

BIGGS UNIFIED SCHOOL DISTRICT

300 B Street, Biggs, California 95917-9732

Telephone: (530) 868-1281

www.biggs.org

2025-2026 Parent/Student Handbook



[Learn more about:](#)

TK to 12th grade
Education Programs

Academies and
Career Pathways

Your Rights and
Responsibilities

Health and
Wellness

School Safety

Testing

Dear Parents and Students,

Welcome to the 2025-2026 school year! I am thrilled to have you with us! As we embark on the 2025-2026 school year, I am certain that amazing learning experiences and many memorable moments await.

As we welcome all returning and new students to the Biggs Unified School District, we are excited to be providing a high quality education to the best students in Butte County. Our true success comes from our dedication to the Biggs Unified School District's core values which consist of: Academic Excellence, Respect for Human Differences, Cooperative and Caring Relationships, and Commitment to Community. These principles represent the non-negotiable belief system which serves as the bedrock of our school community. I hope you will join me in honoring and emphasizing these high ideals at all times.

The administration and staff look forward to working with you and your child(ren) in creating the best learning environment. The goals for Biggs Unified School District are to meet the academic needs of all students, provide open communication with students and parents, and foster excellent community relations.

Your involvement in our schools is critical to the success of all children, especially your own. Included in this booklet are special sections on community involvement and your rights as a parent. Please join one of the parent groups and be partners with us in your child's education. Regular Board meetings are the second Wednesday of every month; please check the District web-page. Agenda and minutes can also be found on our web page at www.biggs.org.

As required by California law (EC 48980) you are hereby notified of the rights and responsibilities presented in this pamphlet. Our school district must maintain a record confirming that parents/guardians have been informed of these rights. Therefore, we sincerely appreciate the prompt completion and return of all forms. Your signature does not indicate consent to participate in any particular program. If you do not carry your own health and/or accident insurance, for the sake of your child(ren), I strongly urge you to consider the supplemental plan presented in this packet.

Please remember all volunteers must have their fingerprints checked by the Department of Justice. Volunteer fingerprint forms may be obtained from the District Office.

SPECIAL ATTENTION

Sometimes we send out reminders, messages, and emergency notifications by a contracted commercial phone system. We are excited to continue to keep you informed on school activities and emergencies. This system will improve safety, notify parents of attendance issues, and provide a means to a quick survey. With this program, we will continue to be able to deliver information in a manner of minutes to all of our Biggs Unified School District parents. It is **extremely important** to update your current preferred phone number on the School Emergency Card. Please contact your school if there are any changes to this phone number during the school year.

I look forward to serving you as Superintendent and am committed to making Biggs Unified School District the best district possible. Please contact me at 530-868-1281 x 8100 if I can be of any help or assistance to you.

Yours in Education,

Doug Kaelin, Superintendent

MISSION STATEMENT

OF THE BIGGS UNIFIED SCHOOL DISTRICT

Biggs Unified School District's mission is to prepare each student for the future be it vocational or higher education. Students will leave Biggs Unified School District with respect for the world they inhabit and for all humanity.

BIGGS UNIFIED SCHOOL DISTRICT CORE VALUES:

1. Student Achievement

- ❖ Support the success of all students by maintaining and enhancing quality educational programs.

2. Shared Responsibility

- ❖ Establish a sense of shared responsibility among all District stakeholders to attack issues in a manner consistent with these core values, and which balances the needs of students, employees and operational demands. Clearly define and pursue common visions that are founded in common sense. Ensure shared accountability for an ownership of agreements made.

3. Mutual Respect

- ❖ Promote positive professional relationships. Honor units and employees consistent with our mission to attract and retain quality employees to serve our students. Listen to and consider ideas based on their merit in a fair and honest process.

4. Fiscal Responsibility

- ❖ Believe it is critical to project and preserve the long-term fiscal integrity of the District. Engage in clear, honest and open conversations that confront the realities of state and local economics. Promote cooperation and problem-solving to create long-term solutions and maintain the public's trust.

5. Long-Term Stability

- ❖ Strive to achieve long-term agreements so that our energy can be focused on providing a high-quality education and improving student achievement.

ADMINISTRATION

Our Board of Education

Melissa A. Jesmer 530-514-8932
Linda Brown 530-277-9170
Jonna Phillips 805-610-7745
M. America Navarro 530-566-6492
Sean Avram 530-868-1281

Meetings: Second Wednesday of each month

Time: 6:00 p.m.

Place: Administration Board Room, 300 B St., Biggs, CA 95917

Agenda: <http://www.biggs.org>

Administration

Doug Kaelin
Superintendent, H.S. Principal & Independent Study Principal,
868-1281, ext. 8100 or 8330

Analyn Dyer
Chief Business Officer
868-1281, ext. 8102

Beverly Landers
Dean of Students of Biggs Elementary School TK-5th Grade
868-1281, ext. 8230

Tracey McPeters
Principal of Richvale Charter Academy, BES 6th/7th/8th
Grade, Special Projects 868-1281, ext. 8211 or 8405

John Strattard
Director of Maintenance, Operations, Transportation & Food Service
868-1281, ext. 8106

Schools (530) 868-1281

School Site	Extension
Biggs Elementary School	8230/8231
Richvale Charter Academy	8400/8405
Biggs High School	8330/8331

Biggs Unified School District 2025/2026 Calendar

2025

July						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		
October						
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26	27	28	29er	30	31	

August						
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24/31	25	26	27er	28	29	30
November						
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23/30	24	25	26	27	28	29

September						
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21	22	23	24er	25	26	27
28	29	30				
December						
Su	Mo	Tu	We	Th	Fr	Sa
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14	15	16	17er	18	19***	20
21	22	23	24	25	26	27
28	29	30	31			

2026

January						
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25	26	27	28er	29	30	31
April						
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26	27	28	29er	30		

February						
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15	16	17	18er	19	20	21
22	23	24	25er	26	27	28
May						
Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6er	7	8	9
10	11	12	13er	14	15	16
17	18	19	20er	21	22	23
24/31	25	26	27***	28***	29	30

March						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4er	5	6	7
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22	23	24	25er	26	27	28
29	30	31				
June						
Su	Mo	Tu	We	Th	Fr	Sa
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7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30				

8/07/2025 - First Day of School 5/28/2026 - Last Day of School	5/28/26 - BES Graduation 5/29/26 - H.S. Graduation	Non-School Days - Staff Days
District Designated Holidays July 3 Local Holiday July 4 Independence Day Aug. 4 10 Month Classified LH Sept. 1 Labor Day Nov. 10 Local Holiday Nov. 11 Veterans' Day Nov. 27 Thansgiving Day Nov. 28 Day After Thanksgiving Dec. 24 Day Before Christmas Dec. 25 Christmas Day Jan. 1 New Year's Day Jan. 9 10/11 Month Classified LH Jan. 19 Martin Luther King, Jr. Day Feb. 16 Presidents' Day May 25 Memorial Day June 19 LH-Juneteenth	All Schools Nov. Break: 11/24/25 - 11/28/25 Winter Recess: 12/22/25 - 01/09/26 Teacher Work Day 01/09/26 Spring Recess: 04/06/26 - 04/10/26	* Minumum Days (Grades K-8) ** Minimum Days (Grades 9-12) *** Minimum Day (All Grades)
	er	Early Release Days
		Instructional Day Count
STAFF RETURN DATES		
	8/4/25 - Teachers Return	8/1/25 - 11 mo. Classified (Sec) Return
	8/5/25 - 10 mo. Classified Return	
ELEMENTARY GRADING PERIODS		
First Trimester	Oct. 31st	61 Days
Second Trimester	Feb. 27th	61 Days
Third Trimester	May 28th	58 Days
SECONDARY GRADING PERIODS		
First Semester	Dec. 19th	89 Days
Second Semester	May 28th	91 Days
Board approved: 03/13/2024		

Richvale Charter Academy 2025/2026 Calendar

2025

July						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
October						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						17
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30
November						13
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3***	4***	5***	6***	7***	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

September						21
Su	Mo	Tu	We	Th	Fr	Sa
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
December						15
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19***	20
21	22	23	24	25	26	27
28	29	30	31			

2026

January						14
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
April						17
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

February						19
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
May						19
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27***	28***	29	30

March						22
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
June						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

8/07/2025 - First Day of School
5/28/2026 - Last Day of School

5/28/26 - BES Graduation
5/29/26 - H.S. Graduation

Non-School Days - Staff Days

District Designated Holidays	
July 3	Local Holiday
July 4	Independence Day
Aug. 4	10 Month Classified LH
Sept. 1	Labor Day
Nov. 10	Local Holiday
Nov. 11	Veterans' Day
Nov. 27	Thansgiving Day
Nov. 28	Day After Thanksgiving
Dec. 24	Day Before Christmas
Dec. 25	Christmas Day
Jan. 1	New Year's Day
Jan. 9	10/11 Month Classified LH
Jan. 19	Martin Luther King, Jr. Day
Feb. 16	Presidents' Day
May 25	Memorial Day
June 19	LH-Juneteenth

All Schools	
Nov. Break:	11/24/25 - 11/28/25
Winter Recess:	12/22/25 - 01/09/26
Teacher Work Day:	9/19, 10/24, 1/7, 2/13, 3/20, 5/8
Spring Recess:	04/06/26 - 04/10/26

*** Minimum Day (All Grades)	
Instructional Day Count	

STAFF RETURN DATES	
8/4/25 - Teachers Return	8/1/25 - 11 mo. Classified (Sec) Return
8/5/25 - 10 mo. Classified Return	

ELEMENTARY GRADING PERIODS		
First Trimester	Oct. 31st	59 Days
Second Trimester	Feb. 27th	60 Days
Third Trimester	May 28th	56 Days

Board approved: 03/13/2024

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I. COMPULSORY SCHOOL ATTENDANCE

A ATTENDANCE OBLIGATIONS (CA Ed. Code 48200, 48400, 48980(j))

All school age children between the ages of 6 and 18 years not exempted are required by law to attend school each day during the school year except for the following reasons: illness; quarantine (under the direction of the county health officer); medical, dental, optometrical or chiropractic services (we ask that you schedule medical, dental, optometrical or chiropractic services after school or on non-school days whenever possible to limit your child's absences from school); funeral services of a member of the immediate family; jury duty; appearance in court; observance obligations of a student's religion; attendance at religious retreats (not to exceed four hours per semester); exclusion from school for health and safety reasons; employment conferences; or some other reason approved by the school principal. The only exception is when the educational needs are met through a legally acceptable alternative program. Vacations should be scheduled during non-school days.

If your child must miss at least part of the school day, we request that time be in the afternoon.

Pursuant to CA Ed. Code 48205, a student absent from school for one of the previously acceptable reasons 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. A parent/guardian is obligated by law to compel the student to attend school. A parent/guardian who fails to meet this obligation may be guilty of an infraction and subject to prosecution.

Remember, every day counts! If you know your child will be missing school, please contact the School Attendance office to discuss the length of the absence and ways you can help your student stay academically connected.

B ATTENDANCE AREAS / OPEN ENROLLMENT

The Governing Board shall allow students who reside permanently within district boundaries to apply for enrollment in any district school where space is available, provided such enrollment does not adversely affect the district's plan to alleviate or prevent the racial or ethnic segregation of minority students.

If while on school grounds a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, he/she shall be provided an option to transfer to another district school (20 USC 7912; 5 CCR 11992).

C ABSENCE FOR CONFIDENTIAL MEDICAL SERVICES (Cal. Educ. Code §46010.1)

Under appropriate circumstances, the District may excuse students in grades 7-12 from attendance for the purpose of obtaining confidential medical services without parent

consent. For more details on this topic, please contact the Office of the District Superintendent.

D RESIDENCY REQUIREMENTS (Cal. Educ. Code §§48204, 48206.3, 48207, 48208, 48850, 42 USC 11431, et seq.)

A pupil shall be deemed to have complied with the residency requirements for school attendance in BUSD if they have met the requirements outlined in Sections 48200 and 48204 of the California Education Code.

E INTERDISTRICT ATTENDANCE AGREEMENTS (Cal. Educ. Code §§46600, 46601, 48204, 48980)

A parent/guardian may apply for an Interdistrict Attendance Agreement for his/her child to attend a school outside his/her resident district. A student who lives with one or more parents who is employed (but does not reside) within the boundaries of a particular school district may request a transfer to that district. The school district chosen may reject such a request so long as it does not discriminate based on race, ethnicity, sex, parental income, academic achievement, or any other arbitrary consideration. Either the district of parent residence or the district of parent employment may prohibit the proposed transfer if it is determined that the transfer will cause a negative financial impact on the district. Parents may appeal a denial of an Interdistrict attendance permit or attendance request to the Board of Education for the county in which the parent resides. There are strict procedures and timelines related to any appeal. Interdistrict transfer applications are available. Further information is in the District Office.

F SCHOOLS IDENTIFIED FOR SCHOOL IMPROVEMENT (No Child Left Behind (NCLB))

The District is required to promptly notify parents or guardians of each student enrolled in an elementary school or secondary school identified for school improvement, of the corrective action to be taken, and any plans for restructuring.

G MINIMUM AGE OF ADMISSION TO KINDERGARTEN (CA Ed. Code 48000)

Children who will have their 5th birthday on or before September 1st of the school year shall be admitted to kindergarten at the beginning of that school year.

H TRUANCY

The state mandates that students attend school. Habitual truants will be referred to the School Attendance Review Board or the Butte County District Attorney. Parents who fail to hold their children accountable for school attendance may be subject to a fine.

I VERIFICATION

Statements from a parent or guardian are usually sufficient to verify excused, justified, or personal reasons for absences. A student who misses ten or more days or portions of days

in a single school year may be required to have his or her absences verified by a physician's statement or school employee.

Please call the school each day that your child is out to verify the absence.

J SUSPENSION

According to California Education Code, teachers have sole discretion for allowing make-up work for out-of-school suspensions.

K SPECIAL PERMISSION ABSENCE

Upon advance written request of at least five (5) days by the parent(s)/guardian(s), the District Superintendent or designee may approve an absence of up to five (5) days per year. The site principal will review and make his/her recommendation to the Superintendent based on, but not limited to, the following criteria:

- a. Good attendance which is defined as being in attendance for at least 95% of the current school year or the prior school year if the request is made at the beginning of the year.
- b. A "C" average or not deficient in units for grades 5 – 12.
- c. Not identified as performing below the minimum standards for promotion for grades K – 4.
- d. This provision is not eligible to be used in conjunction with the Thanksgiving break, the two (2) week Winter break or in conjunction with Spring break.

The student and parent(s)/guardian(s) are responsible for all work missed. The student and parent(s)/ guardian(s) shall request assignments for the time period to be missed at least three days in advance.

Upon return, the student shall have one day for each day missed to turn in the work.

L YEAR END EARLY DEPARTURE PROCEDURE

A request for early year-end departure from school before the close of the school year may be given consideration, with the following procedures applicable:

A written request for early departure, signed by a parent and stating the reason for the request, will be submitted to the principal.

The principal determines whether the request will be granted.

If early departure is due to change in residence, severe illness, or approved personal reasons, the pupil will be awarded credit and a semester grade in each subject according to the pupil's class standing at the time, after completing such make-up and/or examinations deemed appropriate by the teacher and Principal.

Report cards will be mailed to pupils after the close of the school year.

M GRADES AND ABSENCES

Education Code (48205) prohibits the reduction of a grade or loss of academic credits for excused absences. If you know of a student who is penalized in this way, contact the school counselor, school principal, or superintendent.

II. BEHAVIOR EXPECTATIONS AND DISCIPLINE

A. RULES OF DISCIPLINE

Rules of discipline are enclosed with this information packet.

B. OPEN/CLOSED CAMPUS

Having an Open Campus is a privilege. Students are not to loiter on or near private homes and businesses during school hours. There will also be days when the high school campus is closed during lunch. On those days, the students must eat at school unless special arrangements are made in advance. "Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds."

The district operates a closed campus daily for grades 8 and lower, except where the specific written permission and waiver of responsibility by the parents has been furnished, or with Board approval.
(EC 44808.5).

C. DUTY OF DISTRICT REGARDING STUDENT CONDUCT (Cal. Educ. Code §§44807, 49000)

Every teacher and administrator is required to hold pupils accountable for their conduct on the way to and from school, on school grounds, and at school-related activities and events. Teachers and administrators will exert the amount of physical control over students that is legally permissible and reasonably necessary to maintain order, protect property, protect the health and safety of students and staff, and maintain proper and appropriate conditions conducive to learning.

D. SAFE SCHOOLS

The Biggs Unified School District takes proactive measures to protect the safety of all our students and staff members. Biggs Unified School District representatives work in close collaboration with local, state, and federal health, safety, and emergency personnel to develop and maintain plans for coping with a variety of emergency response situations. Plans are regularly reviewed and updated. School system personnel practice these drills on a regular basis. Actions taken during any type of emergency situation depend a great deal on the specifics of the incident. For example, one of three things may occur for students and families: 1) Students may be dismissed on an early dismissal schedule; 2) Schools may

experience a “Code Red” lockdown. In a “Code Red” lockdown, classes may continue with all outside activities discontinued; all doors/windows locked and individual classrooms secured; or 3) Schools may experience a shelter in place for students. A shelter in place is a short-term measure used to temporarily separate people from a hazardous outdoor environment and school staff is prepared to maintain as safe and normal an environment as possible within the school.

If an incident occurs at a school, we ask that parents NOT go directly to the school. In times of emergency, a variety of local media will be used to provide information. Parents should tune into local major radio and television stations, call the district office at (530) 868-1281, or visit the district website at www.biggs.org for emergency updates. Parents may be contacted by phone through the District’s automated phone system. Students will not be released to parents if public safety officials have declared it is dangerous for parents to travel to the school to pick up students or the lives of persons in the school would be jeopardized in opening the outside school doors or the school is otherwise restricted by those officials. Students will be released to parents as soon as officials have determined it is safe. When students are released they will be released to parents or other individuals listed on the student’s emergency form only. No student will be released to any individual who is not specifically listed on the emergency form including an older sibling. All adults must show photo ID when picking up a student. Parents can help by giving the most accurate, up-to-date health and emergency information to the school office.

E. SKATEBOARDS, ROLLER-BLADES OR SCOOTERS

In accordance with Biggs Unified School District safety and liability guidelines, no skateboards, roller-blades or scooters are allowed to be operated on any Biggs Unified School District site.

F. STUDENT DRESS CODE (CA Ed. Code 35183)

Student dress has been shown to influence behavior and the learning environment. It is expected that all students shall wear clothes that are clean, neat, appropriate, safe and not disruptive to the teaching and learning process.

Students may not wear, display, or be in possession of clothing and/or accessories which are interpreted by school personnel to be negative, derogatory, or inappropriate. This includes clothing and/or accessories that indicate association with a group (gang) which is determined to be detrimental to the safety and well-being of the school community.

The wearing of clothing and/or adornment that advertises or otherwise promotes the use and/or abuse of alcohol, tobacco, other drugs, sexual innuendos or gang involvement is prohibited on school grounds and at school activities on or off campus. *A copy of Board Policy 5132, Dress Code, is attached to this packet.*

G. GANG POLICY (Cal. Educ. Code §35183)

Gang-related conduct or activities on school campuses and during all school sponsored activities are a threat to the safety of others and are strictly prohibited. The Board of Education intends to maintain campuses which are safe in accordance with California law.

The Board rejects any substantiated gang activity which advocates hazing, drug use, violence, vandalism, disruptive behavior or other illegal activities on school grounds or at school functions. Students wearing, carrying, or displaying gang paraphernalia, making gestures which symbolize gang membership, or intimidating another student may be subject to appropriate disciplinary action.

Gang-related conduct/activities include, but are not necessarily limited to: producing graffiti, wearing of apparel, displaying “colors”, conducting hazing such as rites of initiations, displaying hand signals, and clothing arrangements, producing, displaying, or advocating trademarks, accessory items, or any other symbols or actions which would denote membership/involvement in gangs as identified by the administration or by law enforcement.

The Board establishes that gang-related conduct or activities are a source of potential consequent violence. Students who engage in gang related activities shall be subject to disciplinary procedures outlined in Board Procedure, which may include suspension and/or expulsion from school.

H. STUDENT SEARCHES

For the safety and welfare of students and personnel, and to maintain order and discipline, school administrators may physically search students and their lockers, desks, cubby holes, clothing, backpacks, purses, book bags, brief cases and other such containers, or student automobiles, when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or school rules. Dogs may be used to assist in the detection of contraband. Searches will be reasonable in light of both age and sex of the student and the nature of the suspected infractions. Such searches may be conducted while the student (and/or effects) is/are on school grounds, under school or district supervision and/or while engaged in a school or district activity.

The products of such a search may be turned over to the proper legal authorities, including, but not limited to, the Biggs/Gridley Police, Butte County Sheriff, and/or utilized by the District itself for ultimate disposition and/or use as evidence. If illegal substances are found or if students refuse to cooperate, appropriate school disciplinary actions will be implemented.

Because students' lockers, desks, cubby holes and similar storage areas are the property of the District and because the control of such areas is joint as between the student and the district, these areas are subject to search at any time. A copy of Policy 5145.12, Search and Seizure, is available at the district office or school sites.

I. STUDENT BEHAVIOR STANDARD (Cal. Educ. Code §35291)

The Biggs Unified School District Board of Education believes that every student has a legal right to attend a safe and secure school and its related activities. The school staff has the authority and support to maintain discipline in order for the schools to function in accordance with their intended purpose. The board will not tolerate activities which threaten the safety

and well-being of students, staff or property. School personnel will hold students accountable for their conduct at school and at all school related activities.

Each student in the district is expected to abide by all federal, state, local and school laws and regulations. Also, each student is expected to exhibit common courtesies of decency, morality, cleanliness, honesty and cooperation. Any student who fails to comply with the district's student behavior standard is subject to disciplinary action.

A student is subject to school disciplinary action (1) while on school grounds, (2) while going to or coming from school, (3) during the lunch period, whether on or off the school campus, or (4) during, or while going to or coming from, a school-sponsored activity. The board has approved a district-wide discipline matrix (enclosed in the Appendix).

