

1st Offense	2nd Offense
0-3 day suspension/involuntary transfer -OR- In lieu of suspension attend 3 Teen Intervene sessions	3-5 day suspension -OR- In lieu of suspension attend Teen Intervene, or another Alcohol, Tobacco, and Other Drugs (ATOD) program

7.13 Searches of Students and Property

As necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or district property under their control and may seize illegal, unsafe and prohibited items. The Board of Trustees requires that discretion, good judgment and common sense be exercised in all cases of search and seizure. (*EC § 49050*)

Canine detection units will be utilized by TRUSD to conduct random searches of belongings on the campus, in the classrooms, lockers and vehicles.

7.14 Discipline

Copies of school rules and discipline policies are available at each school. Please become familiar with the school rules and explain them to your child. When a student is disruptive in the classroom, the teacher will first work with the student to alter that behavior. If the student continues to disrupt the learning process, he or she will be referred to other school authorities for appropriate discipline or corrective measures. The school will notify parents, who will be expected to aid in correcting the behavior.

If a student's behavior violates school rules, the school may make recommendations, such as:

- Detention or Saturday School (students bring school work to do)
- Parent conference
- A written contract describing conditions for improvement
- Counseling
- Suspension
- Referral to a community or law enforcement agency
- Evaluation for placement in another school or program
- Voluntary transfer to another school or program
- Involuntary transfer to another school or program
- Expulsion
- Discipline, which may include restriction from participation in school activities, including recess, field trips, athletics, extracurricular activities and graduation

7.15 Detention

Students who misbehave can be assigned to a supervised area for a specified period of time after school, during recess, or during the school day.

7.16 Suspension

Students may be suspended for violation of school or district rules. A suspension can last from 1 to 5 days. During suspension, a student may not participate in regular school classes or activities, including graduation, but may be assigned to an alternative program. A teacher may require the parent or guardian of a suspended student to attend part of the school day and meet with the principal. A suspended student or his or her parent or guardian has a right to appeal a suspension. To appeal, first contact the school principal. A return from suspension conference or behavior SART meeting may take place with parents, students and school staff. (*EC § 48900.1*)

A student who accumulates a number of suspension days (up to 12 days for grades K- 6, up to 15 days for grades 7-12), may be referred to a district-level review meeting to discuss alternative school placement. (*EC § 48925*)

7.17 Expulsion

Expulsion will be recommended only for very serious offenses, such as possession of a weapon or dangerous object, causing physical injury to another person, furnishing and sale of a controlled substance, robbery, extortion, sexual assault, battery, or accumulating too many days of suspension. If expulsion is recommended, the student will have an administrative hearing or an alternative. If expelled, a student may not attend any school activity. Expelled students will be placed in another educational program. Our Board of Trustees makes the final decision to expel a student. During the expulsion process, a student may be placed in another school program or be out of school for up to 40 school days. (EC § 48915-48918)

7.18 Education Codes Related to Discipline

The Discipline Guide Overview has been developed in accordance with Twin Rivers Unified School District Board Policy 5144 (Discipline), with the understanding that student safety is a prerequisite for consistently high levels of academic and social development for students. The Discipline Guide Overview, and corresponding Discipline Guide, provide clarity and consistency of practice relating to student discipline, in order to support safe school environments where teaching and learning can flourish.

The following table identifies the interventions and/or consequences for violations of California *Education Code* § 48900. Most violations allow for a range of interventions and disciplinary actions, which may include suspension and expulsion. Additionally, certain violations overlap the California Penal Code and may have consequences within the juvenile/adult court systems. The purpose of all interventions and disciplinary actions is to provide a safe learning environment, maintain proper student behavior, and support academic success.

