PITTSBURG UNIFIED SCHOOL DISTRICT

2000 Railroad Ave.
Pittsburg, CA 94565

The Student Rights and Responsibilities Handbook

2026-2027

Sonjhia Lowery
Superintendent

Prepared by the Office of Student Services

Updated: 07/2026

2026/2027
PITTSBURG UNIFIED SCHOOL DISTRICT CERTIFICATED CALENDAR

July-26

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	19
19	20	21	22	23	24	26
26	27	28	29	30	31	

August-26

S	M	T	W	T	F	S
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30	31					

21

September-26

S	M	T	W	T	F	S
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21

October-26

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17

November-26

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15

December-26

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14

TOTAL WORKDAYS	
Teachers	185 workdays

New Teacher Orientation

First day at work	8/3/2026

8/3/2026	11/2/26	1/4/2027

Mandatory Staff Development Days
NO SCHOOL FOR STUDENTS

First Day of Instruction	8/5/2026
Last Day of Instruction	6/2/2027
Last day at work	6/3/2027

END OF GRADING PERIODS		
1st Trimester - 11/6/2026		61 Days
2nd Trimester - 2/26/2027		60 Days
3rd Trimester - 6/2/2027		59 Days
ELEMENTARY SCHOOLS		
END OF GRADING PERIODS		
1st Quarter	10/2/2026	42 days
2nd Quarter	12/18/2026	43 days
3rd Quarter	3/12/2027	46 days
4th Quarter	6/2/2027	49 days
SECONDARY SCHOOLS		

HOLIDAYS AND RECESSES	
Independence Day	7/3/2026
Labor Day	9/7/2026
Fall Recess	10/5/2026
through	10/9/2026
Veteran's Day	11/11/2026
Thanksgiving Recess	11/23/2026
through	11/27/2026
Winter Recess	12/21/2026
through	1/1/2027
New Years Day	1/1/2027
Martin Luther King	1/18/2027
Lincoln's Day	2/12/2027
President's Day	2/15/2027
Cesar Chavez Day	3/29/2027
Board Holiday	3/26/2027
Spring Recess	3/30/2027
through	4/5/2027
Memorial Day	5/31/2027
Juneteenth	6/18/2027

Emergency Make Up Day
May 3, 2027

January-27

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February-27

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18

March-27

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April-27

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19

May-27

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23	24	25	26	27	28	29
30	31					

19

June-27

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20	21	22	23	24	25	26
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Board Approved: June 12, 2024

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Parent/Guardian Acknowledgment – Junior High and High school

www.pittsburgusd.net

Pittsburg Unified School District

MISSION STATEMENT

It is the mission of Pittsburg Unified School District to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create life-long learners who will contribute positively to the world.

BOARD GOALS

1. **Student Achievement**
   - Students will demonstrate continuous improvement in academic excellence and be prepared for life after graduation, as measured by clear and accessible multiple assessments
   - Opportunity gaps in grades and test scores will have accelerated reduction for our most vulnerable population through purposeful interventions and supports, including Ethnic Studies
   - Our belief is every student is entitled to a high school diploma and our goal and commitment is to achieve a 100% graduation rate with a commitment to closing gaps in competencies by graduation.
   - Every student deserves a quality and equitable education. Our students will demonstrate improvements in literacy, and gain knowledge in financial literacy.
2. **Powerful Instruction**
   - Effective instruction aligned to the common core will be expected, supported, and measured to ensure continuous improvement of student achievement
3. **Outstanding Staff**
   - The District will recruit diverse, Highly Qualified, and appropriately credentialed teachers and staff, with a commitment for teachers and staff to be representative of our community
   - The District will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development
4. **Quality Learning Environment**
   - High quality facilities
   - Safe, orderly, and secure schools
   - School site culture of caring and respect
   - State of the art technology
   - Diverse, current, comprehensive curriculum and materials
5. **High-Performing, Accountable Organization**
   - Fiscal stability and responsible long-range planning
   - Comprehensive accountability system, including yearly progress reports on programs and services that contain the need, goal, measurement, and outcome
   - Effective informational and instructional technology
   - Responsible, respectful, efficient and transparent service
   - Commitment to the environment through sustainable and green practices
6. **Meaningful Collaboration, Partnership, and Parental Engagement**
   - Timely and accessible communication with community
   - Strategic community partnerships
   - Focus on parent and student engagement, including diverse opportunities for involvement
   - Strong communication and relationships between parents/guardians and schools
   - Proactive engagement in students' academic and personal growth
   - Board and superintendent and staff communication

Board Approved: 10/2023

Title IX Notification

EQUITY STATEMENT

We, the Pittsburg Unified School District Community of diverse scholars, families, and staff believe every scholar, every day deserves the best. Our diversity is our asset.

We recognize systemic practices have historically created inequities in our system. We stand together to intentionally and continuously identify, name, disrupt, dismantle, and replace these barriers in order to ensure equitable outcomes.

We, the Pittsburg Unified School District Community, champion safety, justice, access, systems of opportunities, identity, voice, respect, inclusion, and belonging for all.

PRIORITY AREAS

Engaging and Rigorous Teaching and Learning

- New Math Curriculum
- Continue Focus on Writing
- Expand Art and Music Programs
- Strengthen Dual Immersion Program
- Adopt New Assessment System

Equity, Access and Success

- Early Literacy Initiative
- Extra Support for English language learners
- Expanded Learning Opportunities
- Increase Resources for Students with Disabilities
- Further Develop Career Technology Pathways, Advanced Placement Opportunities, and Career Counseling Supports

Student & Family Assets

- Broaden Restorative Justice Practices
- Enhance Parent & Family Engagement
- Add Behavior and Socio-Emotional Supports

Recruit, Retain and Support Staff

- Offer Competitive Compensation Packages
- Provide Mentors for New Teachers
- Encourage Professional Development Opportunities
- Upgrade Websites, Communications Efforts, and Marketing Materials

Facilities to Support Student Learning

- Improve Buildings and Facilities
- Transparent Budgeting
- Make Strides with Technology Infrastructure
- Expand Green Efforts and Practices throughout District

Notice of Student Nondiscrimination/Notice of Nondiscrimination

District Non-Discrimination Statement
The Pittsburg Unified School District does not allow discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/ pregnancy/ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one or more of these actual or perceived characteristics.
For questions or complaints, contact Title IX Compliance Officer and Equity Officer: Anthony Molina, Assistant Superintendent, 2000 Railroad Avenue, Pittsburg, CA, 94565, (925) 473-2312, amolina@pittsburgusd.net and:Uniform Complaints Officer Jennifer Clark, Director of Student Services, 2000 Railroad Ave, Pittsburg, CA 94565 (925) 473-2346 jclark@pittsburgusd.net

BP 0410: Nondiscrimination in District Programs and Activities
Pittsburg Unified School District and the Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, mental or physical disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, marital or parental status, sex, sexual orientation; the perception of one or more of perceived characteristics. This applies to all acts related to school activities or school attendance under discriminatory practices are eliminated in all District activities.

BP 5145.3 Students Nondiscrimination/Harassment
The Board of Education has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. PUSD, as a district, is determined to serve the identified needs of all its students as part of its commitment to both equity and providing rigorous learning opportunities to all students to assist them to achieve their highest potential. Following a data driven and results-based approach, the Governing Board supports a cycle of inquiry approach of continual improvement. The program update to the Board will be guided by the cycle of inquiry and the essential questions: What is the need? What are the goals? What are we using to measure progress? What are the results?

The Governing Board desires to provide a safe school environment that allows all students equal access 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, targeted at 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, marital status, pregnancy, parental status, physical or mental disability, sex, 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.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities. Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program.

He/she shall report his/her findings and recommendations to the Board after each review.