A student may be suspended or expelled from school when it is deemed that the student has:

- a. 1) caused, attempted to cause, or threatened to cause physical injury to another person;
2) willfully used force or violence upon the person of another, except in self- defense;
- b. possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous objects unless, in the case of possession of any such object, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal (a principal shall immediately suspend any student found to be in possession of a firearm at school or at a school activity and recommend expulsion to the board);
- c. unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code (commencing with Section 11053), an alcoholic beverage or an intoxicant of any kind;
- d. unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in the Health and Safety Code (commencing with Section 11053), an alcoholic beverage or an intoxicant of any kind and then either sold, delivered or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage or intoxicant;
- e. committed or attempted to commit robbery or extortion;
- f. caused or attempted to cause damage to school property (including electronic files, other databases and computer information) or private property;
- g. stolen or attempted to steal school property or private property;
- h. possessed or used tobacco or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. However, this does not prohibit use or possession by a student of his or her own prescription products;
- i. committed an obscene act or engaged in habitual profanity or vulgarity;

- j. unlawfully possessed, offered, arranged or negotiated to sell any drug paraphernalia as defined in the Health and Safety Code (Section 11014.5);
- k. disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties;
- l. knowingly received stolen school property or private property;
- m. possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- n. committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code;
- o. harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both;
- p. unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- q. a pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a);
- r. committed an act or offense enumerated in Education Code Section 48915, quoted below.

J. SEXUAL HARASSMENT (CA Ed. Code 48900.2)

A student may be suspended or recommended for expulsion when it is determined that the student has committed sexual harassment as defined in Government Code Section 212.5. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the student's academic performance or to create an intimidating, hostile or offensive educational environment. (This section shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive.) Copies of BUSD Policy 5145.7 which defines sexual harassment and the grievance procedures are attached and are also available at the district office. In addition, each secondary school also publishes a student discipline handbook with information specific to that school.

K. HATE VIOLENCE (CA Ed. Code 48900.3)

In addition to the reasons specified, a student in any of grades 4 through 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 33032.5 of the Education Code. ("Hate violence" means any act punishable under Section 422.6, 422.7, or 422.75 of the Penal Code.)

L. HARASSMENT (CA Ed. Code 48900.4)

In addition to the grounds specified, a student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that school personnel or student or group of students by creating an intimidating or hostile educational environment.

M. TERRORISTIC THREATS (CA Ed. Code 48900.7)

- a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- b. For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

N. SCHOOL/SCHOOL ACTIVITIES CA Ed. Code 48915:

The principal or superintendent shall recommend expulsion of a pupil for any of the following acts committed at school or a school activity:

- a. Causing serious physical injury to another person.
- b. Possession of any knife, explosive or other dangerous object.
- c. Unlawful possession of any controlled substance.
- d. Robbery or extortion.

- e. Assault or battery upon any school employee.

The principal or superintendent shall immediately suspend and recommend expulsion of a pupil who has committed any of the following acts at school or at a school activity:

- a. Possessing, selling or furnishing a firearm.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance.
- d. Committing or attempting to commit a sexual assault or sexual battery.
- e. Possession of an explosive.

An individual with exceptional needs currently enrolled in a special education program may be expelled for the same reasons as a regular education student providing that an Individual Education Program (IEP) team has met prior to the governing board ordering expulsion. It is necessary for this team to meet because expulsion is considered a change in placement.

O. AUTHORITY OF BUS DRIVER (CA Ed. Code 39831.5)

Students transported in a school bus or in a school student activity bus shall be under the authority of, and responsible to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road. Continuing disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation. A bus driver shall not require any student to leave the bus en route between home and school or other destinations.

P. LIABILITY OF PARENT OR GUARDIAN FOR WILLFUL PUPIL MISCONDUCT

California Education Code (EC) Section 48904(a)(1) provides that the parent or guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any pupil, school district or private school employee, or school volunteer. The parent or guardian is also liable for damages to real or personal property belonging to the school district or personal property belonging to a school employee, resulting from the willful misconduct of the minor. The liability of the parent or guardian shall not exceed \$15,693.

The parent or guardian of a minor is liable for any reward, not exceeding \$10,000 adjusted annually for inflation, paid pursuant to Government Code Section 53069.5. Government Code Section 53069.5 allows local agencies to offer and pay a reward for information leading to the identification and apprehension of any person who willfully damages or destroys property, or whose willful misconduct results in injury or death to any person.

The District shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts. When the minor and parent are unable to pay for the damages, or to return the property, the school District shall provide a program of voluntary work for the minor in lieu of the payment of monetary

damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the student shall be released.

III. CURRICULAR INFORMATION

A. GRADUATION - MINIMUM PROFICIENCY STANDARDS

No student shall participate in graduation exercises from high school who has not earned a Diploma, Certificate of Completion, or Certificate of Achievement. Differential standards may be set for individuals with exceptional needs and those requiring accommodation. No student shall receive a diploma of graduation or participate in graduation exercises from eighth grade who has not passed the constitution test, maintained a 1.5 grade point average, and passed all core classes in both seventh and eighth grade (math, science, social science and English language arts) (BP 6146.1). All students, annually and incoming transfer students, shall be informed of these requirements by the school principal.

B. CAREER COUNSELING

Parents must be notified in writing at least once, in advance of career counseling and course selection, to enable to participation in the decision at grade levels 9 through 12 (EC 40).

C. ALTERNATIVE SCHOOLS

Education Code Section 58501 requires that a notice be sent regarding the availability of alternative schools. This Code Section requires the following wording:

"NOTICE OF ALTERNATIVE SCHOOLS"

California State Law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative schools or a separate class group within a school that is operated in a manner designed to:

- a. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resource-fullness, courage, creativity, responsibility, and joy.
- b. Recognize that the best learning takes place when the student learns because of his desire to learn.
- c. Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- d. Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.

- e. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.
- f. Accommodate diverse learning styles, unique personal needs, or vocational demands experienced by individual students.

In the event any parent, pupil 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. Forms for referrals to alternative programs are available at each school office.

D. PROMOTION/ACCELERATION/RETENTION/GRADUATION

What follows is the District Policy and Regulation on promotion, acceleration, retention, and graduation.

Biggs/Richvale Elementary School:

The Biggs Unified School District Board of Trustees believes that every child can be successful in their educational endeavors provided that he/she receives the necessary support services. When students do not meet expected achievement levels, ignoring the problem of failure, or doing again what failed to work the first time (simple retention), are not the answers. Neither promotion nor retention is an adequate response to student underachievement, as neither provides appropriate support and requires changes in instructional methodology, content, or curriculum.

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

In order to promote student success, the District recognizes the importance of the following:

- a. The adoption of rigorous, grade level academic expectations, and curriculum and assessments to support them.
- b. Practices that provide for early identification of students at risk.
- c. Timely and appropriate interventions for children falling behind
- d. Well-prepared teachers in every classroom.
- e. The critical role that parents or legal guardians play in their student's educational success.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration to a higher-grade level.

E. PROMOTION AND RETENTION CRITERIA (AR 5123(a)):

As early as possible in the school year and in students' school careers, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, and administrative regulation.

Decisions regarding promotion and retention shall be based upon criteria identified by the Biggs Unified School District.

These criteria will apply between the following grades and be based primarily on the pupil's level of achievement in the subject areas indicated:

- Between first and second grade (reading only);
- Between second and third grade (reading only);
- Between third and fourth grade (reading only);
- Between fourth and fifth grade (reading, English/language arts, and mathematics);
- Between fifth and sixth grade (reading, English/language arts, and Mathematics);
- Between sixth and seventh grade (reading, English/language arts, and mathematics).

Children five years old or older who have completed one year of kindergarten shall be admitted to first grade regardless of age unless the teacher recommends and the parents/legal guardians and the district agree that the child shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parents/legal guardians, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300)

A student shall not be retained more than one time. However, students meeting the criteria for retention who have been previously retained will be assigned to remedial or alternative programs.

Pupils will be identified for possible retention, or as being at risk of retention, based on the district-wide multiple achievement measures for each grade level in the content areas identified above. The multiple measures include:

- CAASPP test results - Reading, Language Arts, Mathematics (Normal Curve Equivalent - NCE - of 25 or below)
- Student grades in reading, language arts, and mathematics based on Grade level expectations (Grades of Unsatisfactory and Needs to Improve for Primary; Grades of D and/or F for Intermediate Grades)
- ELPAC for English Language Learner students
- RESULTS Assessment Data (Seriously below grade Level)

A Pupil will only be retained when his or her score on the Light's Retention Scale indicates that s/he is an appropriate candidate for retention and the possibility of adverse effects due to the retention are minimal.

Special education students' achievement data will be reviewed in relation to the district multiple measures as well as their IEP requirements. The IEP Team will have the responsibility to make the decision on grade placement based on the students' progress.

For students with Accommodation Plans under section 504 of the Rehabilitation Act, the Accommodation Plan Team will have the responsibility to make the decision on grade placement based on the students' progress.

English Language Learners (ELL) will be given appropriate district language acquisition time to work toward the performance standards on these multiple measures prior to consideration for retention.

F. DECISION MAKING ROLES/PROCESS

Pupils scoring below the established criteria shall be retained unless the regular classroom teacher determines, in writing with specific reasons and recommendations, that retention is not appropriate. This written determination shall include recommendations for interventions other than retention that in the opinion of the teacher are necessary to assist the pupil to attain acceptable levels of academic achievement.

G. INSTRUCTIONAL INTERVENTIONS/ALTERNATIVES

When a student is recommended for retention or is identified as being at risk of retention, the Superintendent or designee shall provide opportunities for intensive instructional interventions to assist the student in overcoming his/her academic deficiencies. The district shall offer these students direct, systematic, intensive supplemental instruction based on diagnosed needs. Such opportunities may include but are not limited to tutorial programs, before-and-after school programs, summer school, Saturday school, and/or the establishment of study groups. Each student who participates in an intervention program shall be reassessed at the end of the intervention to determine his/her progress toward meeting the designated criteria.

H. APPEAL PROCESS

Parents/legal guardians may decline to have their child participate in the intervention program. Should the parents/legal guardians decline the intervention, s/he must conference with the principal and confirm his/her choice in writing, acknowledging the ramifications of the decision. However, the parents or legal guardians must understand that the student may still be retained if the intervention program is declined.

I. PROVISIONS FOR SUPPLEMENTAL INSTRUCTION

Supplemental services shall not be provided during the pupil's regular instructional day if doing so would result in the pupil being removed from classroom instruction in the core

curriculum. Core academic areas have been defined as essentially any academic subject the district offers during the regular year, including physical education. (Education Code 37253.5)

Supplemental instruction provisions:

- Plan a program of instruction for each student based on diagnostic information.
- Set clear academic goals for each student, and regularly monitor progress.
- Provide various models that capitalize on existing school programs and resources.
- Ensure that appropriate staff development in supplementary instructional programs is available to staff.
- Evaluate the effectiveness of supplementary instructional programs.

J. PROMOTION TO THE NINTH GRADE

7th and 8th grade students:

Students must demonstrate proficiency of the U.S. Constitution.

Students must pass (D or above) all core classes (math, science, social science and English Language Arts) in both seventh and eighth grade.

Only students who meet these requirements will be promoted to the ninth grade. Summer school courses will be accepted in the fall of the following school year in order to meet these promotion requirements, but only after the summer school work has been completed. Upon recommendation of the Superintendent or designee the Board may waive requirements in cases of exceptional hardship, (e.g. illness or last minute transfer into the District). (CF BP/AR 6146 - High School Graduation Requirements)

K. BIGGS HIGH SCHOOL GRADUATION

BASIC REQUIREMENTS 9-12

A student will have met the course requirements for graduation from high school by completing courses of study to include:

Total Credits - 240 credits

Specific Course Requirements

English*	40 credits
Mathematics	30 credits
Science**	20 credits
Fine Arts or Foreign Language***	10 credits
World History/Geography/Cultures	10 credits
U.S. History/Geography	10 credits
American Government/Economics	10 credits
Physical Education****	20 credits
Health Education	5 credits
Computer Skills	5 credits
Elective Credits	<u>100 credits</u>
	260 credits

*English - 40 credits required as follows:

English I, II, III, IV 40 credits *

*ELD 1,2,or 3 meets the 1-year English requirement.

**Science –20 credits required as follows:

Physical Science 10 credits required from among:

General Physical Science, Earth Science, Chemistry, or Physics.

Life Science 10 credits required from among:

General Life Science, Biology

10 credits of Animal Science and 10 credits of Plant Science will meet the 10 credit Life Science requirement.

***Fine Arts or Foreign Language - 10 credits required from among:

Foreign Language any language offered

Fine Arts Drama, Band, Crafts

Floriculture I or Floriculture II (grades 10/11/12)

****Physical Education - 20 credits required:

All 9th grade students must be enrolled in physical education.

L. ELECTIVE COURSE REQUIREMENTS AND LIMITATIONS

The District requires students to accumulate a total of 260 credits in order to graduate. In satisfying the District's course requirements a student will receive a total of 160 credits. The balance of 100 credits required for graduation may be taken as elective courses from among the offerings of the school within the following guidelines:

Work Experience and Teacher Assistant - Participation in these programs is restricted to students in grades 11 and 12. The total number of credits to be earned in each program shall be limited to 10 credits per semester for a maximum of 20 credits per year.

Exceptions to the above limitations shall be made only upon the approval of the principal.

M. GRADUATION EXERCISES

To participate in graduation ceremonies for either 8th grade or high school, students must meet all requirements including, but not necessarily limited to course completion, credit accrual, Algebra I, and passing the U.S. constitution test (8th grade) and California High School Exit Exam (by end of 12th grade). Students must qualify for a High School Diploma, Certificate of Completion, or Certificate of Achievement to participate in High School graduation exercises. Graduation exercise is a privilege and not a student right. If a student is suspended during the last month of the school year, they may be held out of the graduation exercises. (See BP 6146)

N. DISSECTION OF ANIMALS (CA Ed. Code 32255)

You have the right to request in writing that a pupil be excused from participating in instructional activities requiring the dissection of preserved or dead animal specimens in biology, physiology and home economics. The teacher may work to develop an alternate approach to provide the same instruction.

O. THE CALIFORNIA COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION EDUCATION ACT (CA Ed. Code 51930-51939)

The district shall ensure that all pupils in grades 7 to 12, inclusive, receive HIV/AIDS prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in middle school and at least once in high school. This information may be taught by school district personnel or outside consultants and shall accurately reflect 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. All written and audiovisual educational materials used in this instruction will be available for inspection by the public. You will be notified about the date of instruction and whether this information will be taught by school district personnel or outside agency consultants. You have the right to request a copy of California Education Code Section 51933 and Section 51934.

Students are encouraged to communicate with parents/guardians about human sexuality. If you wish to excuse your student from participation in all or part of this comprehensive sexual health education, HIV/AIDS prevention education, or anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks, you may notify the school by using the Acknowledgement of Rights form provided by the district or another written form. Such requests shall be valid for the school year in which they are submitted, but may be withdrawn by the parent/guardian at any time. You will be notified of this instruction at least 14 days before the instruction is delivered.

P. NON-MANDATORY PROGRAMS (CA Ed. Code 49091.18)

Except as allowed by law with regard to public school employees, the District does not require the pupil or pupil's family to participate in or submit to any of the following: any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life; any form of parental screening or testing; any non-academic home-based counseling program; or any parent training or family education service plan.

Q. GIFTED AND TALENTED EDUCATION (GATE) PROGRAM (CA Ed. Code 52200, et seq., Title 5 California Code of Regulations 3820, et. seq.)

In an effort to meet the individual needs of all students enrolled in the Biggs Unified School District, the district maintains an alternative educational program which provides special learning opportunities for qualifying students who evidence exceptional intellectual capacity. This program is entitled the Gifted and Talented Education (GATE) Program. It is required that students be formally identified as GATE students in order to enroll in this program. The classes are offered within a variety of formats: pullout, cluster groups within general education classes and special classes within the regular school program. Screening for this program is done in the spring of every year. Nominations may be made by parents, school personnel or community members. Anyone wishing to nominate a student to the screening process should contact the school principal, GATE coordinator, or counselor of the student's school of attendance.

R. INSTRUCTIONAL MATERIALS AND SCHOOL FACILITIES (CA Ed. Code 35186)

The District is required to provide sufficient textbooks and instructional materials. Each pupil, including English learners, must have textbooks or instructional materials, or both, to use in class and take home. The District is also required to provide school facilities that are clean, safe, and maintained in good repair.

S. PROFESSIONAL QUALIFICATIONS OF CLASSROOM TEACHERS (CA Ed. Code 35186; No Child Left Behind (NCLB))

The District has an obligation to assign properly qualified teachers to each classroom. Teacher vacancies or misassignments are prohibited. Parents who attend schools of the District receiving Title I federal funds have the right to request and receive timely information on the

professional qualifications of their children’s classroom teachers and paraprofessionals (teachers’ aids), including:

- Whether the teacher has met state credential or license criteria for grade level and subject matter taught.
- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held.
- Whether the child is provided services by paraprofessionals, and, if so, their qualifications.

Individual parents of children attending Title I schools are also entitled to receive the following: information on the level of achievement of their child in each of the state academic assessments; and timely notice that their child has been assigned, or has been taught for 4 or more consecutive weeks, by a teacher who is not highly qualified.

T. COMPLAINTS REGARDING TEACHER MISASSIGNMENT AND QUALIFICATIONS, TEACHER VACANCIES, INSTRUCTIONAL MATERIALS, AND FACILITIES (CA Ed. Code 35146, 35160.5, Cal. Govt. Code 950-950.8, 54957-54957.8, Title 5 CCR 3080, 4600-4671)

Any parent wishing to bring a complaint related to a teacher’s qualifications, assignment, a teacher vacancy, instructional materials, or school facilities may file a Uniform Complaint with the District. Instructions for filing a Uniform Complaint are found in this document under “Rights Information,” below.

U. TITLE I PROGRAM (Every Student Succeeds Act (ESSA))

To enrich the educational experiences of qualifying students, federal Title I funds are used to provide additional classroom materials and/or services for those identified students. Annually, parents will be provided with the opportunity to attend a public meeting at their site to discuss the purpose and goals of the Title I Program. Additionally, parents will be provided with periodic opportunities to meet with school representatives to:

- Participate in the planning, operation and evaluation of the school program;
- Discuss parent’s rights;
- Assist with the development, implementation and evaluation of the school program; and
- Assist with school/community involvement and communications.

V. LIMITED ENGLISH PROFICIENCY (CA Ed. Code 52132, 52133, 52164.1, 52165, 52173; No Child Left Behind (NCLB))

All parents of limited English proficient (LEP) students who are to be enrolled in an English Immersion class must be notified in writing in English and their primary language of the following: 1) Their child’s enrollment in one of the District’s language instruction educational programs; 2) the reasons that the child has been identified for participation in the District’s language instruction educational program; 3) the child’s English and primary language assessment results; 4) a non-technical description of the program in which their child is to be

enrolled; 5) other program options that may be available; 6) their right to visit the program; 7) their right to participate in school and District advisory committees; and 8) their right to withdraw their child from the program by signing a waiver available at the school. In addition, parents of English-proficient students must be notified of their child's enrollment in an Immersion Program option or an impacted language program and must give their approval orally or in writing of such placement.

W. FINALITY OF CHANGING GRADES, EFFECT OF PHYSICAL EDUCATION APPAREL ON GRADES (CA Ed. Code 49066)

The grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, shall be final.

The governing board of the District and the Superintendent of such District shall not order a pupil's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions related to the changing of such grade.

No grade of a pupil participating in a physical education class may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil.

IV. STUDENTS WITH SPECIAL LEARNING NEEDS

A. STUDENTS WITH HANDICAPS (Section 504 of the U.S. Rehabilitation Act)

The District does not discriminate against students on the basis of disability or handicap. Per Section 504 of the U.S. Rehabilitation Act, the District provides appropriate accommodations to ensure that all students with handicaps have equal access to a free and appropriate public education.

B. SPECIAL EDUCATION

If your child is an "individual with exceptional needs," special education is available at no cost to you. To qualify as an individual with exceptional needs, an Individual Educational Planning (IEP) Team must find the student eligible due to one of the following disabilities: autism; hearing impairment; visual impairment; developmental delay; orthopedic impairment; learning disability; emotional disturbance; speech disorder; language disorder or delay; traumatic brain injury; medical disability; or serious health impairment. Special Education services may include assessment; individualized instruction; speech; occupational or physical therapy; counseling; Resource Specialist Program; Special Day Class placement; transportation; or other services determined by an IEP Team. (EC 56030 et. seq.)

If you or an acquaintance knows of a child with any type of disability condition who is not receiving special education services or covered by an accommodation plan, please notify the site principal or superintendent as soon as possible.

C. PARENT COMPLAINTS

The District has detailed procedures for handling complaints regarding special education eligibility and programs. Any parent who believes the District is in violation of federal or state law governing the identification or placement of a student entitled to or suspected of having special education needs or related issues, may file a written complaint with the District by contacting the Superintendent at the District Office or by calling 868-1281, ext. 250.

D. ATTORNEY'S FEES (Individuals with Disabilities in Education Act (IDEA))

The Individuals with Disabilities in Education Act states that a court may award reasonable attorneys' fees to a parent/guardian of a disabled pupil who is a prevailing party in any action or proceeding brought under the procedural safeguards of the Act. A court can also order that the parents or their attorney pay the District's attorney fees if it is determined that they have pursued a claim that is "Frivolous, unreasonable or without foundation" or present such a claim for any "improper purpose" such as "to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

V. HEALTH AND WELFARE INFORMATION

A. IMMUNIZATIONS

The district must cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. This cooperation may involve student immunizations, which require parental notice and consent. EC 49403.

All students entering, advancing to or repeating seventh (7th) grade must have completed all three shots in the hepatitis B vaccine series. Students who have not started the series or who are overdue for the next dose in the series will be excluded.