1. Acts of Violence [EC § 48900(a)]	Alternative to Suspension	Suspension	Expulsion
(1) Caused, attempted to cause, or threatened to cause physical injury to another person.	X	X	X
(2) Willfully used force or violence upon another person.		X	X
2. Weapons and Dangerous Objects [EC § 48900(b)]	Alternative to Suspension	Suspension	Expulsion
(1) Possession, sale, or furnishing of weapons (knife, gun, sharp object, club, or an object that could inflict injury) or explosive.		X	X
(2) Explosives, use or possession.		X	X
3. Drugs and Alcohol [EC § 48900(c)]	Alternative to Suspension	Suspension	Expulsion
Possession, use, sale, or furnishing, or otherwise being under the influence of alcohol, controlled substances, or an intoxicant.		X	X

4. Sale of “Look-Alike” Controlled Substance or Alcohol [EC § 48900(d)]	Alternative to Suspension	Suspension	Expulsion
Offering, arranging, or negotiating to sell drugs, alcohol or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an intoxicant.		X	X
5. Robbery or Extortion [EC § 48900(e)]	Alternative to Suspension	Suspension	Expulsion
Committed or attempted to commit robbery or extortion.		X	X
6. Damage to Property [EC § 48900(f)]	Alternative to Suspension	Suspension	Expulsion
Caused, or attempted to cause damage to school or private property.	X	X	X
7. Theft or Stealing [EC § 48900(g)]	Alternative to Suspension	Suspension	Expulsion
Stealing, or attempting to steal school or private property.	X	X	X
8. Tobacco [EC § 48900(h)]	Alternative to Suspension	Suspension	Expulsion
Possessed or used tobacco or nicotine products.	X	X	
9. Profanity, Obscene Acts, Vulgarity [EC § 48900(i)]	Alternative to Suspension	Suspension	Expulsion
(1) Directed at peers.	X	X	X
(2) Directed at school personnel.	X	X	X
10. Drug Paraphernalia [EC § 48900(j)]	Alternative to Suspension	Suspension	Expulsion
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.	X	X	X
11. Willful Defiance or Disruption of School Activities [EC § 48900(k)(1)]	Alternative to Suspension	Suspension	Expulsion
Note: With the exception of classroom suspensions imposed by a teacher under <i>Education Code</i> § 48910, no student enrolled in kindergarten through grade three may be suspended for violation of <i>Education Code</i> § 48900(k)(1). Additionally, no student enrolled in kindergarten through grade twelve, regardless of age, may be recommended for expulsion for violation of <i>Education Code</i> § 48900(k)(1) [EC § 48900(k)(2)]			
(1) Disrupting school activities.	X	X	
(2) Refusing to follow the valid authority of	X	X	

school personnel, including supervisors, teachers, school officials, or other school staff performing their duties.	X	X	
(3) Failure to follow school rules.	X	X	
(4) Failure to follow directives or instruction of staff or teachers.	X	X	
(5) Failure to follow the conduct code for school bus passengers.	X	X	
12. Possession of Stolen Property [EC § 48900(l)]	Alternative to Suspension	Suspension	Expulsion
Knowingly received stolen school property or private property.	X	X	X
13. Imitation Firearm [EC § 48900(m)]	Alternative to Suspension	Suspension	Expulsion
Possession of an imitation firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.		X	X
14. Sexual Assault or Sexual Battery [EC § 48900(n)]	Alternative to Suspension	Suspension	Expulsion
Committed or attempted to commit a sexual assault or battery.		X	X
15. Harassment of a Student Witness [EC § 48900(o)]	Alternative to Suspension	Suspension	Expulsion
Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation.	X	X	X
16. Prescription Drug Soma [EC § 48900(p)]	Alternative to Suspension	Suspension	Expulsion
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	X	X	X
17. Hazing [EC § 48900(q)]	Alternative to Suspension	Suspension	Expulsion
Engaged or attempted to engage in hazing.	X	X	X
18. Bullying and Bullying by Electronic [EC § 48900(r)]	Alternative to Suspension	Suspension	Expulsion
Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil.	X	X	X

19. Aided or Abetted to Inflict Physical Injury [EC § 48900(t)]	Alternative to Suspension	Suspension	Expulsion
Aided or abetted in the infliction or attempted infliction of physical injury to another student.	X	X	X
20. Sexual Harassment [EC § 48900.2]	Alternative to Suspension	Suspension	Expulsion
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grades 4-12.	X	X	X
21. Acts of Hate Violence [EC § 48900.3]	Alternative to Suspension	Suspension	Expulsion
Students in grades 4-12 may be suspended or recommended for expulsion for causing, threatening, or attempting to cause, or participating in an act of hate violence defined as willfully interfering with or threatening another person's person or property rights because of race, ethnicity, national origin, religion, disability, or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence.	X	X	X
22. Other Harassment [EC § 48900.4]	Alternative to Suspension	Suspension	Expulsion
Students in grades 4-12 may be suspended or recommended for expulsion for intentionally engaging in harassment, threats, or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment.	X	X	X
23. Terrorist Threats [EC § 48900.7]	Alternative to Suspension	Suspension	Expulsion
Making terrorist threats against school officials and/or property.	X	X	X
24a. Attendance – Truant [EC § 48260]	Alternative to Suspension	Suspension	Expulsion
Absent from school without a valid excuse.	X		