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

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

Record-Keeping

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

BP 5145.7: STUDENT SEXUAL HARASSMENT POLICY

The Board of Education has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. PUSD, as a district, is determined to serve the identified needs of all its students as part of its commitment to both equity and providing rigorous learning opportunities to all students to assist them to achieve their highest potential. Following a data driven and results-based approach, the Governing Board supports a cycle of inquiry approach of continual improvement. The program update to the Board will be guided by the cycle of inquiry and the essential questions: What is the need? What are the goals? What are we using to measure progress? What are the results?

The Governing Board is committed to maintaining an educational environment that is free from discrimination, harassment, intimidation and bullying. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and

prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

Disciplinary Measures

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

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Rights of Pupils and the Public and the Responsibilities of the District (page 6 of the Student Handbook)

Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq)(Title IX) is a federal law that protects individuals from discrimination based on sex in education programs or activities that receive Federal financial assistance, including state and local educational agencies. Under Title IX, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity operated by the Pittsburg Unified School District.

Information regarding the rights of pupils and the public, as well as information regarding the District's obligations under Title IX may be accessed via the California Office of Equal Opportunity and the U.S. Department of Education's Office for Civil Rights ("OCR").

In addition to Title IX, the California Education Code and other state and federal laws also prohibit discrimination, harassment, intimidation and bullying to ensure equity in education.

Please visit page 145 of this handbook for Uniform Complaint Procedures.

Compliance Officer: Jennifer Clark, Director of Student Services, Educational Services
Address: 2000 Railroad Ave, Pittsburg, CA 94565 ~ Telephone Number: (925) 473-2346

BP/AR 5145.7- Sexual Harassment; BP/AR 1312.3- Uniform Complaint Procedures

PITTSBURG UNIFIED SCHOOL DISTRICT
NOTICE OF STUDENT POLICY PROHIBITING SEXUAL HARASSMENT

Examples of types of conduct which are prohibited and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual 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. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing fondling, stroking, or bushing 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
11. Sexual violence, including sexual assault, sexual battery, or sexual coercion
12. Electronic communications, such as through social media or text messaging, that contain comments, words, or images described above.

To Report a Complaint of Sexual Harassment or Obtain Additional Information Related to this Posting, You May Contact the Below or Any School Site Administrator:
Anthony Molina, Assistant Superintendent, 925-473-2312 or amolina@pittsburgusd.net

Any Student Reporting Incidents of Sexual Harassment (complainant and/or victim):

- Has the right to file a formal written complaint with the District.
- Will be provided support services by the District/school site upon receipt of their complaint, which may include counseling, academic support services, and/or a "No Contact" order.
- May agree to engage in procedures to informally resolve their complaint as appropriate under AR 1312.3
- Will be given the opportunity to explain and provide evidence related to their complaint.
- Will receive notice of the outcome of their complaint, as described in AR 1312.3
- Will receive information about how to appeal the outcome of their complaint to the California Department of Education, should they disagree with it, as described in AR 1312.3
- May file their complaint directly with the US Department of Education, Office for Civil Rights.

The Individual Named in the Complaint (Respondent/Alleged Offender)

- Will be informed of the claims brought forth against them.
- Support services will be provided by the District/school site, while any complaint is pending against them, which may include counseling, academic support services, and/or a "no contact" order.
- May agree to engage in procedures to informally resolve the complaint brought forth against the, as appropriate under AR 1312.3.
- Will be given the opportunity to respond to and provide evidence related to the complaint.
- Will receive notice of the outcome of the complaint brought forth against them, as described in AR 1312.3.

The District/School Site:

- Will report complaints of sexual harassment to the District's Title IX Coordinator or designee for processing. The designer will initiate an investigation into the complaint. At the conclusion of the investigation, the designee will issue notice of the outcome to the Complainant/Victim and Respondent/Alleged Offender, in accordance with AR 1312.3
- Will assist in providing support services for the Complainant/Victim and Respondent/Alleged Offender while any complaint is pending.
- Will keep all complaints and allegations of sexual harassment confidential, except as necessary to carry out the investigation or take other subsequent necessary action.
- Will implement appropriate corrective actions in cases where there has been a violation of District policy.

Board Approved 05/11/2022

SECTION A

SCHOOL ATTENDANCE

A BASIC RIGHT AND A LEGAL DUTY

Attending school between the ages of 6 and 18 is not only a basic right of every person, but also a legal obligation. By law, parents are responsible for their children being in school every day during the school year. Ed Code 48200, Board Policy 5112.1-5113.1

Compulsory school attendance laws provide all children of certain ages with the benefits of regular schooling, with certain exceptions:

Exemptions: Children may be exempted from attending school, at the request of their parents, for various extenuating circumstances defined by state law. (Education Code 48410)

Exclusion: The Board of Education can exclude from school attendance children with "filthy or vicious" habits, those suffering from infectious or contagious diseases and those affected by physical or mental conditions inimical to the welfare of other children. (Education Code 48211 and 48212)

The Pittsburg Unified School District provides an appropriate school program to meet the educational needs of every child of school age living within the district boundaries. A student's school of attendance is determined primarily by the district boundaries or attendance area in which he/she lives.

Students may be exempted from the residence rule and assigned or transferred to a school outside their attendance area within or outside the District if:

- a special placement is required to meet the special educational, health or adjustment needs of the student, as determined by the school district, or

- the parent requests the transfer and space in the grade level exists within open enrollment guidelines. The Student Services Director will determine the open enrollment student allocations for each elementary and junior high school.

- they apply and are granted an Interdistrict Transfer to another school district.

ABSENCE FOR RELIGIOUS EXERCISES AND INSTRUCTION (Ed. Code, § 46014):

A student, with the written consent of a parent or guardian, may be excused from school in order to participate in religious exercises of four or fewer days per month, provided the student meets the minimum day regulation as established by the State Board of Education.

ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES

School authorities **may** excuse a student from school to obtain confidential medical services without the consent of the student's parent/guardian. Inquiries should be directed to school sites. **(E.C. 46010.1)**

NO ACADEMIC PENALTY FOR EXCUSED ABSENCES:

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

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

(a) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
(b) Due to quarantine under the direction of a county or city health officer.
(c) For the purpose of having medical, dental, optometrical or chiropractic services rendered.
(d) For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
(e) For the purpose of jury duty in the manner provided for by law.
(f) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a doctor's note.
(g) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
(h) For the purpose of serving as a member of a precinct board for an election pursuant to section 12302 of the Elections Code.
(i) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services as defined in section 49701 of the Education Code, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
(j) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
(k) For the purpose of participating in a cultural ceremony or event.
(l) For the purpose of a middle or high school pupil engaging in a civic or political event, provided the pupil notifies the school in advance. A pupil absent pursuant to this section is required to be excused for only one day-long absence per year. A school administrator may permit additional absences pursuant to section 48260(c) of the Education Code.
(m) Authorized at the discretion of a school administrator based on the facts of the pupil's circumstances, which are deemed to constitute a valid excuse, including, but not limited to, working for a period of not more than five consecutive days in the entertainment or allied industries if the pupil holds a work permit, or participating with a not-for-profit performing arts organization in a performance for a public school pupil audience for a maximum of up to five days per school year provided the pupil's parent or guardian provides a written note to the school authorities explaining the reason for the pupil's absence (Ed. Code §§ 48260, 48205, 48225.5).

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

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

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls (Ed. Code, § 48205).

"Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people (Ed. Code, § 48205).

"Immediate family," as used in this section refers to the parent or guardian, brother or sister, grandparent, or any relative living in the household of the pupil (Ed. Code, § 48205).

"Victim services organization or agency" means an agency or organization that has a documented record of providing services to victims (Ed. Code § 48205; Labor Code § 230.1).

PUPIL-FREE STAFF DEVELOPMENT DAY AND MINIMUM DAY SCHEDULE:
A copy of the District's pupil-free staff development day and minimum day schedules are available on the District's website. A pupil's parent or guardian will be notified during the school year of any additional minimum days and pupil-free staff development days no later than one month before the actual date (Ed. Code, § 48980(c)).

TRUANCY:
Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district (Ed. Code, §§ 48260, 48260.5, 48262, 48263).