A new law (Assembly Bill 354 signed into law in September 2010) requires all students entering or advancing to grades seven through twelve in the 2011-2012 school year to be immunized with a pertussis vaccine booster called Tdap. We will need proof of your child(ren)'s pertussis vaccination before school starts.

Whenever there is good reason to believe that a student is suffering from a recognized contagious or infectious disease, the student shall be sent home and shall not be permitted to return until the school authorities are satisfied that the condition does not exist. EC 49451, 49455.

B. FIRST GRADE HEALTH SCREENING (Cal. Health & Safety Code 124085)

Physical examinations are required as a prerequisite for enrollment in the first grade. Free health screening may be available through the county health department. Failure to comply with this requirement or signing of an appropriate waiver may result in exclusion from school for up to five days.

C. HEALTH SCREENINGS (CA Ed. Code 49452-49457)

Systematically, health screenings are provided for children. These include screening students for scoliosis, vision and hearing. You may notify the principal of the school your child is attending, in writing, annually, if you do not wish to consent to screening examinations of your student. The student would then be exempt from any screening examination.

D. HOME/HEALTH INSTRUCTION (CA Ed. Code 48206.3, 48207 and 48208)

A student with temporary disabilities that make attendance in regular school day classes impossible or inadvisable shall receive educational services as provided by the district. You are requested to notify the school principal of your student's temporary disability and the need for individual instruction. Note that "temporary disability" means a physical, mental, or emotional disability which after a reasonable period, a student can be expected to return to school. Temporary disability is not a disability identified for special education.

A student with a temporary disability who is placed in a hospital or other residential health facility (excluding a state hospital) located outside of the school district in which you reside will comply with the school residency requirements in the school district in which the facility is located. You are requested to notify the school district in which your student is housed of the student's presence and the need for instructional services.

E. MEDICAL SERVICES

Medical or hospital services for pupils injured while participating in athletic activities under the jurisdiction of, or sponsored or controlled by the district or any authority of any school of the district, are not provided or made available.

No pupil shall be compelled to accept such medical or hospital services without his/her consent, or if s/he is a minor, without the consent of his or her parent (EC 49472).

In spite of the requirement that a school district obtain parental consent prior to medical treatment being rendered, the Education Code (49407) provides that no school district, officer of any school district, school principal, physician, or hospital treating any child enrolled in any school in any district shall be held liable for the reasonable treatment of a child without the consent of a parent or guardian of the child when the child is ill or injured during regular school hours and requires reasonable medical treatment when the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the school district a written objection to any medical treatment other than first aid.

F. EMERGENCY DATA CARD AND MEDICAL SERVICE

It is mandatory that each student have a current emergency data card on file at the school. It is extremely important that the card is complete, current and accurate, particularly the address and phone number. Please complete, sign and return this card to school officials at the opening of school. This emergency data card will let school officials know which physician, relative or family friend to contact in case of emergency and also serves as authorization to allow the student to receive medical services.

School authorities may excuse any pupil grade 7 through 12 from the school for the purpose of obtaining confidential medical service without the consent of the pupil's parent. (64 Ops. Atty. Gen. 346 (1981).

G. MEDICAL AND HOSPITAL SERVICES RELATED TO SCHOOL ATTENDANCE, ACTIVITIES, OR EVENTS (CA Ed. Code 49470-49474)

The District does not provide insurance or medical or dental services, including ambulance service, to pupils injured at school or school-sponsored events, including athletic activities, or while being transported in connection with school events or activities. Insurance is the sole responsibility of the parent/guardian. However, a brochure concerning student insurance is attached for your convenience.

H. MEDICATION DURING THE SCHOOL DAY (CA Ed. Code 49423, 49480)

Any student who is required to take, during the regular school day, medication prescribed for him/her by a physician, may be assisted by the health aide or other designated school personnel if the school district receives (1) a written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken on a BUSD Health 11a form, and (2) a written statement from the parent or guardian of the student indicating the desire that the school district assist the student in the matters set forth in the physician's statement. This applies to non-prescription medicine also. Students may carry and self-administer prescription auto-injectable epinephrine upon the school's receipt of specified written confirmation and authorization from the student's physician, surgeon and parent. Students may not have any medication in their possession at school without permission of the health aide and the principal.

I. BICYCLE SAFETY AND HELMET USE

To comply with the California Bicycle Helmet Law and reduce the number of bicycle-related head injuries, all students are strongly encouraged to wear a bicycle helmet while riding to and from school. California law (Vehicle Code Sections 21204/21212) now requires children under the age of 18 to wear an approved bicycle helmet when riding. Studies indicate that head injuries contribute to or are the primary cause of 70-80 percent of all bicycle fatalities.

J. CONTROL OF HEAD LICE IN SCHOOLS

It is necessary that efforts be made to effectively control head lice as soon as it becomes evident that a student may be infested. In order to keep a simple case of pediculosis (head lice) from turning into a widespread problem, there is a need for individuals to work together

to eradicate the problem. Any student(s) found with active adult head lice or live nits (eggs) will be excluded from school in order to receive proper treatment. To gain readmittance of the student to school, the parent shall be obligated to verify, in writing, or submit a physician's statement indicating that the student received the necessary treatment and recognition that a second treatment is necessary within an 8-10 day period. The school will furnish more information upon request. (AR 5141.33).

K. SAFETY PLANS

The District Safety Plan is updated on an annual basis and is available for review in the District Office and office of each school site. A summary of emergency procedures is posted in each classroom.

L. STUDENT SAFETY

There is no supervision for your child(ren) prior to 7:30 a.m. Please do not drop your child off before that time. Students who do not ride the bus or attend after-school activities, should be picked up immediately after school. There is no supervision for your child after school.

M. PESTICIDE PRODUCTS

In accordance with AB 2260, every recipient of this handbook is allowed to register with the Biggs Unified School District, in order to receive notification of any pesticide application at your child's school site 72 hours prior to the application. As a registered parent, you will receive the product's active ingredient and the intended application date.

If you would like to register with the Biggs Unified School District, please send a letter requesting notification which includes your name, your student's school of attendance and your home address to Biggs Unified School District, Maintenance & Operations, Attention: Doug Kaelin, Superintendent, 300 B Street, Biggs, CA 95917. You may also drop off your letter, in person, at the same address between the hours of 8:15 a.m. to 4:15 p.m. Monday through Friday.

The Biggs Unified School District conforms to the principles of integrated pest management, which includes the suppression and control of pests through cultural, prevention, exclusion and sanitation measures while only utilizing pesticides in an extremely minimal and safe manner.

For more information on pesticides, check the website of the California Department of Pesticide Regulation at: <http://www.cdpr.ca.gov>.

Even if you do not intend to register for notification of pesticide application, you are invited at anytime to look at the records maintained in the school site office of any pesticides applied on your child's campus. In compliance with the Healthy Schools Act, this information is available to the public and the records for each pesticide application must be kept for four years. We have attached a list for your convenience - "anticipated pesticides".

AB 2260 also requires that we post a “warning” sign 24 hours prior to a pesticide application and that this sign remain posted for 72 hours after the application. The sign will be visibly displayed in the area of the pesticide treatment.

The Biggs Unified School District is confident that we are doing everything possible to control pests in a safe and effective manner, while avoiding any health risks to our students, staff and visitors. The Healthy Schools Act supports ensuring that you are kept informed of any pesticide applied at your child’s school site.

N. CHILD ABUSE: PROCEDURES FOR PARENTS OR GUARDIANS OF PUPILS TO IDENTIFY AND REPORT CHILD ABUSE COMMITTED AT A SCHOOL SITE BY A SCHOOL DISTRICT EMPLOYEE OR OTHER PERSON

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

To file a complaint, the parent or guardian must file a formal report with the local child protective agency. This may be done by telephone, in person, or in writing. A complaint may also be filed with the appropriate local school district or county office of education; however, school districts and county offices of education do not investigate child abuse complaints.

For more information or to file any complaint, please contact the school principal or superintendent's office.

O. PROHIBITION OF TOBACCO ON CAMPUS (CA Ed. Code 48901)

All individuals, including students, staff, and community members are prohibited from using tobacco products including electronic cigarettes, electronic hookahs, and other vapor-emitting devices on district property, including vehicles, buildings, parking areas, grounds, and at District events. (BP 3513.3)(BP 5131.62)

P. DRUG FREE CAMPUSES

Possession, use or sale of narcotics, alcohol or other controlled substances (except as otherwise provided by law) is strictly prohibited. This prohibition is strictly enforced at all school facilities and school activities. Records will be forwarded to local law enforcement and the District will impose appropriate discipline in response to any violations.

Q. RELEASE OF PUPIL TO PEACE OFFICER (CA Ed. Code 48906)

When a principal or other school official releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, as defined in California Penal Code Section 11165.6, or pursuant to California Welfare and Institutions Code Section 305. In those cases, the school official shall provide the peace officer with the address and telephone number of the minor's parent or

guardian. The peace officer shall take immediate steps to notify the parent, guardian, or responsible relative of the minor that the minor is in custody and the place where he or she is being held. If the officer has a reasonable belief that the minor would be endangered by a disclosure of the place where the minor is being held, or that the disclosure would cause the custody of the minor to be disturbed, the officer may refuse to disclose the place where the minor is being held for a period not to exceed 24 hours. The officer shall, however, inform the parent, guardian, or responsible relative whether the child requires and is receiving medical or other treatment. The juvenile court shall review any decision not to disclose the place where the minor is being held at a subsequent detention hearing.

R. MEGAN'S LAW (CA Penal Code 290.4)

Parents and other members of the public are entitled to review information pertaining to registered sex offenders. For further information, please contact your local police department or sheriff's office. PARENT INVOLVEMENT

S. ROLE OF PARENTS/OR LEGAL GUARDIANS

The Board further recognizes the critical role that parents/legal guardians play in their children's educational success. Most research findings conclude that the parent/legal guardian's involvement is a critical element of student success. Expectations for parents/legal guardians, as partners with the district, include the following:

- Communicating an expectation of learning and achievement to their children.
- Supporting literacy in the home and emphasizing the importance of life-long reading.
- Reading to primary age children every night.
- Listening to intermediate children read, when required.
- Working with the child in areas of weakness.
- Working regularly and cooperatively with school personnel regarding their child's program and progress.
- Providing the environment, support, and supervision necessary for the child to complete homework assignments.
- Supporting the recommendations of the schools regarding instructional interventions to increase student achievement.
- Attending parent/guardian conferences and communicating with school personnel regarding the welfare of their children.
- Participating in parent education opportunities.
- Cooperating with school by encouraging consistent student attendance.

T. PARENT INVOLVEMENT (CA Ed. Code 51100)

Parents are encouraged to be involved in their children's education. Each school includes in its school based coordinated plan a parent involvement component that provides parents with opportunities to be involved in information and training sessions to: support their child's academic efforts at school and home; help parents develop parenting skills; build consistent and effective home-school communications; and integrate parent involvement programs into

the school plan. Parent volunteers are a valued addition to the educational program. Volunteers are required to check in at the office before proceeding to a classroom. A copy of Board Policy 6020, Parent Involvement, (Appendix A) is available at the district office or at school sites. Volunteers must be fingerprinted.

U. NOTIFICATION REGARDING SCHOOL PERFORMANCE

The District makes available to parents, schools and the public an annual report card with a variety of information regarding the performance of the District's schools under ESSA. This information includes, by way of illustration and not limitation: information regarding yearly progress of the school, overall student achievement, graduation rates, and teacher qualifications. Complaint policies and procedures regarding the District's compliance with the requirements of ESSA can be obtained from the District office.

V. OUTREACH TO PARENTS OF LIMITED ENGLISH PROFICIENT STUDENTS (Every Student Succeeds Act (ESSA))

The District maintains an outreach program to inform parents of limited English proficient students of how the parents can be involved in their children's education, including how the parents can help their children attain English proficiency, high achievement levels in core academic subjects, and meet State standards. This policy allows for notice of opportunities for and holding regular meetings.

W. PARENT INVOLVEMENT IN PROGRAMS INVOLVING CHILDREN WHO ARE FAILING OR AT RISK OF FAILING (No Child Left Behind (NCLB))

The District maintains a formal written policy that establishes the District's expectations for parental involvement in the planning and implementation of the District's Title I Programs (programs serving students who are failing or are at risk of failing) (Appendix A). This policy is provided to the parents of all children who participate in Title I programs and is available upon request by contacting the District office.

X. VISITS TO CAMPUS (CA Ed. Code 32111, 32212)

All visitors to a campus, including parents, must check in at the Principal's Office immediately upon arriving at a school campus.

Y. PARENTS IN THE CLASSROOM (CA Ed. Code 51100)

The District welcomes parents into their children's classrooms, as volunteers subject to the schools' program needs and for observation in order to assist in making educational decisions regarding the students. In order to insure student safety and to limit disruptions that may compromise instruction, any classroom visits must be scheduled with the teacher ahead of time. In the case of emergency, parents should contact the Office of the Principal.

Z. NON-PUPIL CHILDREN AND PETS

It is not appropriate for parents to bring their non-pupil children or pets (except animals related to assistance based on disability) to the classroom.

AA. VOLUNTEER/PARENT FINGERPRINTING

All volunteers participating in school activities must be fingerprinted through Biggs Unified School District and cleared by the Department of Justice. This procedure applies to all parents who assist in classrooms or accompany students on field trips. These forms are immediately forwarded to the Department of Justice for processing through "Live Scan" process. This process takes approximately 3 to 30 days. The forms may be obtained from the District Office.

Volunteers only need to be fingerprinted once for Biggs Unified School District.

No volunteer will be assigned until the results of the fingerprint/background check have been received from the Bureau of Criminal Identification Investigation, State Department of Justice.

Except as described below, no person shall volunteer for the district who has been convicted of a sex or controlled substance offense specified in Education Code Sections 44010 and 44011.

No person shall volunteer for the district who has been convicted of a serious felony. Serious felony as used in this paragraph means a serious felony as listed in Penal Code Section 1192.7(C) or Penal Code Section 667.5.

A person may volunteer for the district who has been convicted of a controlled substance offense as defined in Section 44011 if the Superintendent determines from the evidence presented that the person has been rehabilitated for at least five years, or has received a certificate of rehabilitation and pardon pursuant to Section 4852.01 of the Penal Code, or if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to Section 1203.4 of the Penal Code.

Persons convicted of charges (other than serious felonies or sex offenses), may volunteer for the district at the discretion of the superintendent when supervised and monitored by a certificated employee.

Upon notification from the Department of Justice that a current volunteer has been convicted of a violent or serious felony, his/her activities shall be immediately suspended. (Education Code 45122.1)

Upon receipt of written notification or e-mail of the fact of conviction from the Department of Justice, the Superintendent or designee shall terminate the volunteer activities without regard to any other procedure for termination specified in the Education Code or district procedures, unless that volunteer has received a certificate of rehabilitation and a pardon. (Education Code 45122.1) (cf. 4218 - Dismissal/Suspension/Disciplinary Action)

If the volunteer challenges the Department of Justice record and the Department of Justice withdraws in writing its notification, the Superintendent or designee shall immediately reinstate the volunteer. (Education Code 45122.1)

BB. SCHOOL ACCOUNTABILITY REPORT CARDS

Our School Accountability Report Cards (SARC) can be found on the District web site at www.biggs.org or are available upon request at any school or the District Office, 300 B Street, Biggs, CA 95917 or by calling (530) 868-1281.

VI. RIGHTS INFORMATION

A REASONABLE ACCOMMODATIONS

Any student with a handicap that substantially limits one or more major life activities; or has a record of such impairment; or is regarded as having such an impairment; is entitled to reasonable accommodations, including instructional modifications, as well as accessibility to activities and buildings. Major life activities are: seeing; hearing; speaking; walking; learning; working; caring for self; or performing manual tasks. Attention deficit disorder or attention deficit hyperactive disorder may be a disabling condition. (Section 504 of the Federal Rehabilitation Act of 1973)

Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Biggs Unified School District may request assistance by contacting the principal of the applicable school or the District Office at 300 B Street, Biggs, CA 95917, Telephone (530) 868-1281, x250.

B HOMELESS EDUCATION ASSISTANCE ACT (MC KINNEY-VENTO (44 U.S.C. 11431, et seq.))

If your family lives in any of the following situations...

- in a shelter, motel, vehicle, or campground
- on the street
- in an abandoned building, trailer, or other inadequate accommodations, or
- doubled up with friends or relatives because you cannot find or afford housing, your preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act.

If your family is homeless as defined above, your children have the right to:

- Go to school, no matter where you live or how long you have lived there. They must be given access to the same public education, including preschool education provided to other children.
- Continue in the school they attended before you became homeless or the school they last attended, if that is your choice and is feasible. If a school sends your child to a

school other than the one you request, the school must provide you with a written explanation and offer you the right to appeal the decision.

- Receive transportation to the school they attended before your family became homeless or the school they last attended, if you or a guardian requests such transportation.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrolling your children.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.
- Receive transportation to school and to school programs.

If your family is homeless as defined above, when you move, you should do the following:

- Contact the school district's local liaison for homeless education (see phone number below) for help in enrolling your child in a new school or arranging for your child to continue in his or her former school. (Or, someone at a shelter, social services office, or the school can direct you to the person you need to contact.)
- Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.
- Ask the shelter provider or a social worker for assistance with clothing and supplies, if needed.

Local Area Contact: Meagan Meloy at 879-3781

C RELIGIOUS INSTRUCTION

With your written consent, your student will be released from school to observe a holiday or ceremony of your student's religion. You are encouraged to schedule any religious instruction for your students during non-school hours since students will not be excused from school to receive religious instruction.

D NONDISCRIMINATION: RIGHT TO EDUCATION (CA Ed. Code 221.5, Section 504)

The BUSD Board of Education is committed to equal opportunity for all individuals in education and in employment and does not discriminate on the basis of ethnic group classification, religion, age, sex, sexual orientation, gender, race, ancestry, national origin, color, or physical or mental disability, or any other unlawful consideration.

The Nondiscrimination Policy Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program.

In order to fulfill its obligation under Section 504, Biggs Unified School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs or practices in the school system.

Biggs Unified School District has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to an informal mediation and/or a hearing with an impartial hearing officer.

E HATE BEHAVIOR AND HATE CRIMES (CA Ed. Code 233, 233.5)

It is the intent of the Biggs Unified School District to promote harmonious human relationships that enable students to gain a true understanding of the rights and responsibilities of people in our society. The governing board affirms the right for all students, staff, and parents and guardians to be free from hate crimes and behaviors, abusive statements, or any activity which degrades the unique qualities of an individual, such as race, ethnicity, religion, culture, heritage, actual or perceived sexual orientation, gender, physical or mental ability or appearance. Such verbal or physical acts are inflammatory to those victimized by such acts, jeopardize the safety of students and staff, are damaging to one's self-esteem, and will not be tolerated within our schools.

F UNIFORM COMPLAINT PROCEDURES (UCP)

The Biggs Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

The Biggs Unified School District shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination complaints may be based on actual or perceived sex, sexual orientation, gender, gender identity or expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in LCAP, Migrant Education, Career Technical and Technical Education and Training Programs, Developmental Programs, Child Nutrition Programs, Special Education Programs, and Federal Safety Planning Requirements.

Complaints must be filed in writing with the following compliance officer:

Doug Kaelin, Superintendent
300 B Street, Biggs, CA 95917
(530) 868-1281

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

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the LEA's Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the LEA's Decision. The appeal must include a copy of the complaint filed with the LEA and a copy of the LEA's Decision.

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

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

G STUDENT RECORDS AND RELEASE OF STUDENT DIRECTORY INFORMATION (CA Ed. Code 49060-49708; 20 U.S.C. 1239g, et seq.; Title 24 Code of Federal Regulations, Part 99, et seq.)

Each school maintains student records (permanent, interim and permitted). Most records are under the supervision of the school principal and are located at the school.

If you (the legal custodial parent or legal guardian) disagree with the content of your student's records, you may question the content of those records and request that the school principal and/or the Superintendent authorize requested modifications.

You are notified that the following specific information is available in Administrative Regulation 5125, Student Records, available at your school or the District Office:

- a. The types of personally identifiable information that the District has designated as directory information.
- b. A parent's or eligible student's right to refuse to let the District designate any or all of those types of information about the student as directory information.
- c. The period of time within which a parent or eligible student must notify the District in writing that he or she does not want any or all of those types of information about the student designated as directory information.
- d. Types of student records and information contained therein which are directly related to students and maintained by the District.
- e. The position of the District official/employee responsible for the maintenance of each type of record.
- f. The location of the log or record required to be maintained for student records.
- g. The policies of the District for reviewing and expunging student records.
- h. The right of the parent to access of student records.
- i. The procedures for challenging the content of student records.
- j. The categories of information that the District has designated as "Directory Information."
- k. The right of the parent to file a complaint with the United States Department of Health, Education and Welfare concerning an alleged failure by the District to comply with any state/federal provisions.

The school principal and/or the Superintendent supervise access to students' records. Individuals having access to student records are natural parents, adoptive parents or legal guardians, Biggs Unified School District employees as directed by school officials, officials of other public schools or school systems, authorized representatives of selected government offices where such information is necessary pursuant to federal or state law, parents of a student 18 years of age or older who is a dependent, or a student 16 years of age or older who has completed the tenth grade. Upon request, copies of student records will be made available to persons having access to those records according to adopted district procedures.

Directory Information is specific identifying data about a student designated by the District as that which can be shared with others without parental consent. Directory Information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes:

- a. Name,
- b. Address,
- c. Telephone number,

- d. Electronic mail address,
- e. Photograph,
- f. Date of birth,
- g. Major field of study,
- h. Participation in officially recognized activities and sports,
- i. Weight and height of athletic team members,
- j. Dates of attendance,
- k. Degrees and awards received,
- l. Most recent previous school attended.

Directory Information may be released at the discretion of the school principal to the PTA, recruiting officers for the Armed Services, employers, prospective employers, or representatives of the news media. Federal law requires the District to provide military recruiters, upon request, with three Directory Information categories – names, addresses and telephone listings – unless parents/guardians or students have advised the District that they do not want their student’s information so disclosed by notifying the school principal in writing by the end of the third week of the school year. The District retains the right to deny the release of Directory Information if such denial is considered in the best interest of the student.