24b. Attendance – Repeat Truant [EC § 48261]	Alternative to Suspension	Suspension	Expulsion
Absent from school more than one day without a valid excuse.	X		
24c. Attendance – Habitual Truant [EC § 48262]	Alternative to Suspension	Suspension	Expulsion
Any student truant three or more times per school year. Students who are habitually truant may be referred to the School Attendance Review Board (SARB).	X		

7.19 California Law–Safe Storage of Firearms

The Twin Rivers Unified School District is providing this critical information to inform and remind all of our parents and caregivers who own firearms of their responsibilities for keeping those firearms out of the hands of children as required by California law.

To help those who own firearms understand their legal responsibilities, this section spells out California law regarding the storage of firearms. There are similar laws across the United States. Please take some time to review this important information and if you own a firearm, evaluate your own personal practices to assure that you and your family are in compliance with California law: [Criminal Storage of a Firearm, California Penal Code § 25100\(A\)](#)

- This State of California statute makes it a crime to store a loaded firearm on any premises under your control, where that person knows or reasonably should know a child is likely to gain access to the firearm; and the child causes death or great bodily injury, carries the firearm to a public place, such as school or school-sponsored event. *(California Penal Code § 25100 through 25125 and 25200 through 25220)*
- California also makes it a crime if a firearm is stored on any premises under your control, where that person knows or reasonably knows that a child is likely to gain access to it without permission unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm. *(California Penal Code § 25100(c))*
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. *(California Civil Code § 29805)*
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person’s child or ward. *(California Civil Code § 1714.3)*

Remember that the easiest way to comply with the law and keep our communities safe is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable. We encourage you to retrieve the full text of the above laws for further details.

Student Technology Use Guidelines

8.1 Acceptable Use Agreement and Release of District from Liability (BP6133.4-E)

The Twin Rivers Unified School District authorizes students to use technology owned or otherwise provided by the district as necessary for instructional purposes. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all students to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use district technology and their parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

8.2 Definitions

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (Wi-Fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off-site or through district-owned or personally owned equipment or devices.

8.3 Student Obligations and Responsibilities

Students are expected to use district technology safely, responsibly, and for educational purposes only.

The student in whose name the district technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

1. Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person
4. Infringe on copyright, license, trademark, patent, or other intellectual property rights
5. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission from a teacher or other district personnel, changing settings on shared computers)

6. Install unauthorized software
7. "Hack" into the system to manipulate data of the district or other users
8. Engage in or promote any practice that is unethical or violates any law or Board policy, administrative regulation, or district practice

8.4 Privacy

Since the use of district technology is intended for educational purposes, students shall not have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, communications sent or received from district technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by a student on district technology does not create a reasonable expectation of privacy.

8.5 Personally Owned Devices

If a student uses a personally owned device to access district technology, the student shall abide by all applicable Board policies and this Acceptable Use Agreement. Any such use of personally owned devices may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records requests.

8.6 Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology, the student shall immediately report such information to the teacher or other district personnel.

8.7 Student Acknowledgment

I have received, read, understand, and agree to abide by this Acceptable Use Agreement and other applicable laws and district policies and regulations governing the use of district technology. I understand that there is no expectation of privacy when using district technology. I further understand that any violation may result in loss of user privileges, disciplinary action, and/or appropriate legal action.

8.8 Parent or Legal Guardian Acknowledgment

If the student is under 18 years of age, a parent/guardian must also read and acknowledge the agreement.

As the parent/guardian of the above-named student, I have read, understand, and agree that my child shall comply with the terms of the Acceptable Use Agreement. I understand and agree for my child to use district technology and/or to access the school's computer network and the Internet. I understand that, despite the district's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless the school, district, and district personnel against all claims, damages, and costs that may result from my child's use of district technology or the failure of

any technology protection measures used by the district. Further, I accept full responsibility for supervision of my child's use of his/her access account if and when such access is not in the school setting.