VICTIM OF A VIOLENT CRIME:
A student who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends has the right to transfer to another school within the district. The district has fourteen (14) calendar days to offer students the option to transfer. For more information, please contact the Director of Student Services, Jennifer A. Clark (20 U.S.C. § 7912).

REGULAR ATTENDANCE IS IMPORTANT

Research shows a high correlation between regular attendance and positive academic achievement. We expect all students to be in school every day on time, and to attend all scheduled classes and the required activities.

It is extremely important that parents send a note, phone call or email of excuse whenever their child is absent from school (no later than 48 hours after the student returns to school). Failure to do so will not only cause an unexcused absence but may also affect the student's grades. The note of excuse should include the following:

- the name of the student
- the date(s) of the absence
- the reason for the absence
- the signature of the parent or guardian

Compulsory education laws require that students, age 6-18, attend school. Parents are, therefore, required to notify the school following a student's absence to permit school officials to determine whether the absence can be excused and to identify truant students.

KINDERGARTEN & TRANSITIONAL KINDERGARTEN ATTENDANCE

What Families Need to Know

In California, Transitional Kindergarten (TK) and Kindergarten are not required by compulsory education law. Families are not legally required to enroll their child in these programs. However, **once a child is enrolled in TK or Kindergarten, California regulations require regular and on-time attendance**. State law expects all enrolled students to attend school consistently and remain on campus during the school day unless approved by school staff.

CHRONIC ABSENTEE

A "chronic absentee" has been defined in California *Education Code* (*EC*) Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

TARDIES AND EXCUSED TARDIES Tardies are given when students are late to school. Each school employs its own rules regarding tardiness to school. Some tardies may be excused for the same reasons as listed under excused absences. Proof must be given to the school to excuse tardies.

ABSENCES FOR RELIGIOUS PURPOSES

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral instruction at their place of worship. No pupil shall be excused from school for such purpose for more than four days per school month. (Education Code 46014)

EXCESSIVE ABSENCES

Pupils who have more than 14 excused days for illness in one school year, may be required to bring medical documentation to excuse additional days for illness.

SCHOOL ATTENDANCE REVIEW BOARD

California compulsory education law requires everyone between the ages of 6-18 years to attend school, except for 16 and 17 year olds who have graduated from high school. Some students, however, violate the compulsory education laws and have a pattern of unexcused absences. (EC 48200)

Truancy is defined as a student who is absent from school without a valid excuse for three days in one school year or is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination. (Education Code 48262)

Habitual truant is defined as a student who has been reported as a truant three (9 absences or late tardies) or more times per school year. A student may not be deemed a habitual truant unless a conscientious effort has been made to hold at least one conference with the student and caregiver. (Education Code 48262)

Students who are truant or whose attendance is irregular shall be referred to the District School Attendance Review Board (SARB) for appropriate action.

If attendance fails to show improvement after the SARB hearing, the chairperson may refer the matter to the County Superintendent of Schools, the Juvenile Court or to the District Attorney. When parents neglect their responsibility and ignore compulsory attendance laws, they face possible legal penalties. If a judge determines the parent or guardian has ignored or failed to comply with attendance laws, the judge may fine the parent or guardian up to $100 on a first conviction and up to $250 for subsequent convictions (payments may be made in installments). The court may order the parent(s) or guardian(s) to participate in parent education or counseling programs in lieu of a fine. If the parent(s) or guardian(s) fails to pay the fine willingly or any installment of the fine, or to attend a parent education or counseling program, he or she is in contempt of court. If the parent(s) or guardian(s) is found in contempt, the judge may impose a fine, jail, or both for failing to obey the court's order.

For more information and assistance regarding exemptions for compulsory school attendance, exclusions, special placement and transfers of students, please contact the Student Services Office. Phone (925) 473-2347.

STUDENT RIGHT TO SEEK MEDICAL CARE DURING SCHOOL HOURS

Students in grades 7-12 may be excused from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)

RESIDENCY AND ENROLLMENT

ENROLLMENT OPTIONS:

It is the intent of the Legislature that the governing board of each school district annually review the enrollment options available to the pupils within its school district and that the school districts strive to make available enrollment options that meet the diverse needs, potential, and interests of the pupils of California. (Ed. Code, § 48980(h)).

The District's Policy on Interdistrict Transfers may be found under Board Policy 5117 and Administrative Regulation 5117. The District's Policy on Intradistrict Transfers may be found under Board Policy 5116.1 and Administrative Regulation 5116.1. The general requirements and limitations of each process are described as follows:

(a) Choosing a School within the District in Which Parent Lives: Education Code section 35160.5(b) requires the school board of each district to establish a policy that allows parents to choose the schools their children will attend, regardless of where the parent lives in the district. The law limits choice within a school district as follows:

- Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area.
- In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased," which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer. However, a district may consider special circumstances that might be harmful or dangerous to a particular pupil in the current attendance area of the pupil, including physical threats of bodily harm or threats to the emotional stability of the pupil documented by a state or local agency, licensed or registered professional, or court order.
- Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset the balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.
- A district is not required to provide transportation assistance to a student who transfers to another school in the district under these provisions.
- If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.
- *Victims of Bullying*: A school district of residence must approve an intradistrict transfer request for a victim of an act of bullying unless the requested school is at maximum capacity, in which case the district must accept an intradistrict transfer request for a different school within the district. A school district of residence may not prohibit the interdistrict transfer of a victim of an act of bullying if there is no available school for an intradistrict transfer and if the school district of proposed enrollment approves the transfer application (Ed. Code, § 46600).

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

(b) Choosing a School Outside the District in Which Parent Lives: Parents have two different options for choosing a school outside the district in which they live. The two options are:

(i) *Interdistrict Transfers* (Ed. Code, §§ 46600-46610): The law allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. The law on interdistrict transfers also provides for the following:

- Once a pupil is enrolled in a school pursuant to an interdistrict transfer agreement, the pupil must be allowed to continue to attend the school in which he or she is enrolled **without reapplying**, unless revocation of the interdistrict transfer is a term and condition of the agreement between the districts; however, a district must not rescind existing transfer permits for pupils entering grade 11 or 12 in the subsequent school year.
- Upon request, a pupil determined to be the victim of an act of bullying by a pupil of the district of residence must be given priority for interdistrict attendance under any existing interdistrict attendance agreement or additional consideration for the creation of an interdistrict attendance agreement (Ed. Code, §§ 46600(b), 48900(r)).
- If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision. (Ed. Code, § 46601).
- A school district of residence shall not prohibit the transfer of a student who is a homeless youth, a current or former migratory child, a foster youth, the victim of an act of bullying, or a child of an active military duty parent to a school district of proposed enrollment if the school district of proposed enrollment approves the transfer application.
- If a pupil is a victim of an act of bullying and his or her school district of residence has only one school offering his or her grade level, such that there is no option for an interdistrict transfer, the pupil may apply for an interdistrict transfer, and the school district of residence shall not prohibit the transfer if the school district of proposed enrollment approves the application for transfer (Ed. Code, § 46600).
- A school district that elects to accept an interdistrict transfer pursuant to this subdivision shall accept all pupils who apply to transfer under this subdivision until the school district is at maximum capacity and shall ensure that pupils admitted under this subdivision are selected through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a pupil should be enrolled based on his or her academic performance, athletic performance, physical condition, proficiency in English, family income, actual or perceived characteristics, such as disability (mental and physical), gender (includes gender identity, gender

expression, and gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth), actual or potential parental, family, or marital status, pregnancy (including childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), nationality (includes citizenship, country of origin and national origin), immigration status, race or ethnicity (includes ancestry, color, ethnic group identification and ethnic background), religion (includes all aspects of religious belief, observance and practice, including agnosticism and atheism), sexual orientation (heterosexuality, homosexuality or bisexuality), or association with a person or group with one or more of these actual or perceived characteristics (Ed. Code, § 46600).