The District or school may release Directory Information as to former students unless the District receives a written request from the former student prohibiting the release of that information.

The district may release student records via subpoena to the local police department, California Highway Patrol, the Butte County District Attorney, Butte County welfare fraud investigators or any prosecuting agency, Butte County Probation Department, and Butte County Children’s Services.

The Board of Education believes that personal information concerning students and their families should be kept private in accordance with the law, see Board Policy 5022, Student and Family Privacy Rights.

H RIGHT TO INSPECT INSTRUCTIONAL MATERIALS:

Parents have the right to inspect all primary supplemental instructional materials and assessments (including textbooks, teacher’s manuals, films, tapes, and software) within a reasonable time or in accordance with district procedures. (CA Ed. Code 49091.10(a)).

I PROFESSIONAL QUALIFICATION OF TEACHERS AND INSTRUCTIONAL AIDES

Parents have the right to request and receive timely information regarding the professional qualification of their children’s classroom teachers, including: 1) Whether the teacher has met state qualifying and licensing criteria to teach for the grade levels and subject areas taught by the teacher; 2) Whether the teacher is teaching under an emergency permit or other provisional status through which the license criteria have been waived; 3) The teacher’s BA/BS degree major and whether he or she hold any other graduate certificate or

degree and the field of discipline of the certificate or degree; 4) Whether the child is provided service by a paraprofessional, if so, the paraprofessional's qualifications. If you are interested in such information, contact the superintendent. (P.L. 107-279, Title IV, 404(d)(1), 116 Stat. 1985)

J WHAT TO DO IF YOU HAVE A PROBLEM WITH A POLICY, RULE, OR STAFF MEMBER:

Discuss your concern with the staff member closest to the incident. Try to solve the issue with this person.

If you still feel the problem exists, talk to the principal in charge of the school where the incident took place. If the difficulty resides with transportation, the facilities, food service, or grounds, discuss the situation with the Food Service/Custodial Supervisor or Superintendent.

If you still feel that the problem persists, notify the Superintendent at 868-1281.

K COLLECTION OF PERSONAL INFORMATION FOR MARKETING PURPOSES

The Board prohibits district staff from administering or distributing to students survey instruments that are designed for the purpose of collecting personal information for marketing or for selling that information.

L THE NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAMS (CA Ed. Code 49510, et seq.)

The National School Lunch and Breakfast Programs are federally funded programs that assist schools and other agencies in providing nutritious meals to children at reasonable prices. Applications for Free/Reduced Priced meals must be filled out every school year. Applications can be obtained by calling the Food Service Supervisor at 868-1281 x 8106 at any time during the school year. We have attached this information for your convenience.

VII. TESTING

A CALIFORNIA ASSESSMENT SYSTEM

The following tests will be administered during the school year:

- CAASPP – California Assessment of Student Performance and Progress – Grade 3 – 8 and 11th
 - California Standards Tests
 - English Language Arts
 - Mathematics
 - Written Composition – Grades 4 and 7 only
 - Science – Grades 5, 8, 9, 10 and 11
 - EAP – 11th grade

- California Achievement Test, Sixth Edition – Grades 3 and 7 only

- Aprenda 3 and Standards Test in Spanish – Grades 2-11 Spanish speaking English Learners
- CAPA – California Alternative Performance Assessment – for severely disabled students only
- California English Language Development Test – English learners only – Grades K-12
- DRDP (Desired Results Developmental Profile) – State and federal law require districts to be accountable for assessment of pre-school students. Observation data is collected two times per year to measure the child’s progress in health and safety, learning, social-emotional, motor skills, and communication.
- Physical Fitness Tests – Grades 5, 7 and 9 only

B ADDITIONAL TESTS OFFERED AT BIGGS HIGH SCHOOL

The following tests are scheduled for administration during school year:

- Armed Services Vocational Aptitude Battery
- SAT – College Board @ Chico
- The ACT Assessment @ Chico
- General Educational Development Certificate – GED – offered through Oroville Adult Education

C REPORTING STANDARDIZED TEST SCORES TO PARENTS (CA Ed. Code 33031, 60605(g)-(h) and 60641)

The District shall report, in writing, the results of each pupil’s test to the pupil’s parent or guardian, within not more than twenty (20) working days from receipt of the test results from the publisher.

D ADVANCED PLACEMENT – EXAMINATION FEES

The state has access to funds to cover the costs of advanced placement examination fees. If you wish to take advantage of this program, contact the school counselor.

After School Program

Biggs Elementary School & Richvale Charter Academy are in partnership with the Butte County Office of Education - Expanded Learning Programs to provide after-school programming to all students. The program provides an opportunity for all students to participate in academic assistance and enrichment activities in a safe and supportive environment. The program starts when the final bell rings and remains open until approximately 6:00PM.

Biggs Elementary School & Richvale Charter Academy are happy to have Roger Vasquez as our After School Program Site Coordinator. For more information regarding the program, contact Roger at (530) 854-3375 or by email: rvasquez@bcoe.org. You will also find more information about the program on the BCOE Expanded Learning Programs website.

APPENDIX

Biggs Unified School District Board Policies:

E(1) 1312.4	NOTICE TO PARENTS/GUARDIANS, STUDENTS AND TEACHERS K-12 COMPLAINT RIGHTS
E(2) 1312.4	K-12 COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES
BP/AR/E 5117	INTERDISTRICT ATTENDANCE
AR 5131.1	BUS CONDUCT
BP/AR 5131.2	BULLYING
BP 5131.8	MOBILE COMMUNICATION DEVICES
BP/AR 5132	DRESS AND GROOMING
BP/AR 5145.3	NONDISCRIMINATION/HARASSMENT
BP/AR 5145.7	SEX DISCRIMINATION AND SEX-BASED HARASSMENT
BP/AR 6020	PARENT INVOLVEMENT
BP 6146.1	HIGH SCHOOL GRADUATION REQUIREMENTS
BP 6163.4	STUDENT USE OF TECHNOLOGY

Biggs Unified School District Discipline Matrix

SB 1375 / Title IX

Anticipated Pesticides

Student Insurance Letter

Parent Notification: Explanation of English Language Instruction Parental Exception Waiver

Uniform Complaint Procedures Annual Notice

Parents' Right to Know Regarding Teacher Qualifications

Important – Forms for Parents to Sign

BUSD Student Use of Technology – **Must return to school**

BUSD Annual Acknowledgement of Rights – **Must return to school**

BUSD Discipline Matrix Parent/Student Signature Sheet – **Must return to school**

Alternative Income Form – **Must return to school**

WILLIAMS UNIFORM COMPLAINT PROCEDURES

**NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS:
K-12 COMPLAINT RIGHTS**

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials.

That means each student, including an English learner, must have a textbook or instructional materials, or both, to use in class and to take home.

2. School facilities must be clean, safe, and maintained in good repair.

This includes the identification and resolution of emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff.

3. There should be no teacher vacancies or misassignments.

There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

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

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

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district website. You may also download a copy of the California Department of Education complaint form from the CDE's website when available. However, a complaint need not be filed using either the district's complaint form or the complaint form from CDE.

Exhibit **BIGGS UNIFIED SCHOOL DISTRICT**

version: January 4, 2012

revised: October 1, 2014

revised: May 1, 2019

revised: December 13, 2023

revised: September 11, 2024

Biggs, California

WILLIAMS UNIFORM COMPLAINT PROCEDURES

**K-12 COMPLAINT FORM:
WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, or teacher vacancy or misassignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? _____ Yes _____ No

Contact information: (if response is requested)

Name: _____

Address: _____

Phone number: Day: _____ Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

_____ A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

_____ A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.

_____ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

_____ A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4682)

_____ A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (5 CCR 4600)

_____ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class. This does not relieve the district from complying with state or federal law regarding teachers of English learners.

_____ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facilities conditions: (Education Code 17592.72, 35186, 35292.5, 35292.6; 5 CCR 4683)

_____ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff while at school including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.

_____ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.

_____ For a school serving students in any of grades 3-12, the school has not, at all times, stocked and made available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom.

_____ Starting July 1, 2026, for a school that has more than one female and more than one male restroom designated exclusively for student use, the school has not maintained at least one all-gender restroom for student use in accordance with Education Code 35292.5

_____ The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when temporary closing of the

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

restroom is necessary for a documented student safety concern, an immediate threat to student safety, or to repair the facility

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as you wish to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

Please file this complaint at the following location:

Doug Kaelin, Superintendent
300 B Street, Biggs, CA 95917

Please be aware that you may file a complaint directly with the Superintendent of Public Instruction if you are alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board’s failure to remedy the deficiency.

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature)

(Date)

Exhibit
version: January 4, 2012
revised: Oct. 1, 2014; May 1, 2019
revised: August 10, 2022
revised: December 13, 2023
revised: September 11, 2024

BIGGS UNIFIED SCHOOL DISTRICT
Biggs, California

INTERDISTRICT ATTENDANCE

The Board of Trustees recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

(cf. [5111.1](#) - District Residency)

(cf. [5116.1](#) - Intradistrict Open Enrollment)

Interdistrict Attendance Agreements and Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code [46600](#))

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed upon by both districts for reapplication and/or revocation of the student's permit. (Education Code [46600](#))

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

Instruction Collaboration Agreements

The Superintendent or designee may, with board approval, enter into an instruction collaboration agreement (ICA) with another school district, county office of education or charter school to offer the same or similar courses and coursework to students who have been impacted by any of the following: (Education Code 48345)

1. Disruptions or cancellations in science, technology, engineering, and mathematics (STEM) classes
2. Disruptions or cancellations in dual language immersion programs
3. Teacher shortages in STEM classes or dual language immersion programs

Prior to accepting students for classes for any of the reasons specified in Items #1-3 above, the Superintendent or designee shall, with Board Approval, determine the maximum number of students that the district can accept for these purposes. The district shall accept students who apply until the district is at maximum capacity.

Students shall be admitted to this program through an unbiased process that prohibits an inquiry into, or evaluation or consideration of, whether a student should be authorized to participate in the course or coursework based upon the student's current academic or athletic performance, proficiency in English, physical condition,

INTERDISTRICT ATTENDANCE (continued)

any of the individual characteristics specified in Education Code 200, or family income. If the number of applicants exceeds the number of seats available, the approval for participation shall be determined by a random public drawing at a regularly scheduled Board meeting. (Education Code 48345)

The Superintendent or designee shall publicly post information, including, but not limited to, applicable forms and timelines for submission pursuant to the ICA, to ensure that students and their families are aware of the opportunities to participate. (Education Code 48345)

When negotiating the ICA, the Superintendent or designee shall collaborate with the other participating LEA(s) to agree upon an appropriate shared cost structure. (Education Code 48345)

*Legal Reference:*EDUCATION CODE

[8151](#) Apprentices, exemption from interdistrict attendance agreement

[41020](#) Annual district audits

[46600-46610](#) Interdistrict attendance agreements

[48204](#) Residency requirements for school attendance

[48300-48317](#) Student attendance alternatives, school district of choice program

[48900](#) Grounds for suspension or expulsion; definition of bullying

[48915](#) Expulsion; particular circumstances

[48915.1](#) Expelled individuals; enrollment in another district

[48918](#) Rules governing expulsion procedures

[48980](#) Notice at beginning of term

[48985](#) Notices to parents in language other than English

[52317](#) Regional occupational center/program, enrollment of students, interdistrict attendance

CALIFORNIA CONSTITUTION

Article I, Section 31 Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin

COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County (2011) 192 Cal.App.4th 234

Crawford v. Huntington Beach Union High School District (2002) 98 Cal.App.4th 1275

ATTORNEY GENERAL OPINIONS

87 Ops. Cal. Atty. Gen. 132 (2004)

84 Ops. Cal. Atty. Gen. 198 (2001)

*Management Resources:*WEB SITES

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

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

(10/17 3/19) 12/19

Policy
adopted: April 1, 2009
reviewed: 01/12, 03/16, 12/17, 5/19
revised: February 13, 2020
revised: June 14, 2023

BIGGS UNIFIED SCHOOL DISTRICT
Biggs, California

INTERDISTRICT ATTENDANCE**Interdistrict Attendance Agreements and Permits**

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

The district shall post on its web site the procedures and timelines for requesting an interdistrict transfer permit, including a link to BP 5117 - Interdistrict Attendance. The posted information shall include, but is not limited to: (Education Code 46600.1, 46600.2)

1. The date upon which the district will begin accepting and processing interdistrict transfer requests for the following school year
2. The reasons for which the district may approve or deny a request, and any information or documents that must be submitted as supporting evidence
3. If applicable, the process and timelines by which a denial of a request may be appealed within the district before the district renders a final decision
4. A statement that failure of a parent/guardian to meet any timelines established by the district shall be deemed an abandonment of the request
5. Applicable timelines for processing a request, including the following statements:
 - a. For an interdistrict transfer request received by the district 15 or fewer calendar days before the commencement of instruction in the school year for which the transfer is sought, the district will notify the parent/guardian of its final decision within 30 calendar days from the date the request was received.
 - b. For an interdistrict transfer request received by the district more than 15 days before the commencement of instruction in the school year for which the interdistrict transfer is sought, the district will notify the parent/guardian of its final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction in the school year for which transfer is sought.
6. The conditions under which an existing interdistrict transfer permit may be revoked or rescinded

Priority for interdistrict attendance shall be given to a student who has been determined, through an investigation by either the district of residence or district of proposed enrollment, to be a victim of an act of bullying, as defined in Education Code [48900](#)(r), committed by a student of the district of residence. (Education Code [46600](#))

INTERDISTRICT ATTENDANCE (continued)

(cf. [1312.3](#) - *Uniform Complaint Procedures*)

(cf. [5131.2](#) - *Bullying*)

Until the district is at maximum capacity, the district shall accept any student whose interdistrict transfer application is based on being the victim of an act of bullying or a child of an active duty military parent/guardian. The district shall ensure that such students are admitted through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a student should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Education Code [220](#), including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status. (Education Code [46600](#))

In addition, the Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. To meet the child care needs of the student, only as long as the student's child care provider remains within district boundaries

(cf. [5148](#) - *Child Care and Development*)

2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel

(cf. [6159](#) - *Individualized Education Program*)

3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
4. To allow the student to complete a school year when the student's parents/guardians have moved out of the district during that year
5. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school
6. To allow a high school senior to attend the same school attended as a junior, even if the student's family moved out of the district during the junior year
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the school year in the district
8. When the student will be living out of the district for one year or less
9. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious

INTERDISTRICT ATTENDANCE (continued)

home or community problems which make it inadvisable for the student to attend the school of residence

(cf. [5113.1](#) - *Chronic Absence and Truancy*)

(cf. [5113.12](#) - *District School Attendance Review Board*)

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is admitted, the district shall not deny continued attendance because of overcrowded facilities at the relevant grade level.

(cf. [0410](#) - *Nondiscrimination in District Programs and Activities*)

If the transfer request is for a school year that begins within 15 calendar days of the receipt of the request, the Superintendent or designee shall notify the parent/guardian of the final decision within 30 calendar days of receiving the request. If the transfer request is for a school year that begins more than 15 calendar days after the receipt of the request, the parent/guardian shall be notified of the final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction during that school year. (Education Code 46600.2)

If a student's interdistrict transfer request is denied, the Superintendent or designee shall, in writing, notify the parents/guardians of their right to appeal to the County Board of Education within 30 calendar days from the date of the final denial. (Education Code 46600.2)

(cf. [5145.6](#) - *Parental Notifications*)

All notices to parents/guardians regarding the district's decision on any request for interdistrict transfer shall conform to the translation requirements of Education Code [48985](#), and may be provided by regular mail, electronic format if the parent/guardian provides an email address, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 46600.2)

Pending a decision by the two districts or by the County Board on appeal, the Superintendent or designee may provisionally admit a student who resides in another district for a period not to exceed two school months, provided the district is the district of proposed enrollment. If the decision has not been rendered by the conclusion of two school months and the districts or County Board is still operating within the prescribed timelines, the student shall not be allowed to continue attending the district school to which the student was provisionally admitted. (Education Code [46603](#))

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

INTERDISTRICT ATTENDANCE (continued)

*(cf. [5119](#) - Students Expelled from Other Districts)
(cf. [5144.1](#) - Suspension and Expulsion/Due Process)*

Once a student is admitted to a school on the basis of an interdistrict attendance permit, the student shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school of enrollment, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded after June 30 following a student's completion of grade 10 or for any student entering grade 11 or 12 in the subsequent school year. (Education Code [46600](#))

(10/17 3/19) 12/19

Regulation
approved: April 1, 2009
revised: 03/11, 01/12, 12/17, 05/19
reviewed: February 13, 2020

BIGGS UNIFIED SCHOOL DISTRICT
Biggs, California

BIGGS UNIFIED SCHOOL DISTRICT
300 B Street
Biggs, CA 95917-0397
530-868-1281

INTERDISTRICT ATTENDANCE REQUEST AND AGREEMENT

Student _____ Birth Date _____ Grade _____

Student _____ Birth Date _____ Grade _____

Name of Parent _____ Home Phone _____ Business Phone _____

Residence Address _____ Cell Phone _____

Mailing Address _____ Zip Code _____

Email Address _____

Is the student currently expelled, on a suspended expulsion or discipline contract? [] yes [] no

School now attending? _____

Programs in which student participates: [] GATE [] Band [] Title 1 [] Special Education [] Athletics [] other

Application

I request that my child, named above, be permitted to attend the _____ School in the _____ School District during the _____ school year. Briefly state the reason for the request: _____

Agreement

Date of required meeting with principal: _____

Should this request be granted, I agree and understand that:

1. The above-named student(s) will be transferred back to his/her district of residence if facilities or programs become unavailable in the school the student is assigned to attend.
2. The parent will assume responsibility for all transportation for the above-named student(s) to and from school.
3. If the student demonstrates unsatisfactory attendance, scholarship, or citizenship, approval may be cancelled.
4. Falsification or misrepresentation of information on this form constitutes grounds for refusal or cancellation of this permit.

INTERDISTRICT ATTENDANCE REQUEST AND AGREEMENT (continued)

5. This agreement expires at the close of the current school year.

Signed _____ Date _____
(Signature of Parent/Guardian) (Printed name of Parent/Guardian)

Agreement

The Board of Trustees of the following districts agree to permit the student(s), named above, to attend school in the requested district, subject to the following terms:

1. Pursuant to Education Code 46607, the District of Attendance shall be credited with the average daily attendance for determining state apportionments and revenue limits.
2. Any agreement may be nullified if the student fails to attend school regularly, fails to obey rules and regulations of the schools, does not attempt to further his/her education in a conscientious manner, or does not conform to conditions otherwise specified in the agreement.
3. Interdistrict requests for Special Education students have been approved on the stipulation that there would be no cost to the Biggs Unified School District as these services could be provided by the District.

Release/Denial of Release by District of Residence

The student(s) named above is/are released/denied release by the BIGGS UNIFIED School District for attendance in the _____ School District.

Signed _____ Title SUPERINTENDENT Date _____

Acceptance/Denial by Requested District of Attendance

Action of Requested District

The student(s) named above is/are accepted for/denied attendance in the _____ School District. S/he will be assigned to the _____ School.

Signed _____ Title _____ Date _____

In addition to the conditions stated herein, this attendance agreement is subject to all the terms and conditions of the Interdistrict Attendance Agreement currently in effect between the above District of Residence and the District of Attendance. The District of Attendance is to receive the state apportionment for the Average Daily Attendance accrued in the same a manner as if the student were a resident of the District of Attendance. No tuition shall be charged.

BUS CONDUCT

Bus Rider Rules

The following rules apply at all times when students are riding a school bus, including when on school activity trips:

1. Riders shall follow the instructions and directions of the bus driver at all times.

(cf. 3542 - School Bus Drivers)

2. Riders should arrive at their designated bus stop on time and stand in a safe place at the stop to wait quietly for the bus.

(cf. 3541 - Transportation Routes and Services)

3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the bus is in motion.
5. Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.
6. Riders should be courteous to the driver, pedestrians, motorists and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.
7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.

(cf. 5144 - Discipline)

8. Riders shall not use tobacco products, eat, or drink while riding the bus.

(cf. 5131.62 - Tobacco)

9. Riders may bring electronic devices onto the bus only if such devices are permitted at school. If the use of cellular telephones or similar devices disrupts the safe operation of the school bus, the bus driver may direct the student to no longer use the device on the bus.

(cf. 5131 - Conduct)

BUS CONDUCT (continued)

10. Riders shall not put any part of the body out of the window nor throw any item from the bus.
11. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
12. Service animals are permitted on school transportation services; all other animals are prohibited. (Education Code 39839; 13 CCR 1216)

(cf. 6163.2 - Animals at School)

13. Upon reaching their destination, riders shall remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraint system, enter the aisle, and go directly to the exit.
14. Riders should be alert for traffic when leaving the bus and shall follow the district's transportation safety plan when crossing the road and exiting the bus.

(cf. 3543 - Transportation Safety and Emergencies)

The driver or any passenger shall report any violation of the district's bus rules to the principal or designee. The principal or designee shall notify the student's parent/guardian of the misbehavior, determine the severity of the misconduct, and take action accordingly. In instances of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined appropriate by the principal or designee.

Bus drivers shall not deny transportation services except as directed by the principal or designee.

Bus Surveillance Systems

The Superintendent or designee shall monitor the use and maintenance of the district's bus surveillance system. Students are prohibited from tampering with the bus surveillance system. Any student found tampering with the system shall be subject to discipline and shall be responsible for the costs of any necessary repairs or replacement.

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

Camera supports may be installed in all buses. Cameras may be rotated among the buses and activated at the discretion of the Superintendent or designee.

The content of any recording is a student record and may only be accessed in accordance with the district's policy and administrative regulation concerning student records.