- Upon request of the parent on behalf of a pupil eligible for transfer pursuant to this subdivision, a school district of enrollment will provide transportation assistance to a pupil who is eligible for free or reduced-price meals (Ed. Code, § 46600).
- A school district of enrollment may provide transportation assistance to any pupil admitted under this subdivision (Ed. Code, § 4600(d)).

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

- Either the district in which the parent (or legal guardian) lives or the district in which the parent (or legal guardian) physically works may prohibit the student's transfer if it is determined that there would be a negative impact on the district's desegregation plan.
- The district in which the parent (or legal guardian) physically works may reject a transfer if it determines that the cost of educating the student would be more than the amount of state funds the district would receive for educating the student.
- There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.
- There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student is encouraged to provide in writing to the parent the specific reasons for denying the transfer.

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 as a school or separate class group within a school which is operated in a manner designed to:

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

(b) Recognize that the best learning takes place when the student learns because of the student's desire to learn.

(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his or her own time to follow his or her own interests. These interests may be conceived by the student totally and independently or may result in whole or in part from a presentation by the student's teachers of choices of learning projects.
(d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous permanent process.
(e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to, the community in which the school is located.

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

STUDENT RESIDENCY:

A student may be enrolled in the District if (1) the student's parent, legal guardian, or other person having control and charge of the student resides in the District (Ed. Code, § 48200); (2) the District has approved interdistrict attendance (Ed. Code, § 46600); (3) the student is placed in a regularly established children's institution, licensed foster home, or family home; (4) the student is a foster child who remains in his or her school of origin pursuant to Education Code section 48853.5(f) and (g); (5) the student is emancipated and lives within the District; (6) the student lives in the home of an adult who has submitted a caregiver affidavit; (7) the student resides in a state hospital within the District; or (8) the student's parent or legal guardian resides outside of the boundaries of the school district but is employed and lives with the student at the place of his/her employment within the school district boundaries for a minimum of three days during the school week (Ed. Code, § 48204). The law allows, but does not require, a district to accept a student for enrollment where at least one parent or legal guardian of the student is physically employed within the district's boundaries for a minimum of 10 hours during the school week (Ed. Code, § 48204). A student also complies with the residency requirements for school attendance in a school district if he or she is a student whose parent is transferred or pending transfer to a military installation within the state while on active duty pursuant to an official military order. However, the parent must provide proof of residence in the school district within ten (10) days after the published arrival date provided on official documentation (Ed. Code, § 48204.3). A student also complies with the residency requirement if the student's parent/guardians were residents of the state but departed California against their will if the student provides official documentation evidencing the departure of her/his parent/guardians against their will; that the student moved outside of California as a result of their parent/guardians departing California against their will; and that the student lived and was enrolled in school in California immediately before moving outside of California (Ed. Code, § 48204.4).

TRANSITIONAL KINDERGARTEN:

The district **may** admit a child, who will have his/her fifth birthday **between September 2, and September 1, of the following year** to a transitional kindergarten at the beginning of or at any time during the school year with parental/guardian approval if:

(a) the governing board or body determines that admittance is in the best interests of the child, and
(b) the parent/guardian is given information on the advantages and disadvantages and any other explanatory information on the effects of early admittance (Ed. Code, § 48000).

Visit the Pittsburg Unified School District's Governing Board Policy 6170.1.

REGISTERING STUDENTS IN PITTSBURG UNIFIED SCHOOL DISTRICT

You must bring the following information to the school for registration:

Proof of Age- Original birth certificate -REQUIRED. A passport or other government issued document that verifies age and parent information may only be used in emergency/temporary situations.

Immunization records

Last report card or transcript

Kindergarten/TK students must have a physical date after March 1st of the current year. Kindergarten/TK students must also show proof of a dental exam within 12 months prior to the beginning of school.

Proof of Residency- PG&E, Water or Garbage Bill Dated within 30 days. *In addition*, the school may request parent/guardian to provide documents from the list below:

□ Current passport
□ Current drivers license with vehicle or boat registration
□ Current homeowners or renters tax bill*
□ State or Federal tax return with W-2*
□ Payroll/ check stub with name and address*
□ Other form of identification or correspondence from a government agency.
□ Land line telephone bill
□ Current California ID
□ Current military ID
□ Current property tax bill*
□ **We do not accept Leases Only**
Current lease with:Parent/guardian name
Student name(s)
Name of Manager or Owner
& Telephone Number.
□ **Notarized Statement by resident stating that you reside in their household with a copy of their PG&E, water or garbage bill (dated within 30 days) and 2 pieces of mail/print out with the parent/guardian name, address and dated within 30 days.**

If a parent **does not** have a utility (PG&E, Water or Garbage) bill, the parent should contact Student Services for approval to accept a Notarized Letter or other forms of proof. The Child Welfare and Attendance worker may check the student's residency. Notarized letters can be approved starting in July before the school year starts.

* The district has no desire to see personal information such as the amount of earnings, taxes or social security numbers. It is preferred that such items be blacked out.

RESIDENCE

There can be only **one** main residence. The residence of the custodial parent with whom an unmarried minor child lives is the residence of the minor child. The district may require documentation of current custody or guardianship arrangements. (Gov. Code 244.)

Parents or guardians will be required to verify their address with a current utility bill, proof of home purchase, or a notarized statement from their landlord. (Education Code 48204.) Additional proof may be required. For homeless student support- refer to page 42

McKinney-Vento - For families who don't have a stable place of residence you can still enroll your student(s). Please see page 42 of this handbook or visit the school site for more information.

CAREGIVERS AND GUARDIANS

If you are taking care of a child, who is living in your home and that is not your own child, you can enroll the student with court ordered guardianship paperwork **or** a Caregiver Affidavit. The Caregiver Affidavit is a form that you must fill out and sign attesting to the fact that you are now caring for the child. The form and more details are available at the Student Services Department at the District Office or online at:
https://pittsburgusd.net/Departments/Student-Services/Student-Services-Home/Student-Services-Forms/index.html

ONLINE REGISTRATION

The Pittsburg Unified School District uses an online registration process for enrolling students. This process helps the environment by using less paper, but also helps the district and its families use technology in a more efficient manner. Computer stations are available at each school site in case parents/guardians do not otherwise have access to the internet. You must upload required records to the online registration or submit them to the school site, so you can complete the online registration.

https://pittsburgusd.net/Departments/Student-Services/Student-Services-Home/Student-Registration/index.html

AERIES PARENT PORTAL

Parents can have access to their student's attendance and grades through the Aeries Parent Portal. Aeries Parent Portal has up to date information so you can monitor your student's academic progress. To register for an account, you will need the student's ID number and verification code. You can obtain that information from your student's school or the Student Services department at 925-473-2348.

The website for Aeries Parent Portal is https://pittsburgusd.aeries.net/student/LoginParent.aspx . There is also an App available through Google Play Store or Apple App Store.

DATA CONFIRMATION

Before each school year, you will be asked to update your student's emergency contacts and provide an **updated** proof of address through Aeries Parent Portal. This must be completed before your student can start the school year.

EMERGENCY CONTACTS AND CHANGE OF INFORMATION

The schools maintain names and telephone numbers to be used if it is necessary to reach parents or other designated adults during the school day. If the information you have originally turned in on your child's emergency card changes, be sure to notify the school your child is enrolled in so that our information is accurate. **Emergency contacts are your lifeline for the care of your child. Update whenever there are any changes. You should include a trusted neighbor or someone who lives close to the school as an emergency contact.** Parents are required to notify the school, as soon as possible, if there is any change in information on their student's emergency contacts: Home Address; Telephone Numbers; Emergency Contacts.

Parents can also change Emergency Contacts information on Aeries Parent Portal.

Know Your Educational Rights

Your Child has the Right to a Free Public Education

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

In California:

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

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of the child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security Number to have your child enrolled in school. (A Social Security Number may only be requested when required by law, for example: when applying for lunch programs or requesting a work permit)

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option of refusing release of your child's information in the directory. (See pg. 152)

Family Safety Plans if you are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child. Family or "Relative," for purposes of item 5, means an adult who is related to the child by blood, adoption, or affinity within the fifth degree of kinship, including stepparents, stepsiblings, and all relatives whose status is preceded by the words "great," "great-great," or "grand," or the spouse of any of these persons even if the marriage was terminated by death or dissolution.

Right to File a Complaint

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

SECTION B

EDUCATIONAL PROGRAMS (Curriculum & Instruction)

COURSE OF STUDY

A comprehensive course of study is provided to prepare all students to fulfill the Pittsburg Unified School District graduation requirement of 220 credits, including successful completion of the equivalent of high school Algebra I or better.

ACADEMIC COURSE OF STUDY

The academic course of study for students is a college/university preparatory courses which provide scholars with the skills, knowledge, and learning processes that will maximize their post-graduation options, whether they choose to further their education at a community college, a four-year college or university, a professional training program, or the military. An academic course of study also helps students to achieve at high levels on college entrance exams, such as the PSAT, SAT I and II, and ACT tests. Most importantly, a rigorous course of study inspires in students a curiosity to pursue unexplored areas, striving for excellence in their academic endeavors, and creates a love of learning that will continue throughout their lives.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement program provides scholars the chance to tackle college-level work while they're still in high school. Through taking AP Exams, students may earn college credit and/or placement depending on which college scholars choose to attend. A variety of Advanced Placement courses are available to students from the 9th thru the 12th grade levels. Advanced Placement courses are open for enrollment to all scholars. Scholars who have experienced previous academic success in similar courses in the same subject area or who have shown a strong commitment to working at the challenging levels of the course. Advanced Placement courses require a level of reading, writing, problem solving, daily homework, and sometimes summer preparation beyond the standard grade level expectations. An "eligible economically disadvantaged high school pupil" may qualify for a grant to pay for advanced placement tests (EC 48980.k) Contact Educational Services for more information.

INSTRUCTIONAL MATERIALS INFORMATION & AVAILABILITY

Prospectus of Curriculum Availability

All primary supplemental instructional materials and assessments, including textbooks, teachers' manuals, films, audio and video recordings, and software are compiled and stored by the classroom instructor and made available promptly for inspection by a parent or guardian in a reasonable time frame or in accordance with procedures determined by the governing board of the school district.

A parent or guardian has the right to observe instruction and other school activities involving his or her child in accordance with procedures determined by the governing board of the school district to ensure the safety of pupils and school personnel and to prevent undue interference with instruction or harassment of school personnel. Upon written request by the parent or guardian, school officials shall arrange for the parental observation of the requested class, classes, or activities by the parent or guardian within a reasonable time frame and in accordance with procedures determined by the governing board of the School District.

ACCESS TO INTERNET AND ONLINE SITES:

Districts are required to notify parents of policies pertaining to Internet and online access. The district is dedicated to the use of technology as a tool to enhance educational excellence by facilitating resource sharing, innovation, and communication. Specifically, the use of the Internet provides opportunities to access a wide variety of information, reference materials, and educational resources. In addition, the district uses an online community system to enhance the learning environment.

Signatures of the student and guardian are required prior to accessing the district's network. The use of the network and access to the internet is a privilege, not a right. Any violation of this agreement may result in the loss of the user's network access, disciplinary and/or legal action, including suspension or expulsion from District schools, and/or criminal prosecution by government authorities. The District intends to cooperate with the investigation of any legitimate law enforcement agency should any user action on the network lead to such an investigation (Ed. Code, § 48980(i)),

ALCOHOL, DRUG, AND TOBACCO USE PREVENTION INSTRUCTION:

Instruction to prevent the use and abuse of all controlled substances is provided in grades K-8. Additional activities or interventions are available at many schools. Surveys may be given to students to gather information on substance abuse issues and other health-related topics. Questions regarding this subject should be directed to the Assistant Superintendent of Educational Services, Anthony Molina, at 925-473-2312 (Ed. Code, §§ 51203, 51210, 51220.1, 51260).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS:

The California Assessment of Student Performance and Progress (CAASPP) includes Smarter Balanced assessments in English Language Arts and Math in grades 3 - 8 and 11 and California Alternative Assessments (CAA) in English Language Arts and Math in grades 3 - 8 and 11 for students with significant cognitive disabilities. The California Science Test (CAST) for science is required for all students in grades 5, 8, and once in high school unless the student's IEP indicates administration of the CAA. Students in grades 3 - 8 and in high school may choose to take the optional standards-based test in Spanish (CSA) for reading/language arts. The CAASPP includes an assessment for students whose primary language is a language other than English upon enrollment in a California public school. A parent or guardian may make a written request to excuse their child from any or all parts of the assessments (Ed. Code, §§ 52052, 60604, 60615, 60640; 5 C.C.R. § 852).

COMPETITIVE ATHLETICS (Ed. Code, §221.9):

Each public elementary, and secondary school that offers competitive athletics shall publicly make available, at the end of the school year, the following information:

1. The total enrollment of the school, classified by gender;
2. The number of pupils enrolled at the school who participate in competitive athletics, classified by gender; and,
3. The number of boys' and girls' teams, classified by sport and by competition level.

Schools shall make the information identified above publicly available by posting it on the school's website. If the school does not maintain its own website, the school can submit the information to its school district to have the information posted on the district's or operator's website; the information shall be disaggregated by school site.

"Competitive athletics" means sports where the activity has coaches, a governing organization, and practices, competes during a defined season, and has competition as its primary goal.

COMPREHENSIVE SEXUAL HEALTH EDUCATION AND HIV/AIDS PREVENTION EDUCATION:

A parent or guardian has the right to excuse their child from comprehensive sexual health education, HIV prevention education, and assessments related to that education. A parent or guardian who wishes to exercise this right must state their request in writing (Ed. Code, § 51938). A parent or guardian may inspect the written and audiovisual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education. Parents have a right to request that the District provide them with a copy of the California Healthy Youth Act (Ed. Code, § 51930 et. seq.).

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

Every child's parent will be notified prior to the commencement of any comprehensive sexual health education and HIV/AIDS prevention education instruction whether the instruction will be taught by District personnel or by outside consultants. If outside consultants or guest speakers are used, the notice shall include date of instruction, and the name of the organization or affiliation of each guest speaker will be identified. Parents have a right to request that the District provide them with a copy of Education Code sections 51933, 51934, and 51938 (Ed. Code, § 51938). If arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the Superintendent or designee shall notify parents/guardians no less than 14 days before instruction is given (Ed. Code, § 51938).

DISSECTION OF ANIMALS:

If a student has a moral objection to dissecting (or otherwise harming or destroying) animals, or any part of an animal, the pupil must notify the teacher regarding such objection, and the objection must be substantiated with a note from the pupil's parent or guardian. If the pupil chooses to refrain from participating in such a project or test, and if the teacher believes that an adequate alternative education project or test is possible, then the teacher may work with the pupil to develop and agree upon an alternate education project or test for the purpose of providing the pupil an alternate avenue for obtaining knowledge, information, or experience required by the course of study. No student shall be discriminated against based upon his or her decision to exercise his or her rights under this section (Ed. Code, §§ 32255 - 32255.6).

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

- Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides: Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects they teach, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the major or field of discipline for any degrees or certifications held by the teacher, and whether any instructional aides or paraprofessionals provide services to the parents' child and, if so, their qualifications. In addition, parents have a right to notice when the parent's child has been taught for four or more weeks by a teacher who is not highly qualified (ESEA § 1112(e)(1)(A) (as amended by ESSA)).

- Information Regarding Individual Student Reports on Statewide Assessments: Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student (ESEA § 1112(e)(1)(B) (as amended by ESSA).