BUS CONDUCT (continued)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

Students

BULLYING

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. [5131](#) - Conduct)

(cf. [5136](#) - Gangs)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. [1220](#) - Citizen Advisory Committees)

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

(cf. [6020](#) - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. [0420](#) - School Plans/Site Councils)

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [0460](#) - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. [1312.3](#) - Uniform Complaint Procedures)

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code [48900](#), the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying

BULLYING (continued)

requests a transfer for the student pursuant to Education Code [46600](#), the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

(cf. [5116.1](#) - *Intradistrict Open Enrollment*)

(cf. [5117](#) - *Interdistrict Attendance*)

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. [4118](#) - *Dismissal/Suspension/Disciplinary Action*)

(cf. [4119.21/4219.21/4319.21](#) - *Professional Standards*)

(cf. [4218](#) - *Dismissal/Suspension/Disciplinary Action*)

*Legal Reference:*EDUCATION CODE

[200-262.4](#) Prohibition of discrimination

[32282](#) Comprehensive safety plan

[32283.5](#) Bullying; online training

[35181](#) Governing board policy on responsibilities of students

[35291-35291.5](#) Rules

[46600](#) Student transfers

[48900-48925](#) Suspension or expulsion

[48985](#) Translation of notices

[52060-52077](#) Local control and accountability plan

PENAL CODE

[422.55](#) Definition of hate crime

[647](#) Use of camera or other instrument to invade person's privacy; misdemeanor

[647.7](#) Use of camera or other instrument to invade person's privacy; punishment

[653.2](#) Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

[4600-4670](#) Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

[35.107](#) Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

[104.7](#) Designation of responsible employee for Section 504

[106.8](#) Designation of responsible employee for Title IX

[110.25](#) Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

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

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

BULLYING (continued)*Management Resources:*CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

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

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

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

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

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

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

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

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

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

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

Center on Great Teachers and Leaders: <http://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <http://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

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

Partnership for Children and Youth: <http://www.partnerforchildren.org>

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

(5/18 5/19) 12/19

Policy

Adopted: June 5, 2013

Revised: 12/2014; 09/2015; 08/2018; 09/2019

Revised: February 13, 2020

Revised: December 13, 2023

BIGGS UNIFIED SCHOOL DISTRICT

Biggs, California

BULLYING

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code [48900](#)(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

(cf. [5145.2](#) - Freedom of Speech/Expression)

(cf. [6163.4](#) - Student Use of Technology)

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. *Physical bullying*: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. *Verbal bullying*: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. *Social/relational bullying*: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. *Cyberbullying*: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles.

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational

BULLYING

techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
6. Annually notifying district employees that, pursuant to Education Code [234.1](#), any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code [32283.5](#))

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

BULLYING

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

(cf. [5141.52](#) - *Suicide Prevention*)

2. The definition of sex discrimination and harassment as described in Education Code [230](#), including the rights set forth in Education Code [221.8](#)
3. Title IX information included on the district's website pursuant to Education Code [221.61](#), and a link to the Title IX information included on CDE's website pursuant to Education Code [221.6](#)
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

(cf. [5145.3](#) - *Nondiscrimination/Harassment*)

(cf. [5145.7](#) - *Sexual Harassment*)

(cf. [5145.9](#) - *Hate-Motivated Behavior*)

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code [234.5](#).
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

(cf. [1113](#) - *District and School Web Sites*)

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills,

BULLYING

character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

(cf. [6142.8](#) - *Comprehensive Health Education*)
(cf. [6142.94](#) - *History-Social Science Instruction*)

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

(cf. [1312.3](#) - *Uniform Complaint Procedures*)

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

BULLYING

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code [48900](#), may include suspension or expulsion in accordance with district policies and regulations.

(cf. [5116.2](#) - Involuntary Student Transfers)

(cf. [5138](#) - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

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

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

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

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code [48900.9](#))

(cf. [6164.2](#) - Guidance/Counseling Services)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 – Suicide Prevention.

(5/19) 12/19

MOBILE COMMUNICATION DEVICES

The Board of Trustees recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

(cf. [0450](#) - *Comprehensive Safety Plan*)

(cf. [5131.2](#) - *Bullying*)

(cf. [5131.4](#) - *Student Disturbances*)

(cf. [5131.9](#) - *Academic Honesty*)

(cf. [5137](#) - *Positive School Climate*)

(cf. [5141.52](#) - *Suicide Prevention*)

(cf. [6163.4](#) - *Student Use of Technology*)

Students may use smartphones or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any applicable school rules.

Mobile communication devices shall be turned off during instructional time.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code [48901.5](#), 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

(cf. [6159](#) - *Individualized Education Program*)

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 89017)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

MOBILE COMMUNICATION DEVICES *(continued)*

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian except pursuant to a lawfully issued warrant when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and a district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

*Legal Reference:*EDUCATION CODE[200-262.4](#) *Prohibition of discrimination*[32280-32289](#) *Comprehensive safety plan*[35181](#) *Governing board authority to set policy on responsibilities of students*[35291-35291.5](#) *Rules*[44807](#) *Duty concerning conduct of students*[48900-48925](#) *Suspension and expulsion, especially:*[48901.5](#) *Regulation of possession or use of electronic signaling devices*[48901.7](#) *Limitation or prohibition of student use of cell phones*[51512](#) *Prohibition against electronic listening or recording device in classroom without permission*CIVIL CODE[1714.1](#) *Liability of parents and guardians for willful misconduct of minor*PENAL CODE[288.2](#) *Harmful matter with intent to seduce*[313](#) *Harmful matter*[647](#) *Use of camera or other instrument to invade person's privacy; misdemeanor*[653.2](#) *Electronic communication devices, threats to safety*VEHICLE CODE[23123-23124](#) *Prohibitions against use of electronic devices while driving*CODE OF REGULATIONS, TITLE 5[300-307](#) *Duties of students*UNITED STATES CODE, TITLE 20[1681-1688](#) *Discrimination based on sex or blindness*COURT DECISIONS*J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094**New Jersey v. T.L.O. (1985) 469 U.S. 325**Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503*

MOBILE COMMUNICATION DEVICES *(continued)*

Management Resources:

CSBA PUBLICATIONS

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

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

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

Center for Safe and Responsible Internet Use: <http://www.ewa.org/organization/center-safe-and-responsible-internet-use>

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

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

10/19

DRESS AND GROOMING

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.

(cf. [4119.22/4219.22/4319.22](#) - *Dress and Grooming*)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

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.

(cf. [5145.3](#) - *Nondiscrimination/Harassment*)

(cf. [5145.7](#) - *Sexual Harassment*)

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. (Education Code [212.1](#))

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. [0410](#) - *Nondiscrimination in District Programs and Activities*)

(cf. [0415](#) - *Equity*)

(cf. [5145.2](#) - *Freedom of Speech/Expression*)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. [4131](#) - *Staff Development*)

(cf. [4231](#) - *Staff Development*)

(cf. [4331](#) - *Staff Development*)

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 disciplinary action.

(cf. [5144](#) - *Discipline*)

DRESS AND GROOMING Continued

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code [35183](#))

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [5136](#) - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

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.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code [35183](#))

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code [35183](#))

Legal Reference: (See next page)

DRESS AND GROOMING Continued

Legal Reference:

EDUCATION CODE

[212.1](#) *Nondiscrimination based on race or ethnicity*

[220](#) *Nondiscrimination*

[32281](#) *School safety plans*

[35183](#) *School dress codes; uniforms*

[35183.5](#) *Sun-protective clothing*

[48907](#) *Student exercise of free expression*

[49066](#) *Grades; effect of physical education class apparel*

COURT DECISIONS

Jacobs v. Clark County School District (2008) 26 F. 3d 419

Harper v. Poway Unified School District (2006) 445 App. 3d 166

*Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993)
827 F.Supp. 1459*

Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251

Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562

Hartzell v. Connell (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

(10/96 5/19) 10/19

Policy
adopted: January 4, 2012
revised: September 4, 2019
revised: December 4, 2019

BIGGS UNIFIED SCHOOL DISTRICT
Biggs, California

DRESS AND GROOMING

Student Dress and Appearance

Dress Code Philosophy

Biggs Unified School District's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal “distractions” without regulating individual students’ clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.

DRESS AND GROOMING (continued)

- Allow student to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code

Biggs Unified School District expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

1. Basic Principle: Certain body parts must be covered for all students at all times

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. However, cleavage should not have coverage requirements. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

DRESS AND GROOMING (continued)**2. Students Must Wear***, while following the basic principle of Section 1 above:

- **A Shirt** (with fabric in the front, back, and on the sides under the arms), **AND**
- **Pants/jeans or the equivalent** (for example, a skirt, sweatpants, leggings, a dress or shorts), **AND**
- **Shoes.**

**Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).*

3. Students May Wear, as long as these items do not violate Section 1 above:

- Hats facing straight forward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Hats are not to be worn inside buildings.
- Religious headwear
- Hoodie sweatshirt hoods are not to be worn over the head inside buildings.
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Pajamas
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).
- Sunglasses, but not in the classroom.

4. Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance).

DRESS AND GROOMING (continued)**5. Dress Code Enforcement**

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed more to code during the school day:
 - Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
 - Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
 - If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - kneeling or bending over to check attire fit;
 - measuring straps or skirt length;
 - asking students to account for their attire in the classroom or in hallways in front of others;
 - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and
 - accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact their Principal.

Regulation
 approved: January 4, 2012
 revised: March 7, 2018

BIGGS UNIFIED SCHOOL DISTRICT
 Biggs, California

NONDISCRIMINATION/HARASSMENT

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

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

(cf. [0410](#) - *Nondiscrimination in District Programs and Activities*)

(cf. [5131](#) - *Conduct*)

(cf. [5131.2](#) - *Bullying*)

(cf. [5137](#) - *Positive School Climate*)

(cf. [5145.7](#) - *Sexual Harassment*)

(cf. [5145.9](#) - *Hate-Motivated Behavior*)

(cf. [5146](#) - *Married/Pregnant/Parenting Students*)

(cf. [6164.6](#) - *Identification and Education Under Section 504*)

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

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

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and

NONDISCRIMINATION/HARASSMENT (continued)

Administrative Regulation 5144 – Discipline, Board Policy and Administrative Regulation 5144.1 – Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 – Suspension and Expulsion/Due Process (Students With Disabilities).

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

(cf. [1312.3](#) - *Uniform Complaint Procedures*)

(cf. [1330](#) - *Use of Facilities*)

(cf. [4131](#) - *Staff Development*)

(cf. [4231](#) - *Staff Development*)

(cf. [4331](#) - *Staff Development*)

(cf. [6145](#) - *Extracurricular and Cocurricular Activities*)

(cf. [6145.2](#) - *Athletic Competition*)

(cf. [6164.2](#) - *Guidance/Counseling Services*)

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

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

NONDISCRIMINATION/HARASSMENT (continued)

discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [5144](#) - Discipline)

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

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

(cf. [5145.2](#) - Freedom of Speech/Expression)

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate, based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 – Uniform Complaint Procedures, when required by law. However, complaints alleging sex discrimination, including sex-based harassment, under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex-Based harassment Complaint Procedures.

Record-Keeping

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

(cf. [3580](#) - District Records)

*Legal Reference:*EDUCATION CODE

[200-262.4](#) Prohibition of discrimination

[48900.3](#) Suspension or expulsion for act of hate violence

[48900.4](#) Suspension or expulsion for threats or harassment

[48904](#) Liability of parent/guardian for willful student misconduct

[48907](#) Student exercise of free expression

NONDISCRIMINATION/HARASSMENT (continued)

[48950](#) *Freedom of speech*

[48985](#) *Translation of notices*

[49020-49023](#) *Athletic programs*

[49060-49079](#) *Student records*

[51500](#) *Prohibited instruction or activity*

[51501](#) *Prohibited means of instruction*

[60044](#) *Prohibited instructional materials*

CIVIL CODE

[1714.1](#) *Liability of parents/guardians for willful misconduct of minor*

GOVERNMENT CODE

[11135](#) *Nondiscrimination in programs or activities funded by state*

PENAL CODE

[422.55](#) *Definition of hate crime*

[422.6](#) *Crimes, harassment*

CODE OF REGULATIONS, TITLE 5

[432](#) *Student record*

[4600-4670](#) *Uniform complaint procedures*

[4900-4965](#) *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

[1681-1688](#) *Title IX of the Education Amendments of 1972*

UNITED STATES CODE, TITLE 29

[794](#) *Section 504 of Rehabilitation Act of 1973*

UNITED STATES CODE, TITLE 42

[2000d-2000e-17](#) *Title VI and Title VII Civil Rights Act of 1964, as amended*

[2000h-2-2000h-6](#) *Title IX of the Civil Rights Act of 1964*

[6101-6107](#) *Age Discrimination Act of 1975*

[12101-12213](#) *Title II equal opportunity for individuals with disabilities*

CODE OF FEDERAL REGULATIONS, TITLE 28

[35.107](#) *Nondiscrimination on basis of disability; complaints*

CODE OF FEDERAL REGULATIONS, TITLE 34

[99.31](#) *Disclosure of personally identifiable information*

[100.3](#) *Prohibition of discrimination on basis of race, color or national origin*

[104.7](#) *Designation of responsible employee for Section 504*

[104.8](#) *Notice*

[106.8](#) *Designation of responsible employee for Title IX*

[106.9](#) *Notification of nondiscrimination on basis of sex*

[110.25](#) *Prohibition of discrimination based on age*

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

FIRST AMENDMENT CENTER PUBLICATIONS

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

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

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70

NONDISCRIMINATION/HARASSMENT (continued)

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

WEB SITES

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

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

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

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

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

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

(9/16 5/18) 5/20

Policy

Adopted: January 4, 2012

Revised: 12/14; 11/16; 8/18

Revised: August 5, 2020

Revised: December 13, 2023

Revised: July, 2024

BIGGS UNIFIED SCHOOL DISTRICT

Biggs, California

Students
NONDISCRIMINATION/HARASSMENT

AR 5145.3(a)

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 – Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 – Sex Discrimination and Sex-Based Harassment as the responsible employee to handle complaints alleging unlawful sex discrimination and sex-based harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Superintendent
300 B Street
Biggs, CA 95917
(530) 868-1281

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sex-based harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

NONDISCRIMINATION/HARASSMENT (continued)

4. Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, sex characteristics, sexual orientation, gender, gender identity, pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery, and parental, marital, and family status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
 - d. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. By April 1, 2025, post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

NONDISCRIMINATION/HARASSMENT (continued)

6. Post in a prominent location on the district's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)
 - a. The district does not discriminate on the basis of sex in any education program or activity that it operates
 - b. Inquires about the application of Title IX may be referred to the district's Title IX Coordinator and/or OCR
 - c. The name or title, office and email address, and telephone number of the district's Title IX Coordinator
 - d. How to locate the district's nondiscrimination policy and the district's grievance procedures for Title IX complaints
 - e. How to report conduct that may constitute sex discrimination under Title IX
 - f. How to make a complaint of Title IX sex discrimination

If necessary due to the format or size of any publication specified above, the district may include only the statement that the district prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the title IX Coordinator, and the location of the complete notice on the district's website.

The district shall not distribute a publication stating that the district teats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.

7. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5)

Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

8. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint,

NONDISCRIMINATION/HARASSMENT (continued)

and resources available to students who feel that they have been the victim of any such behavior

9. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

10. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

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

11. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them.

Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

12. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person

NONDISCRIMINATION/HARASSMENT (continued)

- or group with one or more of these actual or perceived characteristics (Education Code 234.1)
13. For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3
 14. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)
 15. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Compliance Officer, Title IX Coordinator, or principal within one workday, regardless of whether the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance Officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sex discrimination, including sex-based harassment, the right to initiate the Title IX grievance procedures as specified in AR 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the

NONDISCRIMINATION/HARASSMENT (continued)

discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

State Description

5 CCR 432 *Student records*
 5 CCR 4600-4670 *Uniform complaint procedures*
 5 CCR 4900-4965 *Nondiscrimination in elementary and secondary education programs*
 Civ. Code 1714.1 *Liability of parent or guardian for act of willful misconduct by a minor*
 Ed. Code 200-262.4 *Educational equity; prohibition of discrimination on the basis of sex*
 Ed. Code 48900.3 *Suspension or expulsion for act of hate violence*
 Ed. Code 48900.4 *Suspension or expulsion for threats or harassment*
 Ed. Code 48904 *Liability of parent/guardian for willful student misconduct*
 Ed. Code 48907 *Exercise of free expression; rules and regulations*
 Ed. Code 48950 *Speech and other communication*
 Ed. Code 48985 *Translation of notices*
 Ed. Code 49020-49023 *Athletic programs*
 Ed. Code 49060-49079 *Student records*
 Ed. code 49060-49079 *Student records*
 Ed. Code 51500 *Prohibited instruction or activity*
 Ed. Code 51501 *Prohibited means of instruction*
 Ed. Code 60044 *Prohibited instructional materials*
 Gov. Code 11135 *Nondiscrimination in programs or activities funded by state*
 Pen. Code 422.55 *Definition of hate crime*
 Pen. Code 422.6 *Civil rights; crimes*

Federal Description

20 USC 1681-1688 *Title IX of the Education Amendments of 1972*
 28 CFR 35.107 *Nondiscrimination on basis of disability; complaints*
 29 USC 794 *Rehabilitation Act of 1973, Section 504*
 34 CFR 100.3 *Prohibition of discrimination on basis of race, color or national origin*
 34 CFR 104.7 *Designation of responsible employee for Section 504*
 34 CFR 104.8 *Notice*
 34 CFR 106.8 *Designation of responsible employee for Title IX*
 34 CFR 106.9 *Notification of nondiscrimination on basis of sex*
 34 CFR 110.25 *Prohibition of discrimination based on age*
 34 CFR 99.31 *Disclosure of personally identifiable information*
 42 USC 12101-12213 *Title II equal opportunity for individuals with disabilities*
 42 USC 2000d-2000e-17 *Title VI and Title VII Civil Rights Act of 1964, as amended*
 42 USC 2000h-2-2000h-6 *Title IX of the Civil Rights Act of 1964*
 42 USC 6101-6107 *Age Discrimination Act of 1975*

NONDISCRIMINATION/HARASSMENT (continued)**Management Resources Description**

CA Office of the Attorney General Publication *Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018*

Court Decision *Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567*

Court Decision *Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130*

CSBA Publication *Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017*

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

U.S Dept of Ed Office for Civil Rights Publication *Resolution Agreement Between the Arcadia USD, US Dept of Ed, OCR, & the US DOJ, CRD, (2013) OCR 09-12-1020, DOJ 169-12C-70*

U.S. Dept of Health & Human Services Publication *Guid. to Fed Fin. Assist. Recipients Re. Title VI Prohibition Against Nat'l Origin Discrimination Affect Limited English Proficient Persons, Aug. 2013*

U.S. DOE, Office for Civil Rights Publication *Dear Colleague Letter: Harassment and Bullying, October 2010*

U.S. DOE, Office for Civil Rights Publication *Dear Colleague Letter: Title IX Coordinators, April 2015*

U.S. DOE, Office for Civil Rights Publication *Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016*

U.S. DOE, Office for Civil Rights Publication *Notice of Non-Discrimination, Fact Sheet, August 2010*

Website *First Amendment Center*

Website *California Office of the Attorney General*

Website *California Safe Schools Coalition*

Website *CSBA*

Website *California Department of Education*

Website *U.S. Department of Education, Office for Civil Rights*

Regulation

approved: April, 2, 2014

revised: 11/16; 06/17; 08/18; 08/05/20; 10/07/20

revised: March 2, 2022

revised: July, 2024

BIGGS UNIFIED SCHOOL DISTRICT

Biggs, California

SEX DISCRIMINATION AND SEX-BASED HARASSMENT

The Board of Trustees is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth termination of pregnancy or lactation, including related medical conditions or recovery; and parental marital and family status.

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

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonable may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sex discrimination, including sex-based harassment, on school grounds or at a school-sponsored or school-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sex discrimination, including sex-based harassment, by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [1312.3](#) - Uniform Complaint Procedures)

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

(cf. [5145.71](#) - Title IX Sexual Harassment Complaint Procedures)

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall ensure that all district staff are trained regarding the district's sex discrimination and sex-based harassment policy, and that all employees receive

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)

training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 – Sex Discrimination and Sex-Based Harassment. (34 CFR 106.8)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sex discrimination and sex-based harassment. Such instruction and information shall include:

1. What acts and behavior constitute sex discrimination and sex-based harassment, including the fact that sex discrimination and sex-based harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sex discrimination or sex-based harassment under any circumstance
3. Encouragement to report observed incidents of sex discrimination or sex-based harassment even when the alleged victim of the discrimination or harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sex discrimination or sex-based harassment incident will be addressed separately and will not affect the manner in which the sex discrimination or sex-based harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sex discrimination and/or sex-based harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sex discrimination or sex-based harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sex discrimination or sex-based harassment and/or other students during an investigation

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)**Disciplinary Actions**

Upon completion of an investigation of a sex discrimination and/or sex-based harassment, any student found to have engaged in sex discrimination, and/or sex-based harassment, or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. [5144](#) - Discipline)

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

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

Upon investigation of sex discrimination and/or sex-based harassment, any employee found to have engaged in sex discrimination, and/or sex-based harassment, or sexual violence toward any student, shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. [4117.7/4317.7](#) - Employment Status Report)

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4119.11/4219.11/4319.11](#) - Sexual Harassment)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with 34 CFR 106.8 as specified in AR 5145.71 – Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sex-based harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. [3580](#) - District Records)

*Legal Reference:*EDUCATION CODE

[200-262.4](#) Prohibition of discrimination on the basis of sex

[48900](#) Grounds for suspension or expulsion

[48900.2](#) Additional grounds for suspension or expulsion; sexual harassment

[48904](#) Liability of parent/guardian for willful student misconduct

[48980](#) Notice at beginning of term

[48985](#) Notices, report, statements and records in primary language

CIVIL CODE

[51.9](#) Liability for sexual harassment; business, service and professional relationships

[1714.1](#) Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

[12950.1](#) Sexual harassment training

CODE OF REGULATIONS, TITLE 5

[4600-4670](#) Uniform complaint procedures

[4900-4965](#) Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

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

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

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

Q&A on Campus Sexual Misconduct, September 2017

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

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

WEB SITES

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

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

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

(9/16 7/20) 10/20

Policy
adopted: January 4, 2012
revised: 10/12; 12/14; 11/16; 10/20
revised: December 2, 2020
revised: July, 2024

BIGGS UNIFIED SCHOOL DISTRICT
Biggs, California

SEX DISCRIMINATION AND SEX-BASED HARASSMENT

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX or the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in district education programs and activities.