- School Identified for School Improvement: A local educational agency shall promptly provide notice to a parent or parents of each student enrolled in an elementary school or a secondary school identified for school improvement (school that fails for two consecutive years to make adequate yearly progress as defined in the State's plan) for comprehensive support and improvement activities or targeted support and improvement activities. The notice will be in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. The notice will include an explanation of what the identification means; how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency; the reasons for the identification; an explanation of what the school identified for school improvement is doing to address the problem of low achievement; an explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem; and explanation of how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and an explanation of the parents' option to transfer their child to another public school (with transportation provided by the agency when required or to obtain supplemental educational services for the child) (ESEA § 1111(c-d) (as amended by ESSA)).

- Parent and Family Engagement: ESSA requires the District to notify parents of a written parent and family engagement policy (ESEA §1116) (as amended by ESSA) (20 U.S.C. § 6318(b)). The policy must include how each school will: convene an annual meeting to which all parents of participating students shall be invited and encouraged to attend, to inform parents of the requirements of this policy and the right of parents to be involved;

offer a flexible number of meetings; involved parents in an organized and timely manner in the review and development of programs under this part including development of the parent and family engagement policy; provide parents timely notice about programs under this part, a description of the curriculum in use at the school, the forms of academic achievement, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate in decisions related to the education of their children; allow parents to submit comments on the plan when the school makes it public; jointly develop a compact with parents describing the school's responsibility to provide high-quality curriculum in a supportive and effective learning environment and addresses the importance of communication between parents and teachers; provide assistance to parents of children served by the school in understanding academic standards, assessments, and the requirements of this part; provide materials and training to help parents work with their children's achievement; educate teachers on the importance of parent outreach and communication; coordinate parent involvement in school programs; provide information related to school and parent programs in a format and language the parents can understand; adopt and implement model approaches to improving parent involvement; and provide other reasonable support for parental involvement activities as parents may request. This policy shall be provided in a format and, to the extent practicable, in a language that parents will understand.

- Limited English Proficient Students: ESSA requires notice be given to parents of limited English proficient students regarding limited English proficiency programs, not later than 30 days after the beginning of the school year (or, for students identified later in the school year, within two weeks). Notice includes: the reasons for the identification of the student as limited English proficient; the need for placement in a language instruction educational program; the student's level of English proficiency and how such level was assessed; the status of the student's academic achievement; the methods of instruction used in the available programs (including content, instructional goals, and the use of English and native language); the exit requirements for the program; how the program meets the objectives of the student's IEP, if applicable; and, parent options for removing a student from a program, declining initial enrollment and/or choosing another program (ESEA § 1112(e)(3)(A) (as amended by ESSA)). In addition, the notice shall include the following: 1) whether the student is a long-term English learner or at risk of becoming a long-term English learner; (2) the manner in which the program will meet the needs of long-term English learners of those at risk of becoming long-term English learners; (3) the manner in which the program will help long-term English learners or those at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards (Ed. Code, §§ 313.2, 440; 20 U.S.C. § 6312).

The information provided above is available upon request from each student's school or the district office. Additional notices that may be required shall be sent separately (20 U.S. C. § 6301 et seq.).

EXCUSE FROM INSTRUCTION IN HEALTH:

Upon written request of a parent or guardian, a pupil may be excused from any part of instruction in health which conflicts with the parent(s)' or guardian(s)' religious training or beliefs (including personal moral convictions) (Ed. Code, § 51240).

INSTRUCTIONAL MATERIALS AND UNLAWFUL DISCRIMINATION:

The District engages in a thorough process to select curricular materials that align with state and local content standards and support academic achievement. Parents and guardians are able to review OUSD curricular materials through our website, course syllabi for middle school, and through your child's teacher or administrator. If you have any concerns about any OUSD curricular materials, including concerns related to personal religious beliefs, please contact a school administrator.

LANGUAGE ACQUISITION PROGRAM:

If the District implements a language acquisition program pursuant to Education Code section 310, it will: 1) comply with the kindergarten and grades 1-3, inclusive, class size requirements specified in Education Code section 42238.02; and 2) provide the parent or legal guardian of a minor pupil annually, or upon the pupil's enrollment, with information on the types of language programs available to pupils enrolled in the District, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program (Ed. Code, § 310; Cal. Code Regs., title 5, § 11309, 11310).

PE INSTRUCTIONAL MINUTES:

The adopted course of study for grades 1 through 6 and instruction in grades 1 through 8 in an elementary school includes physical education for not less than 200 minutes each ten school days, exclusive of recesses and the lunch period (Ed. Code, § 51210, 51222).

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

PHYSICAL PERFORMANCE TEST:

The governing board of each school district maintaining students in grades 5, 7, and 9 shall administer to each pupil in those grades the physical performance test designated by the State Board of Education. Each physically handicapped pupil and each pupil who is physically unable to take the entire physical performance test shall be given as much of the test as their condition will permit. The governing board of a school district shall report the aggregate results of its physical performance testing administered in each school site's annual School Accountability Report Card (SARC) (Ed. Code, § 60800).

PUPIL FEES:

A pupil enrolled in a public school will not be required to pay a pupil fee for participation in an educational activity (Ed. Code, § 49011).

(a) The following requirements apply to prohibited pupil fees:
  (i) All supplies, materials, and equipment needed to participate in educational activities must be provided to pupils free of charge.
  (ii) A fee waiver policy shall not make a pupil fee permissible.
  (iii) The District and its schools shall not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the school district or school does not provide.

(iv) The District and its schools shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians, and the District and its schools shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the District or school.

(b) Solicitation of voluntary donations of funds or property and voluntary participation in fundraising activities are not prohibited. The District and its schools are not prohibited from providing pupils prizes or other recognitions for voluntarily participating in fundraising activities (Ed. Code, § 49010 et seq.).

A complaint of noncompliance may be filed under the District's Uniform Complaint Procedures and Title 5 of the California Code of Regulations (Ed. Code, § 49013).

REVIEW OF CURRICULUM:

A prospectus of curriculum, including titles, descriptions, and instructional aims of every course offered by each public school, is available at the school site for review upon request. Copies are available upon request for a reasonable fee not to exceed the actual copying cost (Ed. Code, § 49091.14).

SEX EQUITY IN CAREER PLANNING:

Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions (Ed. Code, § 221.5(d)).

SEXUAL ABUSE AND SEX TRAFFICKING PREVENTION:

Authorizes school districts to provide sexual abuse and sex trafficking prevention education, which includes instruction on the frequency and nature of sexual abuse and sex trafficking, strategies to reduce their risk, techniques to set healthy boundaries, and how to safely report an incident. Parents or guardians may submit a written request to excuse their child from participation in any class involving sexual abuse and sex trafficking prevention education, and assessments related to that education (Ed. Code, § 51950).

SEXUAL ABUSE AND SEXUAL ASSAULT AWARENESS AND PREVENTION:

Authorizes school district, county offices of education, and charter schools to provide age-appropriate instruction for students in kindergarten through grade 12, in sexual abuse and sexual assault awareness and prevention. Parents or guardians may submit a written request to excuse their child from participation in any class involving sexual abuse and sexual assault awareness and prevention (Ed. Code, § 51900.6).

SURVEYS:

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate

questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent or guardian is notified in writing that 1) this test, questionnaire, or survey is to be administered; 2) the student's parent or guardian is given the opportunity to review the test, questionnaire, or survey; and 3) the parent's consent in writing (Ed. Code, § 51513).

VISITORS/VISITATION PROCEDURES:

The district encourages parents/guardians and interested members of the community to visit the schools. To ensure the safety of students and staff and to avoid potential disruptions, all visitors shall register immediately upon entering the school grounds when school is in session and during school office hours. For purposes of school safety and security, the principal or designee shall provide a visible means of identification for visitors while on school premises (BP 1250; AR 1250).

HEALTH CURRICULUM

Pittsburg Unified School District

Office of Student Services
Director of Student Services
2000 Railroad Ave, Suite D ▪ Pittsburg, CA 94565
(925) 473-2347 ▪ Fax (925) 439-1650

Dear Parent/Guardian:

California state law, the California Healthy Youth Act, requires that comprehensive sexual health education and HIV prevention education be provided to students at least once in middle school or junior high school and once in high school, starting at grade 7.

Instruction must encourage students to communicate with parents, guardians or other trusted adults about human sexuality. Instruction must be medically accurate, age-appropriate and inclusive of all students. It must include the following:

- Information about HIV and other sexually transmitted infections (STIs), including transmission, FDA approved methods to prevent HIV and STIs, and treatment
- Information that abstinence is the only certain way to prevent unintended pregnancy and HIV and other STIs, and information about value of delaying sexual activity
- Discussion about social views of HIV and AIDS
- Information about accessing resources for sexual and reproductive health care
- Information about pregnancy, including FDA approved prevention methods, pregnancy outcomes, prenatal care, and the newborn safe surrender law
- Information about sexual orientation and gender, including the harm of negative gender stereotypes
- Information about healthy relationships and avoiding unhealthy behaviors and situations

You can examine written and audiovisual instructional materials at the Pittsburg Unified School District or your school's main office. If you have questions, please see the teacher or principal. You may request a copy of the California Healthy Youth Act (California Education Code Sections 51930-51939) by contacting the Pittsburg Unified School District.

This instruction will be provided by Pittsburg Unified School District personnel.

State law allows you to remove your student from this instruction. If you do not want your student to participate in comprehensive sexual health or HIV prevention education, please give a written request to your school site by **September 30, 2026, (**or otherwise stated.)

Sincerely,

Director of Student Services

Pittsburg Unified School District

Office of Student Services
Director of Student Services
2000 Railroad Ave, Suite D ▪ Pittsburg, CA 94565
(925) 473-2347 ▪ Fax (925) 439-1650

California Healthy Youth Act (CHYA)

OPT OUT FORM
Formulario de exclusión voluntaria

Parent Full Name _____
Padre/tutor: Por favor escriba su nombre completo

Student(s) Full name: _____
¿Cuál es el nombre completo de su estudiante?

School: _____ Grade: _____
Escuela *Grado*

Please select which workshop you <u>do not give permission</u> for your child to attend:

"I request that my student opt-out from the HIV Prevention and Comprehensive Sexual Health education for the 2026-27 school year." / Nombre del padre / tutor / cuidador (Autorizado para solicitar la exclusión voluntaria de la instrucción) "Solicitó que mi estudiante se excluya de la educación sobre prevención del VIH y salud sexual integral para el año escolar 2026-27".

Signature:_____ Date: _____
Firma *Fecha*

Signature:_____ Date: _____
Firma *Fecha*

9.2025

Pittsburg Unified School District

Office of Student Services

Jennifer A. Clark, Director

2000 Railroad Ave, Suite D ▪ Pittsburg, CA 94565

(925) 473-2347 ▪ Fax (925) 439-1650

2026-2027

PHYSICAL EDUCATION - EXEMPTION

Note: Education Code 51241 allows the Board to exempt students from physical education for two years any time during grades 10 through 12. The number of PE credits required by the district for high school graduation should be indicated in BP 6146.1 - High School Graduation Requirements/Standards of Proficiency.

With the student's consent, he or she may be eligible for exemption from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9 (EC 51241).

Physical Education Instruction:

According to Education Code, (51223), Notwithstanding EC Section 51222(a), "All pupils except pupils excused or exempted pursuant to EC Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each ten schooldays" (EC Section 51222[a]).

Pittsburg Unified School District High School Graduation Requirements:

To graduate you must earn 220 credits and complete 35 hours of community service hours.
Physical Education: 2 years (20 units) - 9th grade Grade PE, Team Sports and/or Weight Training (10th - 12th).

PROCESS FOR PHYSICAL EDUCATION EXEMPTIONS

1. Students must initiate the request for a Physical Education Exemption.

2. Counselor completes the "Student Physical Education Exemption" form. The form is then submitted to the Principal for approval signature.

3. If approved by the Principal, the form is forwarded to the Executive Director of Educational Services or his or her designee. If approved, the student exemption request will go to the Pittsburg Unified School Board for information and subsequently to the Board for approval.
4. Once the Board has taken action, the form will be returned to the student's counselor indicating whether or not the request has been approved.

5. The counselor will then enter the outcome of the P.E. Exemption Waiver into the student information database (AERIES) and contact the student and family of the outcome.

Pittsburg Unified School District

Office of Student Services

2000 Railroad Ave, Suite D ▪ Pittsburg, CA 94565

(925) 473-2347 ▪ Fax (925) 439-1650

Physical Education Exemptions

All high school pupils, except pupils excused or exempted pursuant to Education Code Section 51241, shall be required to attend the courses of physical education for a total period of time of not less than 400 minutes each ten school days" (Education Code Section 51222[a]).

_____ _____ _____

Student Name Counselor DOB

_____ _____ _____ ____

Student PERM ID Date of Request Current Grade Graduation Year

PUSD Physical Education Exemption Choose one of the following::

▢ Temporary Reason_____

Medical Note Provided _____No _____ Yes, please attach copy

Date of Exemption: From _____ To _____

▢ Two-Year

Student Consent _____Yes _____No

Passing PFT 5 out of 6 _____Yes _____No

Date of Exemption: From _____ To _____

▢ Permanent

Age of Student _____

Enrolled in Grade 10 for one academic year or longer? _____Yes _____No

Reason for Request:

_____

_____

_____ _____

Student Signature Date

APPROVAL: ▢ Student Meets the qualifications for exemption. Evidence of qualification is attached

Denied: Reason:_____

_____ _____

Principal Signature & Date Counselor Signature & Date

RELIGIOUS TRAINING AND BELIEFS

Whenever any part of the instruction in health, family life education, and sex education conflicts with the religious training and beliefs of the parent or guardian of any student, the student, on written request of the parent or guardian, shall be excused from the part of the training which conflicts with such religious training and beliefs. (Education Code 51240)

TESTS ON PERSONAL BELIEFS

Without the written notice and written consent of a parent/guardian, no student shall be given any test, survey, questionnaire or examination containing questions about personal or family beliefs or practices in sex, family life, morality or religion. (Education Code 60620)

ALTERNATIVE SCHOOLS and PROGRAMS

California state law authorizes all school districts to provide alternative schools and programs. This law authorizes interested persons to request the governing board of the district to establish alternative school programs in the district. The County Superintendent of Schools, the administrative office of this district and the principal's office of each school have copies of the law available for the information of parents, students and teachers. (Education Code 58500)

The following programs may be offered within the District:

1. Black Diamond High School (students 16 - 18 years of age)
2. Pittsburg Independent Studies (PILC) (grades 6-12)
3. Home/ Hospital Instruction (HHI) (for students with temporary medical disabilities which render them physically unable to participate in regular school programs)
4. Golden Gate Community Day School (County) (operated for grades 7 - 12) Voluntary placement or expelled students. Not a district school.
5. Transitional Kindergarten (5 year olds born between Sept. 2nd of the current year and September 1st of the next year)

Black Diamond High School (Continuation) serves students ages 16 to 18 (regular education), and 16-21 (special education). This continuation program is designed to assist students who may be low in credits, who need to work part-time, who have behavioral issues or who are seeking a smaller educational environment than that offered at PHS. Contact your high school counselor to discuss a transfer to this school.

Pittsburg Independent Studies (Including Virtual Independent Study and/or Hybrid Independent Study) serves students grades 6-12. This independent study program supports students and families wanting a learning environment independent of the regular school program. Students are expected to be able to operate independently in preparing homework and studying on their own. This program is for students who are already independent learners. Contact your school counselor/principal to discuss a transfer to this program. A student's home school is defined as the last school they attended before attending Pittsburg Independent Learning Center (or school of residence if their last school was not in the district).

Home/Hospital Instruction is available for students with temporary medical disabilities, which render them unable to participate in regular school programs. A medical doctor's order specifying length of period of disability on the district form is required. Contact the Office of Student Services at 925-473-2347 for further information.