Definitions

Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment, has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. *Quid pro quo harassment*: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct
2. *Hostile environment harassment*: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sex-based harassment in violation of district policy if it has a continuing effect on a student's ability to participate in or benefit from district educational programs or activities.

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Examples of Sex Discrimination and Sex-Based Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sex-based harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sex-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sex-based rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)

11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX. The individual(s) shall also serve as the Compliance Officer(s) specified in AR 1312.3 – Uniform Complaint Procedures and AR 5145.3 – Nondiscrimination/Harassment as the responsible employee(s) to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator(s) may be contacted at:

*SUPERINTENDENT
300 B STREET, BIGGS, CA 95917
(530) 868-1281*

Notifications

To prevent unlawful sex discrimination and sex-based harassment in district programs and activities, the Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

In addition to the measures to prevent discrimination specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment, the Superintendent or designee shall ensure that a copy of the district's sex discrimination and sex-based harassment policy and regulation:

1. Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
2. Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)

3. Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Reporting Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sex discrimination, including sex-based harassment, in a district program or activity or who has witnessed sex discrimination, including sex-based harassment, is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes sex discrimination or sex-based harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality

When a report or complaint of sex discrimination or sex-based harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)

that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct that are prohibited in the district and which may constitute sex-base hostile environment harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Assaulting a student because of the student's gender, sex characteristic, sexual orientation, gender identity, or gender expression

To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)

The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

The district shall only allow disclosure of a student's personally identifiable information to employees in accordance with law. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the Compliance Officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the Compliance Officer, the employee shall do so within three school days

As appropriate given the student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and request assistance in doing so.

2. **Determining a Student's Gender Identity:** The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose
3. **Addressing a Student's Transition Needs:** The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)

student's access to educational programs and activities is maintained

The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

5. **Student Records:** Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name

SEX DISCRIMINATION AND SEX-BASED HARASSMENT (continued)

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record

However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying board policy.

7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site

Regulation
 approved: January 4, 2012
 revised: 10/12; 12/14; 09/15; 11/16; 10/20
 revised: December 2, 2020
 revised: July, 2024

BIGGS UNIFIED SCHOOL DISTRICT
 Biggs, California

PARENT INVOLVEMENT

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. [0420](#) - School Plans/Site Councils)

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [1230](#) - School-Connected Organizations)

(cf. [1240](#) - Volunteer Assistance)

(cf. [1250](#) - Visitors/Outsiders)

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

(cf. [5020](#) - Parent Rights and Responsibilities)

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code [42238.02](#), [52060](#))

(cf. [0460](#) - Local Control and Accountability Plan)

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

(cf. [0500](#) - Accountability)

Title I Schools

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

PARENT INVOLVEMENT (continued)

(cf. [6171](#) - Title I Programs)

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

(cf. [3100](#) - Budget)

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

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

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

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

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

PARENT INVOLVEMENT (continued)

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

(cf. [5145.6](#) - *Parental Notifications*)

Non-Title I Schools

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

*Legal Reference:*EDUCATION CODE

[11500-11505](#) Programs to encourage parent involvement

[48985](#) Notices in languages other than English

[51101](#) Parent rights and responsibilities

[52060-52077](#) Local control and accountability plan

[54444.1-54444.2](#) Parent advisory councils, services to migrant children

[56190-56194](#) Community advisory committee, special education

[64001](#) School plan for student achievement, consolidated application programs

LABOR CODE

[230.8](#) Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

[18275](#) Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

[6311](#) State plan

[6312](#) Local educational agency plan

[6314](#) Schoolwide programs

[6318](#) Parent and family engagement

[6631](#) Teacher and school leader incentive program, purposes and definitions

[7241-7246](#) Family engagement in education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

[35.104](#) Definitions, auxiliary aids and services

[35.160](#) Communications

Management Resources: See next page

PARENT INVOLVEMENT (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

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

California Department of Education, Family, School, Community

Partnerships: <http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

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

(8/06 10/17) 5/20

Policy
adopted: January 4, 2012
revised: December 6, 2017
revised: August 5, 2020

BIGGS UNIFIED SCHOOL DISTRICT
Biggs, California

PARENT INVOLVEMENT

District Strategies for Title I Schools

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

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC [6312](#) and in the development of school support and improvement plans pursuant to 20 USC [6311](#) (20 USC [6318](#))

(cf. [0460](#) - Local Control and Accountability Plan)

(cf. [6171](#) - Title I Programs)

The Superintendent or designee may:

- a. In accordance with Education Code [52063](#), establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the district's local control and accountability plan (LCAP) in accordance with the review schedule established by the Governing Board
- b. Invite input on the plan from other district committees and school site councils

(cf. [0420](#) - School Plans/Site Councils)

(cf. [1220](#) - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
 - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic

PARENT INVOLVEMENT (continued)

achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC [6318](#))

(cf. [1700](#) - *Relations Between Private Industry and the Schools*)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
 - b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
 - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
 - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
 - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC [6318](#))

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements

(cf. [0430](#) - *Comprehensive Local Plan for Special Education*)

(cf. [2230](#) - *Representative and Deliberative Groups*)

(cf. [3280](#) - *Sale or Lease of District-Owned Real Property*)

(cf. [5030](#) - *Student Wellness*)

(cf. [5148](#) - *Child Care and Development*)

(cf. [5148.3](#) - *Preschool/Early Childhood Education*)

(cf. [6174](#) - *Education for English Learners*)

(cf. [6175](#) - *Migrant Education Program*)

(cf. [6178](#) - *Career Technical Education*)

PARENT INVOLVEMENT (continued)

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC [6318](#))
- a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions

(*cf.* [0500](#) - *Accountability*)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code [11503](#))

- 5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement

PARENT INVOLVEMENT (continued)

and, if necessary, to revise the parent/guardian and family engagement policy (20 USC [6318](#))

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
 - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
 - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC [6318](#))

The Superintendent or designee may:

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

In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC [6318](#))

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC [6318](#))

PARENT INVOLVEMENT (continued)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC [6314](#)

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards
(cf. [5121](#) - Grades/Evaluation of Student Achievement)
(cf. [5123](#) - Promotion/Acceleration/Retention)
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

PARENT INVOLVEMENT (continued)

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. [1240](#) - *Volunteer Assistance*)

(cf. [5020](#) - *Parent Rights and Responsibilities*)

(cf. [5113](#) - *Absences and Excuses*)

(cf. [6145](#) - *Extracurricular/Cocurricular Activities*)

(cf. [6154](#) - *Homework/Makeup Work*)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - (2) Frequent reports to parents/guardians on their children's progress
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:

- a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. [6011](#) - *Academic Standards*)

(cf. [6162.5](#) - *Student Assessment*)

(cf. [6162.51](#) - *State Academic Achievement Tests*)

PARENT INVOLVEMENT (continued)

- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians

PARENT INVOLVEMENT (continued)

- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

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

- j. Provide a master calendar of district/school activities and meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. [1230](#) - School-Connected Organizations)

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
- p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement

PARENT INVOLVEMENT (continued)

- q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. [4115](#) - Evaluation/Supervision)

(cf. [4215](#) - Evaluation/Supervision)

(cf. [4315](#) - Evaluation/Supervision)

- 8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC [6311](#)(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC [6318](#))

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code [64001](#).

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC [6318](#))

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

- 1. Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter

PARENT INVOLVEMENT (continued)

- c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues
- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are

PARENT INVOLVEMENT (continued)

economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

(8/06 10/17) 5/20

Regulation
 approved: January 4, 2012
 revised: December 6, 2017
 revised: August 5, 2020

BIGGS UNIFIED SCHOOL DISTRICT
 Biggs, California

HIGH SCHOOL GRADUATION REQUIREMENTS

The Board of Trustees desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

District students shall complete graduation course requirements as specified in Education Code 51225.3. Unless exempted as provided in "Exemptions from District-Adopted Graduation Requirements," district students shall also complete other course requirements adopted by the Board. Students who are exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)
2. Three courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Successful completion of an approved computer science course that is classified as a "category C" course based on the University of California (UC) and California State University (CSU) "A-G" admission requirements shall be counted toward the satisfaction of additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States (U.S.) history and geography; world history; culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
7. Beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)
8. One semester in Health Education. One semester Computer Skills. Completion of Senior Project.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

A foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student who transfers into the district or between district schools any time after completing the second year of high school, or newcomer student who is in the third or fourth year of high school shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school by the foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student, as applicable, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

The Superintendent or designee shall not require or request the foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

If the foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the student's educational rights holder may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Additionally, a student with disabilities shall be eligible for an exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, if the student's individualized education program (IEP) provides for both of the following requirements: (Education Code 51225.31)

1. That the student is eligible to take the alternate assessment as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

The district's responsibility to provide a free appropriate public education shall not terminate when a student with a disability who is exempted from district-adopted graduation requirements participates in graduation activities unless the IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education Code 51225.31)

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of student's graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Are former members of the military, a resident of California, and received an honorable discharge, or, are current members of the military, a resident of California, and a resident of California when entering the military

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall evaluate classes completed in any high school, community college, or state college, grant credit toward graduation for military service and training received while in the military, and if satisfied that the person has completed the equivalent of the requirements for graduation from high school, grant the person a diploma of graduation.

5. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

<i>State</i>	<i>Description</i>
<i>5 CCR 1600-1651</i>	<i>Graduation of students from grade 12 and credit toward graduation</i>
<i>5 CCR 4600-4670</i>	<i>Uniform complaint procedures</i>
<i>Ed. Code 220</i>	<i>Prohibition of discrimination</i>
<i>Ed. Code 47612</i>	<i>Average daily attendance in charter school</i>
<i>Ed. Code 48200</i>	<i>Compulsory attendance</i>
<i>Ed. Code 48204.4</i>	<i>Parents/guardians departing California against their will</i>
<i>Ed. Code 48412</i>	<i>Certificate of proficiency</i>
<i>Ed. Code 48430</i>	<i>Continuation education schools and classes</i>
<i>Ed. Code 48645.5</i>	<i>Former juvenile court school students; enrollment</i>
<i>Ed. Code 48980</i>	<i>Parent/Guardian notifications</i>
<i>Ed. Code 49701</i>	<i>Provisions of the Interstate Compact on Educational Opportunities for Military Children</i>
<i>Ed. Code 51224</i>	<i>Skills and knowledge required for adult life</i>

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

<i>Ed. Code 51224.5</i>	<i>Algebra in course of study for grades 7-12</i>
<i>Ed. Code 51225.1</i>	<i>Exemption from district graduation requirements</i>
<i>Ed. Code 51225.2</i>	<i>Course credits</i>
<i>Ed. Code 51225.3</i>	<i>High school graduation requirements</i>
<i>Ed. Code 51225.31</i>	<i>Exemption for students with disabilities</i>
<i>Ed. Code 51225.35</i>	<i>Mathematics course requirements; computer science</i>
<i>Ed. Code 51225.36</i>	<i>Instruction in sexual harassment and violence; districts that require health education for graduation</i>
<i>Ed. Code 51225.5</i>	<i>Honorary diplomas; foreign exchange and terminally ill students</i>
<i>Ed. Code 51225.6</i>	<i>Instruction in cardiopulmonary resuscitation; districts that require health education for graduation</i>
<i>Ed. Code 51226.7</i>	<i>Model Curriculum in Ethnic Studies</i>
<i>Ed. Code 51228</i>	<i>Course of study; offerings and timely opportunity</i>
<i>Ed. Code 51230</i>	<i>Credit for community emergency response training</i>
<i>Ed. Code 51240-51246</i>	<i>Exemptions from requirements</i>
<i>Ed. Code 51250-51251</i>	<i>Assistance to military dependents</i>
<i>Ed. Code 51410-51413</i>	<i>Diplomas</i>
<i>Ed. Code 51420-51427</i>	<i>High school equivalency certificates</i>
<i>Ed. Code 51430</i>	<i>Retroactive high school diplomas</i>
<i>Ed. Code 51440</i>	<i>Credit and granting of diploma to veterans and members of the military service</i>
<i>Ed. Code 51450-51455</i>	<i>Golden State Seal Merit Diploma</i>
<i>Ed. Code 51744-51749.6</i>	<i>Independent study</i>
<i>Ed. Code 56390-56392</i>	<i>Recognition for educational achievement; special education</i>
<i>Ed. Code 60640</i>	<i>California Assessment of Student Performance and Progress</i>
<i>Ed. Code 66204</i>	<i>Certification of high school courses as meeting university admission criteria</i>
<i>Ed. Code 67386</i>	<i>Student safety; affirmative consent standard</i>

Management Resources Description

Court Decision O'Connell v. Superior Court (Valenzuela) (2006) 141 Cal.App.4th 1452
Website CSBA District and County Office of Education Legal Services
Website California Department of Education, High School
Website University of California, List of Approved A-G Courses
Website CSBA

Policy
adopted: May 24, 2006
last revised: October 12, 2022
revised: April 19, 2023
revised: December 13, 2023

BIGGS UNIFIED SCHOOL DISTRICT
Biggs, California

STUDENT USE OF TECHNOLOGY

The Governing Board believes that effective use of technology is integral to the education and development of students. In order to promote digital citizenship, the Board recognizes that students must have access to the latest digital tools and receive instruction that allows students to positively engage with technology in ways that respect human rights and avoids Internet dangers. Technological resources provided to students, including technology based on artificial intelligence (AI), shall be aligned to district goals, objectives, and academic standards. The use of technology shall augment the use of Board adopted instructional materials.

The Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. Students shall be allowed to use such technology, including AI technology, in accordance with district policies, including, but not limited to, policies on academic honesty, data privacy, nondiscrimination, and copyright protections. All students using these resources shall receive instruction in their proper and appropriate use of technology. Such instructions shall incorporate students' responsibilities regarding academic honesty, honoring copyright provisions, assessing the reliability and accuracy of information, protecting personal data, and the potential for biases and errors in artificially generated content.

(cf. [0440](#) - District Technology Plan)

(cf. [1113](#) - District and School Web Sites)

(cf. [1114](#) - District-Sponsored Social Media)

(cf. [4040](#) - Employee Use of Technology)

(cf. [6163.1](#) - Library Media Centers)

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including AI apps; telephones, cellular telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with this Board policy and the district's Acceptable Use Agreement.

Before a student is authorized to use district technology, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the student and parent/guardian shall agree not to hold the district or any district staff responsible

STUDENT USE OF TECHNOLOGY (continued)

for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred.

(cf. [6162.6](#) - *Use of Copyrighted Materials*)

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that the use of district technology, as defined above, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

(cf. [5145.12](#) - *Search and Seizure*)

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code [49073.6](#) and BP/AR 5125 - Student Records.

(cf. [5125](#) - *Student Records*)

Whenever a student is found to have violated Board policy or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

(cf. [5125.2](#) - *Withholding Grades, Diploma or Transcripts*)

(cf. [5144](#) - *Discipline*)

(cf. [5144.1](#) - *Suspension and Expulsion/Due Process*)

(cf. [5144.2](#) - *Suspension and Expulsion/Due Process (Students with Disabilities)*)

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC [6777](#); 47 USC 254; 47 CFR [54.520](#))

STUDENT USE OF TECHNOLOGY (continued)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code [313](#))

The district's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"

Note: Penal Code [653.2](#) makes it a crime for a person to distribute another person's personal identification information electronically with the intent to cause harassment by a third party or to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages).

3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

STUDENT USE OF TECHNOLOGY (continued)

Legal Reference:

EDUCATION CODE

[49073.6](#) Student records; social media

[51006](#) Computer education and resources

[51007](#) Programs to strengthen technological skills

[60044](#) Prohibited instructional materials

PENAL CODE

[313](#) Harmful matter

[502](#) Computer crimes, remedies

[632](#) Eavesdropping on or recording confidential communications

[653.2](#) Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 15

6501-6506 Children's Online Privacy Protection Act

UNITED STATES CODE, TITLE 20

[6751-6777](#) Enhancing Education Through Technology Act, Title II, Part D, especially:

[6777](#) Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16

[312.1-312.12](#) Children's Online Privacy Protection Act

CODE OF FEDERAL REGULATIONS, TITLE 47

[54.520](#) Internet safety policy and technology protection measures, E-rate discounts

COURT DECISIONS

New Jersey v. T.L.O., (1985) 469 U.S. 325

Management Resources:

CSBA PUBLICATIONS

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

FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

WEB SITES

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

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

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

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

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

Federal Trade Commission, Children's Online Privacy

Protection: <http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>

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

(7/07 3/09) 7/15

Policy
adopted: January 4, 2012
revised: September 24, 2015
revised: September 11, 2024

BIGGS UNIFIED SCHOOL DISTRICT
Biggs, California

Biggs & Richvale Elementary School Expectations Matrix



SCHOOL RULES				
AREA/SETTING	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE	BE SCHOLARLY
Common Area	<ul style="list-style-type: none"> • Walking feet, facing forward • Keep your hands and feet to yourself • Be in designated area • An adult must be in every room you enter (except bathrooms) 	<ul style="list-style-type: none"> • Quiet voices! • Remember, class is in session • Remove your hats and hoods when indoors • Hold the door for the person behind you 	<ul style="list-style-type: none"> • Follow adult directions • Stay to the right • Clean up after yourself • Honor personal space 	<ul style="list-style-type: none"> • Leave your toys at home • Use cell phones and smart watches after school • Pay attention to your surroundings • Follow dress code
Playground	<ul style="list-style-type: none"> • Keep your hands and feet to yourself • Get permission before leaving the playground • Use all playground equipment properly 	<ul style="list-style-type: none"> • Be a good sport • Include everyone • Use kind words and actions 	<ul style="list-style-type: none"> • Follow adult directions • Clean up after yourself and others • Follow game rules 	<ul style="list-style-type: none"> • Use complete sentences • Pay attention to your surroundings • Take time to help others
Office	<ul style="list-style-type: none"> • Hold the door for the person behind you • Let an adult know when you arrive and leave 	<ul style="list-style-type: none"> • Use quiet voices • Say "please" and "thank you" • Say "Excuse me" when you need someone's attention 	<ul style="list-style-type: none"> • Follow adult directions • Sit and wait your turn • Wait for permission to enter the nurse's office • Make your visit purposeful 	<ul style="list-style-type: none"> • Use complete sentences • Think about how kind it is when someone helps you
Cafeteria	<ul style="list-style-type: none"> • Eat your own food (allergies) • Sit with feet on the floor • Keep your hands and feet to yourself • Walking feet only facing forward 	<ul style="list-style-type: none"> • Use inside voices • Say please and thank you • Remove your hats and hoods when indoors 	<ul style="list-style-type: none"> • Follow adult directions • Remain seated and wait to be excused • Respond quickly to quiet signals • Clear your area 	<ul style="list-style-type: none"> • Use complete sentences • Recycle
Bathrooms	<ul style="list-style-type: none"> • Walking feet only, facing forward • Wash your hands with soap • Keep the water in the sink 	<ul style="list-style-type: none"> • Flush the toilet • Knock on the stall door • Give others privacy 	<ul style="list-style-type: none"> • One person per stall • Put your paper towel in the garbage can 	<ul style="list-style-type: none"> • Return to your room promptly • Report any problems to an adult

		<ul style="list-style-type: none"> • Use water and paper towels wisely (two towels) 	<ul style="list-style-type: none"> • Keep walls and floor clean 	
Bus	<ul style="list-style-type: none"> • Enter/exit the bus carefully • Sit quietly and face forward • Keep aisles clear 	<ul style="list-style-type: none"> • Use quiet voices • Keep your hands/feet to yourself • Be on time 	<ul style="list-style-type: none"> • Follow adult instructions • Take your belongings when you leave • Pick up trash around you 	<ul style="list-style-type: none"> • Leave your toys at home • Use kind words • Say "please" and "thank you" • Ask someone what they learned today
Library	<ul style="list-style-type: none"> • Enter/Exit quietly • An adult must be present 	<ul style="list-style-type: none"> • Use quiet voices • Handle books with care • Say "Please" and "Thank you" 	<ul style="list-style-type: none"> • Follow adult instructions • Use your bookmark when looking for a book • Push your chair in 	<ul style="list-style-type: none"> • Remember to return your books • Use complete sentences

Biggs Elementary School

Behavior Intervention Flow Chart

OBSERVE PROBLEM BEHAVIOR

MINOR
Teacher Managed Problem Behaviors

POSITIVE PREVENTION:
Consistently acknowledge students who are following the school or classroom expectations with positive specific feedback and PBIS Rewards.

- #1: RETEACH/REMINDE**
- Reteach/remind of appropriate behavior to meet school expectations
 - Repeat a minimum of 2 times

- #2: RETEACH + TIER 1 STRATEGY**
- Discuss behavior one-to-one
 - Utilize intervention strategies from Tier 1 strategies and practices
 - Repeat a minimum of 2 times

- #3: REFLECTION + TIER 1 STRATEGY**
- Time to complete reflection sheet
 - 1:1 conversations on reflections
 - Parent conversation with XX amount of time.
 - Utilize this option no more than 2 time per semester.
 - Document on Minor referral sheet.

#4: MINOR TO MAJOR
If minor behaviors are still occurring despite the above interventions, please move to the "major" referral column for next steps.

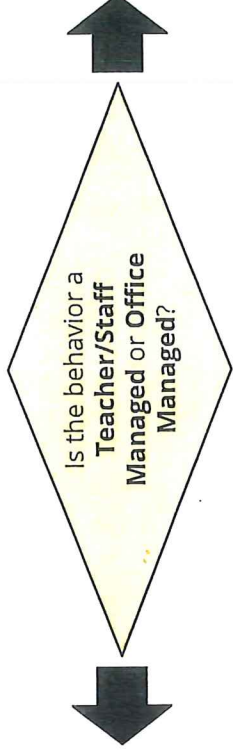
MAJOR
Administrator Managed

POSITIVE PREVENTION:
Consistently acknowledge students who are following school or classroom expectations with positive specific feedback and PBIS Rewards..

- REFER TO ADMIN**
- Contact principal via phone or text.
 - Provide admin with information about incident.
 - Complete Major referral within 24 hours.
 - Teacher parent contact within 24 hours.

- ADMIN**
- Conferences with student.
 - Determines if student will call parent.
 - Facilitates teacher, student consequence and goal planning.
 - Makes final decision on administrative outcome.

- FOR REPEAT SITUATIONS**
- Schedules student team meeting.
 - Team implements Tier 2 or Tier 3 interventions.



MINOR Teacher Managed Problem Behaviors	MAJOR Administrator Managed
<p>DEFIANCE</p> <ul style="list-style-type: none"> - Saying "No" repeatedly - Not doing any work - Not listening 	<p>DEFIANCE</p> <ul style="list-style-type: none"> - Sustained defiance of 15 minutes or more - Leaving campus or classroom without permission
<p>DISRESPECT</p> <ul style="list-style-type: none"> - Talking back - Making faces - Body gestures 	<p>DISRESPECT</p> <ul style="list-style-type: none"> - Verbal threats of aggression against a teacher or student - Harassment of any kind
<p>DISRUPTION</p> <ul style="list-style-type: none"> - Talking/Screaming - Throwing an object - Pounding their fist 	<p>DISRUPTION</p> <ul style="list-style-type: none"> - Sustained interruption of 15 minutes or more
<p>BULLYING</p> <ul style="list-style-type: none"> - Teasing - Messing around 	<p>BULLYING</p> <ul style="list-style-type: none"> - Seeking to harm or intimidate - Repeated bullying towards student
<p>INAPPROPRIATE LANGUAGE</p> <ul style="list-style-type: none"> - Cussing to self - Name calling - Using unkind words 	<p>ABUSIVE LANGUAGE</p> <ul style="list-style-type: none"> - Hateful/racist comments - Sexual harassment - Profanity (including gestures) directed towards a person
<p>MINOR PHYSICAL CONTACT</p> <ul style="list-style-type: none"> - Purpose: Playing Around / Reaction - Hitting/Pushing - Pinching - Tripping/Kicking 	<p>MAJOR PHYSICAL CONTACT</p> <ul style="list-style-type: none"> - Purpose: Intent to Harm - Hitting, Pushing, or Punching - Tripping or Kicking - Sexual Harassment
<p>PROPERTY MISUSE</p> <ul style="list-style-type: none"> - Throwing an object - Dropping an object - Breaking an object 	<p>VANDALISM</p> <ul style="list-style-type: none"> - Of personal or school property of a high value
<p>POSSESSION OF INAPPROPRIATE ITEM</p> <ul style="list-style-type: none"> - Non-school appropriate items 	<p>POSSESSION OF ILLEGAL ITEMS</p> <ul style="list-style-type: none"> - Drugs/Alcohol - Vape/Lighter - Weapons
<p>TECHNOLOGY VIOLATION</p> <ul style="list-style-type: none"> - Use of cell phone, headphones, or other technology without permission 	<p>TECHNOLOGY VIOLATION</p> <ul style="list-style-type: none"> - Cyber-bullying - Inappropriate image/sites
<p>STEALING (PETTY)</p> <ul style="list-style-type: none"> - Petty theft with little or no value - Item returned to individual 	<p>STEALING (MAJOR)</p> <ul style="list-style-type: none"> - Major theft with high value - Minor theft without item returned

Biggs & Richvale Elementary School Discipline Levels

Level 1 – Incidental Violations (Non-recorded and Non-referred)	Level 2 – Minor Violations (Recorded and Non-referred)	Level 3 – Major Violations (Recorded and Referred)	Level 4 – Illegal Violations (Recorded and Referred)
<ul style="list-style-type: none"> ▪ Running ▪ Loud voices/yelling ▪ Disruptive sounds ▪ Out of seat ▪ Missing homework ▪ Not being prepared for class ▪ Off task use of electronic devices ▪ Inappropriate dress (clothes need to be removed or changed) ▪ Other: <p>* Repeated Level 1 actions are moved to Level 2</p>	<ul style="list-style-type: none"> ▪ Disruption that interrupts the learning of others ▪ Defiance that interrupts the learning of others ▪ Disrespectful to students or staff ▪ Breaking classroom rules ▪ Off-task behavior ▪ Breaking cafeteria rules ▪ Breaking common area rules ▪ Inappropriate behavior in the bathrooms ▪ Lying ▪ Indirect, inappropriate language/gestures ▪ Spitting ▪ Unauthorized access to non-student areas ▪ Cheating/plagiarism ▪ Repeated Level 1 Offense ▪ Other: <p>* Repeated Level 2 actions are moved to Level 3</p>	<ul style="list-style-type: none"> ▪ Direct inappropriate language/gestures ▪ Fighting/physical aggression ▪ Harassment/bullying ▪ Overt defiance ▪ Property destruction/misuse ▪ Theft ▪ Forgery ▪ Internet misuse/cyber-bullying ▪ Truant class ▪ Taking pictures/video without consent ▪ Repeated Level 2 Offense ▪ Other: <p>* Repeated Level 3 actions are moved to Level 4</p>	<ul style="list-style-type: none"> ▪ Drug use/possession ▪ Weapon use/possession ▪ Habitual Truancy ▪ Arson ▪ Bomb threat ▪ Extreme property damage/vandalism ▪ Combustibles ▪ Assault/threats ▪ Repeated Level 3 Offense ▪ Other:

	Level 1	Level 2	Level 3	Level 4
Addressing the Behavior	Staff-handled: The staff addresses the behavior using classroom management strategies.	Staff-handled: The staff uses logical consequences (apology of action, take a break, or loss of privilege, focus room). Remind the student their behavior will be documented.	Office-managed Send the student to the office where the administrator will address the behavior.	Office-managed Send the student to the office where the administrator will address the behavior.
	Not recorded on Behavior Data Form	Discipline Entry in Aeries or Behavior Data Form is filled out.	Referral Form to Principal and Complete Level 2.	Referral Form to Principal and Complete Level 2.

Documentation	nor entered into Aeries.	Data forms are turned into PBIS box.		
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TITLE IX

Title IX is a federal law that was passed in 1972 to ensure that male and female students and employees in educational settings are treated equally and fairly. It protects against discrimination based on sex (including sexual harassment). In addition, Title IX protects transgender students and students who do not conform to sex stereotypes. State law also prohibits discrimination based on gender (sex), gender expression, gender identity, and sexual orientation.

Title IX Coordinator – Doug Kaelin

Email – dkaelin@biggs.org

Phone # – 530-868-1281 X8100

STUDENT & EMPLOYEE TITLE IX RIGHTS

Under California Education Code section 221.8:

- a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- c) You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
- d) You have the right to apply for athletic scholarships.
- e) You have the right to receive equitable treatment and benefits in the provision of all of the following:
 - (1) Equipment and supplies.
 - (2) Scheduling of games and practices.
 - (3) Transportation and daily allowances.
 - (4) Access to tutoring.
 - (5) Coaching.
 - (6) Locker rooms.
 - (7) Practice and competitive facilities.
 - (8) Medical and training facilities and services.
 - (9) Publicity.
- f) You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
- g) You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
- h) You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- i) You have the right to pursue civil remedies if you have been discriminated against.

j) You have the right to be protected against retaliation if you file a discrimination complaint.

FILING A COMPLAINT

If you feel you were discriminated against in violation of Title IX, please contact the Title IX Coordinator. It is the coordinator's primary responsibility to ensure Biggs High School complies with the requirements of Title IX. Student complaints shall be submitted in written form in accordance with [Board Policy and Administrative Regulation 1312.3 - Uniform](#) Complaint Procedures. You may also file a complaint of discrimination with the US Department of Education Office for Civil Rights ("OCR").

How do I file a complaint of discrimination with the US Department of Education Office for Civil Rights ("OCR")?

You may contact an [OCR enforcement office](#) to obtain a complaint form or you may file a discrimination complaint by using the [on-line complaint form](#).

What do I need to include in my complaint?

You should let us know which school, college or other institution you are complaining about, the person(s) who has been discriminated against, when the discrimination occurred, and you should sign and date the letter and let us know how we can reach you by phone and letter so that we can contact you. If filing on-line, you will still need to provide an original signature by mail, which may be done by printing and mailing a "Consent Form" linked from the bottom of the on-line complaint form.

How soon after the discrimination do I need to file?

You need to file your complaint within 180 calendar days after the discrimination. There are certain limited circumstances that allow our agency to grant a waiver. If you need more information about your situation, contact the OCR enforcement office responsible for the state in which the institution is located.

How promptly will OCR respond to my complaint?

OCR will promptly acknowledge receiving your complaint and will contact you by letter or telephone to let you know whether we will proceed further with your complaint.

What is OCR's role during the complaint process?

OCR's role is to be a neutral fact-finder and to promptly resolve complaints. OCR has a variety of options for resolving complaints, including facilitated resolutions and investigations. OCR does not act as an advocate for either party during the process.

What if I am already pursuing my complaint within the school district or college or with another agency?

OCR does not handle cases that are being addressed by another agency or within a school's or college's formal grievance procedure if OCR anticipates that the agency you filed with will provide you with a resolution process comparable to OCR's. Once the other complaint process is completed, you have 60 days to refile your complaint with OCR. OCR's first step will be to determine whether to defer to the result reached in the other process.

Do I have to file an OCR complaint before I can file a claim in court?

The regulations under Title VI, Title IX, Section 504 and Title II do not require you to file with OCR prior to filing a claim under these laws in Federal court. The regulations under the Age Discrimination

Act, however, allow you to file a claim in Federal court under that law only after: 1) 180 days have elapsed since you filed the complaint with OCR and OCR has made no finding, or 2) OCR issues a finding in favor of the recipient. If this occurs, OCR will promptly notify you and remind you of your right to file in court. If you are considering filing in court, bear in mind that OCR does not represent complaining parties or provide advice regarding court filings. You would need to use the services of your own attorney. Also, if you proceed with your claim in a court, OCR will not continue to pursue your OCR complaint.

FOR MORE INFORMATION:

US Department of Education Office for Civil Rights complaint form:

<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

The OCR office for California is located at:

San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov

California Department of Education, Equal Opportunity & Access:

<http://www.cde.ca.gov/re/di/eo/index.asp>

U.S. Department of Education, Office for Civil Rights, Title IX Resource Guide (Apr. 2015).

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf>

Link to Access Board Policy and Administrative Regulation

[1312.3 - Uniform Complaint Procedures,](#)

[5145.3 - Nondiscrimination/Harassment,](#)

[5145.7 - Sexual Harassment,](#) and

[5145.9 - Hate-Motivated Behavior](#)

[California Education Code 221.61](#)

NOTICE OF NONDISCRIMINATION

Biggs High School fully complies with Title IX. Biggs High School does not discriminate on the basis of sex in the education programs or activities it operates. Biggs High School does not discriminate on the basis of sex in admission to or employment in its education programs or activities. Inquiries concerning the application of Title IX and its implementing regulations may be referred to the Title IX coordinator or to the OCR.

Anticipated Pesticides

One of the requirements of the Healthy Schools Act is that all school districts must annually provide to all parents, guardians, and staff members, a list of all anticipated pesticides to be applied for the year. The list is as follows:

Product	Active Ingredients	Purpose
Reward	Diquat dibromide E6, 7-dihydrodipyrido (v,2-9 2,6) pyrquzinediium dibromid 37.3% Other 62.7%	Weed Growth Inhibitor
Wasp & Hornet Killer	d-trans allethrin, Lambda-cyhalothrin	Wasp & Hornet
Dragnet (FMC)	Permethrin	Ants, Spiders, Wasps, Roaches
Maxxthor SC	Bifenthrin	Ants, Spiders, Roaches
Maxforce FC Select Gel	Fipronil	Roaches
Tangard 5 FR (UPI)	Permethrin	Spiders, Ants
Final Blox	Brodifacoum	Rats, Mice
Termidor SC	Fipronil	Ants
Roundup Pro	Glyphosate	Weeds (growth inhibitor)
Surflan A.S.	Oryzalin:3,5-dinitro-N4N4-dipropylsulfanilamide	Selective pre-emergence
2,4-D L.V. 6 Ester	Isooctyl Ester of 2,4-Dichlorophenoxyacetic Acid	Weed Killer
EndRun	Dimethylamine salt of 2,4-dichlorophenoxyacetic acid	Weed Controller
INDUCE	Alkyl Aryl Polyoxylkane Ether and Free Fatty Acids	Wetter/Spreader Adjuvant
Pre-emergent	Nitrogen stabilized with dicyandiamide	Weed Killer
Board-leaf weed killer	Urea, Muriate of Potash	Weed Killer

*There will be no pesticide applications during regular school hours, unless the presence of that pest is deemed more dangerous than the treatment. **This list is in compliance with the Healthy Schools Act, which requires that all parents and staff be informed, on an annual basis, of the pesticides that may be applied on their school campus for the year. Therefore, the reader of this list should not draw any conclusions about actual pesticide application in the District. Because the Biggs Unified School District adheres to an IPM policy, or reduced pesticide approach to pest control, actual applications of any of the above pesticides will vary from site to site depending on the situation. Each school site will have a record of any and all pesticide applications. This record is viewable to the public, upon request, at the school office.

Biggs Unified School District

300 B STREET, BIGGS, CALIFORNIA 95917
(530)868-1281

Doug Kaelin
Superintendent

August 1, 2025

Dear Parent,

RE: Voluntary Participation Student Accident/Health Insurance
2025/2026 School Year

Biggs unified school district does not provide medical insurance for student injuries, but does make voluntary student insurance available. Last year, not many families took advantage of this affordable insurance. Through this letter, we hope to bring more attention to this insurance that thousands of others participate in; a program meant to give you a number of coverage options for your child. If you are interested, please obtain a brochure online at www.peinsurance.com or visit your child's school office.

Several benefit levels are offered. You can limit coverage to school-related injuries only or opt for 24/7 protection. Also offered is a Student Health Care plan (most recommended by the insurance company if your child has no other health insurance), and an extended dental accident plan. Whether you are looking to fill in the gaps in other insurance or looking for primary coverage for your child, you will probably find an option to fit your needs.

Coverage can begin early! As a student of a participating school, your child is eligible for enrollment in any of these programs at any time however, you are encouraged to consider early enrollment to get maximum value from the plan(s) selected.

Again, if you have any questions, please go online for a brochure at www.peinsurance.com. Bilingual representatives are available for parents who need assistance in Spanish.

In order to document your having been notified of this matter, please sign and complete the bottom of this form and immediately send it back to the school with your child.

As parent/guardian of _____, I understand that the school District does not provide medical insurance for student injuries but does make voluntary student insurance available. I have received the information on this program.

- I will enroll my child in the program
 I will not enroll my child in the program

Signed _____ Date _____

Please print name _____

Biggs Unified School District

300 B STREET, BIGGS, CALIFORNIA 95917

(530)868-1281

This form explains the waiver application process. If you have any questions about this form, please contact the school.

Parent Notification Explanation of English Language Instruction Parental Exception Waiver

California Education Code states that a request for waiver of English language instruction requirements may only be granted for one of the following reasons:

- 1. The student already knows English:** The school district must confirm that the student already possesses good English language skills, as measured by standardized tests of English vocabulary, comprehension, reading, and writing, in which the child scores at or above the state average for his or her grade level or at or above the 5th grade average, whichever is lower; or
- 2. Older children:** The child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills; or
- 3. Children with special needs:** The child already has been placed for a period of not less than thirty calendar days in an English language classroom. It is subsequently the informed belief of the school principal and educational staff that the child has such special physical, emotional, psychological, or educational needs that an alternate course of educational study would be better suited to the child's overall educational development. A written description of these special needs must be provided and any such decision is to be made subject to the examination and approval of the local school superintendent (or designee) under guidelines established by and subject to the review of the local Board of Education and ultimately the State Board of Education. The existence of such special needs shall not compel issuance of a waiver, and the parents shall be fully informed of the right to refuse to agree to a waiver.

Parents or guardians are required to personally visit the school to apply for the waiver. Parental exception waivers shall be granted for a period not to exceed one year at a time unless the school principal and educational staff have substantial evidence that the program requested by the parent would not be better suited for the student. The following time line will be observed as described in Title 5 California Code of Regulation:

- For students who already know English, schools shall act upon parental exception waiver requests within 20 days of submission to the school principal
- For student age 10 and older, schools shall act upon all parental exception waiver requests within 20 instructional days of submission to the school principal.
- For students with special needs, schools act upon parental waiver requests either:
 - ◊ No later than 10 calendar days after the expiration of the 30-calendar-day placement in structured English immersion, or
 - ◊ Within 20 instructional days of submission of the parental waiver to the school principal, whichever is later.

At any time, including during the school year, a parent or guardian may have his/her child moved into an English language mainstream classroom.

- **Alternative Program: Two-Way Immersion (TWI):** is designed for any Spanish-Speaking EL student for whom a current approved waiver is on file and English Only students who choose this choice program. **The Two-Way Immersion Program for grades K-6** provides language instruction in Spanish and English in the core subjects: language arts, social studies, mathematics and science. Students begin instruction primarily in Spanish and receive more and more English until it is 50/50 by 4th grade. Students receive daily instruction in ELD, Music, Physical Education and Technology will be taught in English. **The Two-Way Immersion Program for grades 7-8** provides primary language instruction in Social Studies in order to maintain biliteracy. Students receive daily instruction in ELD. The goals of this program are biliteracy and bilingualism, high academic achievement in all subjects and cross-cultural understanding and awareness.
- **Alternative Program:** At any time when there are 20 or more approved waivers in a grade level at a school site without the Two-Way Immersion program, the school will implement an Alternative Program for that grade level, designed with ELAC advice taken into consideration. The Alternative Program will be based on sound educational theory, implemented effectively with resources for personnel, instructional materials, and space, AND proven effective.

Biggs Unified School District

300 B STREET, BIGGS, CALIFORNIA 95917

(530)868-1281

Esta forma se explica el proceso de solicitud de exención. Si usted tiene alguna pregunta sobre este formulario, por favor comuníquese con la escuela.

Notificación a los Padres Explicación de Instrucción del Idioma Inglés Renuncia de Excepción Paternal

Código de Educación de California establece que la solicitud de suspensión de los requisitos de enseñanza del idioma inglés sólo podrá concederse por una de las siguientes razones:

1. El alumno ya sabe Inglés: El distrito escolar debe confirmar que el estudiante ya posee buenos conocimientos del idioma inglés, según lo medido por pruebas estandarizadas de vocabulario Inglés, comprensión, lectura y escritura, en la que las puntuaciones de los niños en o por encima de la media estatal para su nivel de grado o en o por encima de la media de grado quinto, el que sea menor; o
2. Los niños más grandes: El niño es la edad de 10 años o más, y es la creencia informada del director de la escuela y el personal educativo que un curso alternativo de estudio educativo sería más adecuado para la rápida adquisición de habilidades básicas del idioma inglés del niño; o
3. Los niños con necesidades especiales: El niño ya ha sido colocado por un período de no menos de treinta días naturales en un aula de idiomas Inglés. Es posteriormente la creencia informada del director de la escuela y el personal educativo que el niño tiene tales necesidades físicas, emocionales, psicológicas o educativas especiales que un curso alternativo de estudio educativo sería más adecuado para el desarrollo educativo general del niño. Una descripción por escrito de estas necesidades especiales debe ser proporcionada y tal decisión debe ser sometida al examen y aprobación del superintendente de la escuela local (o su designado), bajo los lineamientos establecidos por y sujeto a la revisión de la Junta de Educación local y, finalmente, la Junta Estatal de Educación. La existencia de tales necesidades especiales no obligará emisión de una renuncia, y los padres deberán estar plenamente informado de su derecho a negarse a aceptar una renuncia.

Los padres o tutores de visitar personalmente la escuela para solicitar la renuncia. Solicitudes de excepción se concederán por un período no superior a un año a la vez a menos que el director de la escuela y el personal docente tienen pruebas sustanciales de que el programa solicitado por el padre no sería más adecuado para el estudiante. Se observará la siguiente línea de tiempo como se describe en el Título 5 del Código de Reglamento de California:

- Para los estudiantes que ya saben Inglés, las escuelas deberán actuar sobre las solicitudes de exención de excepción de los padres dentro de los 20 días siguientes a la presentación al director de la escuela
- Para la edad estudiante de 10 años y más, las escuelas deberán actuar sobre todas las solicitudes de exención de excepción de los padres dentro de los 20 días de instrucción de su presentación a la directora de la escuela.
- Para los estudiantes con necesidades especiales, las escuelas actúan sobre las solicitudes de exención de los padres, ya sea:
 - ◊ En un plazo de 10 días calendario después de la expiración de la colocación de 30 días calendario en estructurado de inmersión Inglés, o
 - ◊ Dentro de los 20 días de instrucción de la presentación de la renuncia de los padres para el director de la escuela, el que sea más tarde.

En cualquier momento, incluso durante el año escolar, los padres o tutores pueden tener su hijo / hija se mudó a un aula ordinaria idioma Inglés.

- **Programa Alternativo: Two-Way Immersion (TWI):** está diseñado para cualquier estudiante-Español Hablando EL para quienes una exención aprobada actual está en el archivo y en inglés Sólo los estudiantes que eligen este programa de elección. El Programa de Inmersión de dos vías para los grados K-6 ofrece la enseñanza de idiomas en Español e Inglés en las materias básicas: artes del lenguaje, estudios sociales, matemáticas y ciencias. Los estudiantes comienzan la instrucción principalmente en español y reciben más y más Inglés hasta que esté 50/50 en cuarto grado. Los estudiantes reciben instrucción diaria en ELD, Música, Educación Física y Tecnología será impartido en Inglés. El Programa de Inmersión de dos vías para los grados 7-8 proporciona la enseñanza del idioma primario en Estudios Sociales con el fin de mantener la alfabetización bilingüe. Los estudiantes reciben instrucción diaria en ELD. Los objetivos de este programa son la alfabetización bilingüe y el bilingüismo, el alto rendimiento académico en todas las materias y comprensión y conciencia intercultural.
- **Programa Alternativo:** En cualquier momento en que hay 20 o más exenciones aprobadas en un nivel de grado en una escuela sin el programa de inmersión de dos vías, la escuela pondrá en práctica un programa alternativo para ese nivel de grado, diseñado con el asesoramiento ELAC tenido en cuenta . El programa alternativo se basa en la teoría educativa de sonido, implementado con eficacia con los recursos de personal, materiales de instrucción, y el espacio, y demostrado su eficacia.

For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties

The Board of Trustees has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Agricultural Vocational Education
- Career Technical Education
- Consolidated Categorical Programs
- Discrimination, Harassment, Intimidation, and Bullying
- Foster and Homeless Youth
- Local Control Funding Formula and Local Control Accountability Plans
- Migrant Education
- NCLB Titles I-VII
- Nutrition Services - USDA Civil Rights
- School Facilities
- Special Education
- Tobacco-Use Prevention Education Program
- Unlawful Pupil Fees

A pupil fees and/or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Name or title: Superintendent
Unit or office: Biggs Unified School District
Address: 300 B Street, Biggs, CA 95917
Phone: (530) 868-1281 E-mail address: dkaelin@biggs.org

A pupil fees complaint is filed with the Biggs Unified School District and/or the principal of a school.

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

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision.

The appeal must be accompanied by a copy of the originally filed complaint and a copy of our Decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.

Biggs Unified School District

300 B STREET, BIGGS, CALIFORNIA 95917

(530)868-1281

Doug Kaelin
Superintendent

PARENTS' RIGHT TO KNOW REGARDING TEACHER QUALIFICATIONS

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the Biggs Unified School District Office at 530-868-1281.

Sincerely,

Doug Kaelin
Superintendent, Biggs Unified School District

STUDENT USE OF TECHNOLOGY

ACCEPTABLE USE AGREEMENT AND RELEASE OF DISTRICT FROM LIABILITY (STUDENTS)

The BIGGS UNIFIED SCHOOL DISTRICT authorizes students to use technology, as defined in Board Policy 6163.4 – Student Use of Technology. 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, administrative regulations, 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.

The district makes no guarantee that the functions or services provided by or through the district will be without defect. In addition, the district is not responsible for financial obligations arising from unauthorized use, or misuse, of the system.

Each student who is authorized to use district technology and the student's parent/guardian shall sign this Acceptable Use Agreement which indicates that the student has read and understands the agreement and Board Policy 6163.4 – Student Use of Technology.

Student Obligations and Responsibilities

Students are expected to use district technology safely, responsibly, and for educational purposes only, and in accordance with the accompanying board policy and applicable copyright laws. The student in whose name 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

STUDENT USE OF TECHNOLOGY (continued)

- another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person
4. Share confidential information or personally identifiable information with an open artificial intelligence (AI) system of themselves, another student, staff member, or other person
 5. Adjust the privacy settings on any technology tool or AI app unless directed to do so by a teacher or staff member
 6. Violate the direction of teachers or other staff members, age restrictions, or the intended use of the technology
 7. Infringe on copyright, license, trademark, patent, or other intellectual property rights
 8. 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)
 9. Install unauthorized software
 10. “Hack” into the system to manipulate data of the district or other users
 11. Engage in or promote any practice that is unethical or violates any law or board policy, administrative regulation, or district practice

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, Internet searches, browsing history, use of AI, 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.

STUDENT USE OF TECHNOLOGY

Personally Owned Devices

If a student uses a personally owned device to access district technology, the student shall abide by all applicable Board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device 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 request.

Reporting

If a student becomes aware of any security problem (including, but not limited to, a cyberattack, phishing, or 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.

Consequences for Violation

Violations of the law, Board policy, or this agreement may result in revocation of a student's access to district technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate.

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.

Name: _____ Grade: _____
(Please print)

School: _____

Signature: _____ Date: _____

STUDENT USE OF TECHNOLOGY

Parent or Legal Guardian Acknowledgment

If the student is under 18 years of age, a parent/guardian must also read and sign 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. By signing this Agreement, I give permission 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, district personnel and the Board 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 my child's access account if and when such access is not in the school setting.

Name: _____ Date: _____
(Please print)

Signature: _____

PLEASE COMPLETE AND RETURN THIS FORM
TO YOUR CHILD'S SCHOOL
NO LATER THAN ONE WEEK FROM THE START OF SCHOOL

STUDENT'S NAME _____ Grade _____
(Last) (First)

BUSD ANNUAL ACKNOWLEDGEMENT OF RIGHTS
Grades TK-12

California law requires public school districts to annually notify the parent/guardian of each public student of a variety of parental rights. California law also requires that the parent/guardian provide school officials with written confirmation that he/she has been so notified. Therefore, you are requested to read the Parents' Rights and Responsibilities information, and return this signed form, Acknowledgement of Rights, to the school your son/daughter attends no later than three weeks from the start of school.

I acknowledge that I have received and reviewed the Biggs Unified School District's Parents'/Students' Rights and Responsibility Handbook.

Signature of Parent or Guardian

Date

Parents who **DO NOT** want Student Directory Information released must make this known in writing to the principal of their child's school.

PARENT'S REQUEST FOR EXEMPTION: I hereby request to have my child exempted from:

(Write in name of each item for which you request exemption)

Signature of Parent/Guardian Date

Biggs Unified School District Discipline Matrix

I have read and understand the consequences of the Biggs Unified School District Discipline Matrix.

Parent Signature

Student Signature

Principal or Principal Designee

Date

Matrix de Disciplina del Escolar Unificado de Pierce

Yo he leído y entiendo las consecuencias de la Matrix de Disciplina del Distrito Escolar Unificado de Biggs

Firma del Padre/Madre

Firma del Alumno

Firma del Director/a o persona designada

Fecha

Universal Benefits Application 2025-2026

Biggs Unified School District

Apply online: biggs.org

This application may qualify your child for benefits such as Summer EBT/SUN Bucks, internet access, school transportation, and more. Inquire with your child's school district to learn what benefits may be available to them. Completing this application will not impact your student's ability to receive school meals at no cost. The U.S. Department of Homeland Security and U.S. Citizenship and Immigration Services do not consider health, food, and housing services as part of the public charge determination. Therefore, submitting this application will not hurt an individual's immigration status.

Note: A non-household member may be designated as the authorized representative for application processing purposes if they have difficulty completing the application process.

**Complete, sign, and return this application to: Biggs Unified School District
300 B Street
Biggs, Ca. 95917**

1. List **all students** living with you that are attending school using the exact spelling as listed in their school records. If the student is in foster care, experiencing homelessness, receiving migrant education services, or meets the definition of runaway, indicate this by placing an "x" in the appropriate box. Include any personal income received by the student and make an "x" in the correct box for how often it is received.

Student's Last Name	Student's First Name	MI	Foster	Homeless	Migrant	Runaway	Date of Birth	School	Grade	Student Income	Weekly	Bi-weekly	2 X Month	Monthly
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If any Household Members (including yourself) currently participate in one or more of the following assistance programs, please write in a case number. If no, go to Step 3.

CalFresh CalWORKs/ Temporary Assistance for Needy Families (TANF)

Food Distribution Program on Indian Reservations (FDPIR)

Case Number: _____

3. List the names of all other household members - Enter income (in whole dollars) and check how often it is received. If a household member does not receive income, write 0. If you enter 0 or leave the income sections blank, you are promising there is no income to report.

Report Income: Earnings from Work (before any deductions) and Public Assistance/Child Support/Alimony

Names of all other household members (do not include students listed above)	Earnings from work (before any deductions)					Public Assistance/ Child Support/ Alimony				
		Weekly	Bi-weekly	2 X Month	Monthly		Weekly	Bi-weekly	2 X Month	Monthly
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Report Income Continued: Pensions/Retirement/Social Security (SSI) and Any Other Income Not Already Listed

Names of all other household members (Continued From Above)	Pensions/Retirement/ Social Security (SSI)					Any Other Income Not Already Listed				
		Weekly	Bi-weekly	2 X Month	Monthly		Weekly	Bi-weekly	2 X Month	Monthly
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Names of all other household members (Continued From Above)	Pensions/Retirement/ Social Security (SSI)	Weekly	Bi-weekly	2 X Month	Monthly	Any Other Income Not Already Listed	Weekly	Bi-weekly	2 X Month	Monthly
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Total Household Members (include all people living in your household):

(Total entered must equal number of household members listed above, a second application may be required if number of household members exceeds empty fields)

Optional: (processing of this form is not dependent upon the inclusion of SSN) - Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Household Member Check if no SSN:

5. Contact Information & Signature – Complete, sign, and return this application to above address:

I certify (promise) that all information on this application is true, that all income is reported, and that my household does not receive Summer EBT benefits through a different State or Indian Tribal Organization (if applicable). I understand that this information is given in connection with the receipt of federal or state benefits and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose these benefits, and I may be prosecuted under applicable State and Federal laws.

Printed Name of Adult Household Member

Adult Household Member Signature

720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint web page at <https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint> and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

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

This institution is an equal opportunity provider.

Biggs Unified School District

is committed to equal opportunity for all individuals in education and in employment and does not discriminate on the basis of ethnic group classification, religion, age, sex, sexual orientation, gender, race, ancestry, national origin, color, or physical or mental disability, or any other unlawful consideration.

The Nondiscrimination Policy Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program. In order to fulfill its obligation under section 504, Biggs Unified School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs or practices in the school system. Biggs Unified School District has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent/guardian or staff member disagrees with the determination made by the professional staff of the school district, he/she has a right to an informal mediation and/or a hearing with an impartial hearing officer.

Complaints may be submitted to:

Doug Kaelin, Superintendent

(530) 868-1281 X 2.50

300 B Street

Biggs, CA 95917

School Use Only – Do Not Write Below This Line

Annual Income Conversion: Weekly x 52; Bi-Weekly x 26; Twice per month x 24; Monthly x 12.

(Do not convert to annual income unless household reports multiple pay frequencies).

Local Education Agency Approval: CalFresh/CalWORKs/FDPIR Foster/Migrant/Homeless/Runaway
 Income Household

Total Household Size: Total Household Income: \$

Weekly Bi-Weekly Twice Per Month Monthly Annual

Application Approved For: Free Eligible Reduced-Priced Eligible

Application Denied Because: Income Over Allowed Amount Incomplete/Missing Information

Other: _____

Date Notice Sent: _____

Signature of Approving Official: _____

Date: _____

Solicitud de beneficios universales 2025-2026

Biggs Unified School District

Solicitar en línea:

biggs.org

Esta solicitud puede hacer que su hijo/a sea elegible para beneficios como Summer EBT/SUN Bucks [programa de beneficios de alimentos durante el verano para familias con niños en edad escolar], acceso a Internet, transporte escolar y más. Consulte con el distrito escolar de su hijo/a para saber qué beneficios pueden estar disponibles para ellos. Completar esta solicitud no afectará la capacidad de su estudiante para recibir comidas escolares sin costo alguno. El Departamento de Seguridad Nacional de los Estados Unidos y el Servicio de Ciudadanía e Inmigración de los Estados Unidos no consideran los servicios de salud, alimentos y vivienda como parte de la determinación de carga pública. Por lo tanto, presentar esta solicitud no perjudicará el estado de inmigración de una persona.

Nota: Un miembro que no sea del hogar puede ser designado como representante autorizado para fines de procesamiento de solicitudes si tiene dificultades para completar el proceso de solicitud.

**Complete, firme y devuelva esta solicitud a: Biggs Unified School District
300 B Street
Biggs, Ca. 95917**

1. Enumere a **todos los estudiantes** que viven con usted y que asisten a la escuela usando los datos exactos que figuran en sus registros escolares. Si el estudiante está en cuidado de crianza temporal, no tiene hogar, recibe servicios de educación para inmigrantes o cumple con la definición de fugitivo, indíquelo colocando una "X" en la casilla correspondiente. Incluya cualquier ingreso personal recibido por el estudiante y marque una "X" en la casilla correcta para la frecuencia con la que se recibe.

Apellido del estudiante	Primer nombre del estudiante	Segundo nombre	Cuidado de crianza	Sin hogar	Inmigrante	Fugitivo	Fecha de nacimiento	Escuela	Grado	Ingreso del estudiante	Semanal	De forma quincenal	Dos veces al mes	Mensual
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Si algún miembro del hogar (incluido usted) participa actualmente en uno o más de los siguientes programas de asistencia, escriba un número de caso. Si la respuesta es no, vaya al paso 3.

CalFresh [Programa de asistencia con alimentos en California] Oportunidades de Trabajo y Responsabilidad Hacia los Niños de California (CalWORKs, por sus siglas en inglés) / Asistencia Temporal para Familias Necesitadas (TANF, por sus siglas en inglés)

Programa de Distribución de Alimentos en Reservas Indígenas (FDPIR, por sus siglas en inglés)

Número de caso: _____

3. Enumere los nombres de todos los demás miembros del hogar: indique los ingresos (en dólares) y confirme con qué frecuencia se reciben. Si un miembro del hogar no recibe ingresos, escriba 0. Si ingresa 0 o deja las secciones de ingresos en blanco, está prometiendo que no hay ingresos que informar.

Informe de ingresos: ingresos del trabajo (antes de cualquier deducción) y asistencia pública/manutención infantil/pensión alimenticia

Nombres de todos los demás miembros del hogar (no incluya a los estudiantes mencionados anteriormente)	Ingresos del trabajo (antes de cualquier deducción)	Semanal	De forma quincenal	Dos veces al mes	Mensual	Asistencia pública / Manutención infantil / Pensión alimenticia	Semanal	De forma quincenal	Dos veces al mes	Mensual
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informe de ingresos continuados: pensiones/jubilación/Seguro Social (apoyo para el mejoramiento escolar [SSI, por sus siglas en inglés]) y cualquier otro ingreso no enumerado antes.

Nombres de todos los demás miembros del hogar (Continúa desde arriba)	Pensiones / jubilación / Seguro Social (SSI)	Semanal	De forma quincenal	Dos veces al mes	Mensual	Cualquier otro ingreso no enumerado antes	Semanal	De forma quincenal	Dos veces al mes	Mensual
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Nombres de todos los demás miembros del hogar (Continúa desde arriba)	Pensiones / jubilación / Seguro Social (SSI)	Semanal	De forma quincenal	Dos veces al mes	Mensual	Cualquier otro ingreso no enumerado antes	Semanal	De forma quincenal	Dos veces al mes	Mensual
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. **Total de miembros del hogar** (incluya a todas las personas que viven en su hogar):

(El total ingresado debe ser igual al número de miembros del hogar enumerados anteriormente; se puede requerir una segunda solicitud si la cantidad de miembros del hogar excede los campos vacíos)

Opcional: (el procesamiento de este formulario no depende de la inclusión del SSN) últimos cuatro dígitos del número de Seguro Social (SSN, por sus siglas en inglés) del proveedor de ingresos principal u otro miembro del hogar Marque si no hay SSN:

5. **Información de contacto y firma: complete, firme y devuelva esta solicitud a la dirección anterior:**

Certifico (prometo) que toda la información en esta solicitud es verdadera, que se informan todos los ingresos y que mi hogar no recibe beneficios de Summer EBT a través de un estado diferente u organización tribal india (si corresponde). Entiendo que esta información se proporciona en relación con la recepción de beneficios federales o estatales y que los funcionarios escolares pueden verificar (comprobar) la información. Comprendo que, si doy información falsa a propósito, mis hijos pueden perder estos beneficios y puedo ser procesado bajo las leyes estatales y federales aplicables.

Nombre en letra de imprenta del miembro adulto del hogar

Firma del miembro adulto del hogar

Dirección postal

Ciudad, estado y código postal

Dirección de correo electrónico

Número de teléfono diurno

Fecha

6. Identidades raciales y étnicas de los niños (opcional): estamos obligados a solicitar información sobre la raza y la etnicidad de los niños. Esta información es importante y ayuda a garantizar que brindemos un servicio completo a nuestra comunidad. Responder a esta sección es opcional y no afecta la elegibilidad de los niños para acceder a comidas gratis o a precios reducidos (FRPM, por sus siglas en inglés) o a SUN Bucks.

Marque una o más identidades raciales: Indígena americana o nativa de Alaska Asiática Negra o afroamericana Nativa de Hawái o de otras islas del Pacífico Blanca

Marcar una identidad étnica: Hispana o latina No hispana o latina

Elegibilidad de nutrición infantil: La Ley Nacional de Almuerzos Escolares Richard B. Russell (Richard B. Russell National School Lunch Act) requiere la información en esta solicitud. No tiene que dar la información, pero, si no lo hace, no podemos determinar la elegibilidad para los beneficios a través de la Ley Nacional de Almuerzos Escolares Richard B. Russel. La Ley Nacional de Almuerzos Escolares Richard B. Russell requiere que usemos la información de esta solicitud para determinar quién es elegible para los beneficios de Summer EBT. Solo podemos aprobar formularios completos. Podemos compartir su información de elegibilidad con programas de educación, salud y nutrición para ayudarlos a brindar beneficios del programa a su hogar. Los inspectores y las fuerzas del orden también pueden usar su información para asegurarse de que se cumplan las reglas del programa. Algunos niños son elegibles para beneficios sin una solicitud. Comuníquese con su estado o con la Organización Tribal Indígena (ITO, por sus siglas en inglés) para obtener beneficios para niños en crianza temporal y para niños sin hogar, inmigrantes o fugitivos.

De acuerdo con la ley federal de derechos civiles y los reglamentos y las políticas de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA, por sus siglas en inglés), esta institución tiene prohibido discriminar por motivos de raza, color, origen nacional, sexo, discapacidad, edad, estado civil, estado familiar/parental, ingresos derivados de un programa de asistencia pública, creencias políticas o represalias por actividades anteriores de derechos civiles, en cualquier programa o actividad realizada o financiada por el USDA (no todas las bases se aplican a todos los programas). Los recursos y los plazos de presentación de quejas varían según el programa o el incidente.

Las personas con discapacidades que requieran medios alternativos de comunicación para obtener información del programa (por ejemplo, Braille, letra grande, cinta de audio, lengua de señas estadounidense [ASL, por sus siglas en inglés], etc.) deben comunicarse con la agencia responsable o con el Centro TARGET del USDA al (202) 720-2600 (voz y TTY) o comunicarse con el USDA a través del Servicio Federal de Retransmisión al (800) 877-8339. Además, la información del programa puede estar disponible en idiomas que no sean el inglés. Para presentar una queja por discriminación en el programa, complete el Formulario de Quejas por Discriminación del Programa del USDA, AD-3027, que se encuentra en línea en la página web [Cómo presentar una queja por discriminación en el programa en https://www.usda.gov/es/about-usda/general-information/staff-offices/office-assistant-secretary-civil-rights/como-presentar-una-queja-por-discriminacion-en-el-programa](https://www.usda.gov/es/about-usda/general-information/staff-offices/office-assistant-secretary-civil-rights/como-presentar-una-queja-por-discriminacion-en-el-programa) y en cualquier oficina del USDA, o escriba una carta dirigida al USDA y proporcione en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de queja, llame al (866) 632-9992. Envíe su formulario o carta completa al USDA por:

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

Esta institución es un proveedor de igualdad de oportunidades.

Biggs Unified School District

Junta de Educación de BUSD está comprometida con la igualdad de oportunidades para todas las personas en la educación. y en el empleo y no discrimina por motivos de clasificación de grupo étnico, religión, edad, sexo, orientación sexual, género, raza, ascendencia, origen nacional, color o discapacidad física o mental, o cualquier otra consideración ilegal.

La Sección 504 de la Política de No Discriminación de la Ley de Rehabilitación de 1973 prohíbe la discriminación contra personas con discapacidad en cualquier programa. Para cumplir con su obligación bajo la Sección 504, el Distrito Escolar Unificado de Biggs reconoce su responsabilidad de evitar la discriminación en las políticas y prácticas relacionadas con su personal y estudiantes. No se permitirá, a sabiendas, la discriminación contra ninguna persona con discapacidad en ninguno de los programas o prácticas del sistema escolar.

El Distrito Escolar Unificado de Biggs tiene responsabilidades específicas bajo la Ley, que incluyen la responsabilidad de identificar, evaluar y, si se determina que el niño es elegible bajo la Sección 504, brindar acceso a servicios educativos apropiados.

Si el padre/tutor o miembro del personal no está de acuerdo con la determinación tomada por el personal profesional del distrito escolar, tiene derecho a una mediación informal y/o una audiencia con un oficial de audiencia imparcial.

Las quejas pueden presentarse a:

Doug Kaelin, Superintendente
(530) 868-1281X2.50
Calle B 300
Biggs, CA 95917

School Use Only – Do Not Write Below This Line

Annual Income Conversion: Weekly x 52; Bi-Weekly x 26; Twice per month x 24; Monthly x 12.

(Do not convert to annual income unless household reports multiple pay frequencies).

Local Education Agency Approval: CalFresh/CalWORKs/FDPIR Foster/Migrant/Homeless/Runaway
 Income Household

Total Household Size: Total Household Income: \$

Weekly Bi-Weekly Twice Per Month Monthly Annual

Application Approved For: Free Eligible Reduced-Priced Eligible

Application Denied Because: Income Over Allowed Amount Incomplete/Missing Information

Other: _____

Date Notice Sent: _____

Signature of Approving Official: _____

Date: _____

[NOTE TO LOCAL EDUCATIONAL AGENCIES (LEAS): As a form of assistance to LEAs, the California Department of Education (CDE) offers this translation free of charge. Because there can be variations in translation, the CDE recommends that LEAs confer with local translators to determine any need for additions or modifications, including the addition of local contact information or local data, or modifications in language to suit the needs of specific language groups in the local community. If you have comments or questions regarding the translation, please email the Clearinghouse for Multilingual Documents (CMD) at cmd@cde.ca.gov.]