Temporary Disability
A student with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, which is located outside of the school district in which the student's parent or guardian resides, shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. (Education Code 48207)

Presence of pupils with temporary disabilities in qualifying hospitals
It shall be the primary responsibility of the parent or guardian of a pupil with a temporary disability to notify the school district in which the pupil is deemed to reside pursuant to Section 48207 of the pupil's presence in a qualifying hospital. (Education Code 48208.)

The District does not have any hospitals within its boundaries.

Golden Gate Community Day School is operated by the Contra Costa County Office of Education providing instruction for students who have not been successful in the district program. Students are placed at Golden Gate Community Day School as a result of expulsion, placement by probation, referral by the district School Attendance Review Board (SARB – see page 16), or other district referral/placement processes, including parent requests. Students have access to a counselor and other training programs. Contact Student Services at 925-473-2347 for further information and placement.

Transitional Kindergarten
The Kindergarten Readiness Act (SB1381) incrementally changes the eligibility cutoff date for kindergarten to September 1st. Children must turn five years of age on or before September 1st in order to enroll in kindergarten. TK is the first year of a two year kindergarten program. Classes are taught by highly qualified kindergarten teachers, utilize kindergarten curriculum and are structured around the kindergarten instructional standards. One of the primary differences for these young students is that the program will also include activities and instruction that incorporate the developmental Foundations of Early Childhood Education. These young students will receive the benefit and gift of time as they grow and mature socially and emotionally as well as academically. Visit your local elementary school for more information. Students must turn 5 between September 2nd- September 1st of the following year to attend TK.

LANGUAGE ACQUISITION PROGRAMS

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

We also offer a **Dual-Language Immersion (DLI) Program** that you may choose for your child. If you choose this option, your child will be placed in a classroom that uses English and another language for instruction. (See the description below.)

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (*EC* Section 306[c])

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the **Pittsburg Unified School District** are listed below.

☐ **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

☐ **Dual-Language Immersion (DLI) Program:** Also referred to as **Two-Way Immersion**. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Kindergarten and continues to eighth grade.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (*EC* Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact Mrs. Sandra Guardado, Coordinator of EL and DLI Programs at 925-473-2353 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of a particular English learner service(s) setting(s) within a language acquisition program. (20 U.S.C Section 6318[c][A][vii]) However, LEAs remain obligated to provide the student meaningful instruction and English learner services (5 CCR Section 11302*)* until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

If you would like to schedule a parent conference to discuss the different options and programs available for your student, please contact your specific school to make an appointment.

CALIFORNIA STATE SEAL OF BILITERACY



A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English to be awarded the SSB.
The student must demonstrate:

1) **Completion of all English language arts requirements for graduation with an overall grade point average GPA of 2.0 in those classes.**

2) **Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts**, or any successor test, administered in grade eleven, **at or above the "standard met" achievement level**, or at the achievement level determined by the Superintendent for any successor test.

3) **Proficiency in one or more languages**, other than English, demonstrated through **one** of the following methods:

A. Passage of a world language **Advanced Placement (AP) examination** with a score of 3 or higher, or an **International Baccalaureate (IB) examination** with a score of 4 or more.

B. Successful completion of a **four-year high school course of study in a world language**, attaining an overall GPA of 3.0 or higher in that course of study, and demonstration of **oral proficiency** in the language comparable to that required to pass an AP or IB examination.

C. Passage of a **district test** with a score of proficient or higher (**if no AP examination or off the shelf language tests exists** and the school district can certify that the test meets the level of an AP exam), demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.

D. Passage of the **SAT II** world language examination with a score of 600 or higher.

In addition to the requirements mentioned above, **if the primary language of a pupil is other than English, he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC)**, or any previous or successor state English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades one to twelve, inclusive (*EC* Section 51461). California Department of Education

Pittsburg Unified School District

2000 RAILROAD AVENUE · PITTSBURG · CALIFORNIA 94565

OFFICE: 925-473-2353 FAX: 925-473-4265

Dear Parent/Guardian:

Identifying students who need help learning English is important so these students can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. The English Language Proficiency Assessments for California, or "ELPAC," are the tests used to measure how well students understand English when it is not the language they speak at home. Information from the ELPAC tells your child's teacher about the areas in which your child needs extra support.

Students in kindergarten through grade twelve, who are classified as English learners, will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Students are tested on their skills in listening comprehension, oral expression, reading, and writing. The testing window for the ELPAC will be from February 1st – May 31st.

To learn more about the ELPAC, please read the *Parent Guide to Understanding the ELPAC*, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at https://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf.

The ELPAC practice tests are another good resource. They can be found on the ELPAC Web site at https://www.elpac.org, where parents and students can see the kinds of questions that will be on the test.

If you have any questions about your child taking the ELPAC, please contact your student's school to receive more information.

Sincerely,

Sandra Guardado

Sandra Guardado
Coordinator of Programs for English Learners and Dual Language Instruction
Educational Services, PUSD
925-473-2353
sguardado@pittsburg.k12.ca.us

How can I help my child get ready for the ELPAC?

You are an important part of your child's education. Some things you can do to help your child are:

Read to your child or have your child read to you on a regular basis.

Use pictures and ask your child to tell you what he or she sees, or what is happening in each picture.

Provide your child with opportunities to use language outside of school.

Talk to your child's teacher about his/ or her listening comprehension, oral expression, reading and writing skills to help support your child's progress.

STUDENTS WITH DISABILITIES

The school district provides a Free and Appropriate Public Education and services for students with identified exceptional needs. Please contact Special Education at 925-473-2515 for further information. (Education Code 56030, 56033)

SPECIAL EDUCATION

Our mission is to ensure that every student with special needs as defined under federal law has equal opportunity for educational access in order to develop academic, social and life skill competence.

Services for students with exceptional needs are available at every school site. To the maximum extent possible, students with exceptional needs are provided services to support equitable access to the general education program. Public schools provide special education and related services for children who have been identified as requiring special education services. Parents who feel their child may need special education services should contact their school administrator.

SECTION 504 OF THE REHABILITATION ACT

Qualified individuals with a disability shall not be excluded from, discriminated against, or denied access to any district program solely on the basis of his/her disability. Students are eligible so long as they meet the definition of a qualified handicapped person; i.e. has or has had a physical or mental impairment which substantially limits a major life activity, has a record of, or is regarded as handicapped by others. It is the duty of PUSD to provide Free and Appropriate Public Education. Appropriate means an education comparable to the education provided to non-handicapped students. Please contact a School Administrator or Student Services at 925-473-2347 for further information.

TITLE IX- COMPLAINT PROCEDURES

Title IX of the Education Amendments of 1972, prohibits gender discrimination in education. No discrimination between the sexes shall be permitted in curricular or extracurricular activities, including intramural and interscholastic sports, privileges and other advantages. Separate provisions may be made as allowed by law. Parents/guardians, students and/or employees who have questions or concerns should contact the school principal. The public is also advised that the Uniform Complaint Procedure process is also available. (Educational Code 230), see pg 145

TESTING:

Following this section are letters that describe some of the California State Mandated testing that your student may or may not take part in.

MCKINNEY-VENTO (Homeless)/FOSTER/MILITARY FAMILY STUDENT SUPPORT

BP 6173

Mckinney- Vento Act

The Board of Education desires to ensure that homeless students have access to the same Free and Appropriate Public Education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

McKinney Vento (Homeless)/Foster/Military Family students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

Information about a McKinney-Vento student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined by law and administrative regulation.

Each McKinney-Vento student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

McKinney-Vento students shall be allowed to remain at the school of origin through the end of the academic year in which his or her family becomes permanently housed, except when doing so is contrary to the wishes of the child’s or youth’s parent or guardian.

McKinney-Vento/foster students shall receive free breakfast and lunch. Homeless/foster students may receive transportation as needed. Homeless/foster/military family students will receive partial credits for completed work, if they transfer to a new school or district. Students may also be eligible for an adjusted graduation credit requirement, please reach out to your counselor for more information.

All homeless/foster questions and/or disputes can be directed to the District Homeless/Foster Care Liaison/Counselor:

Office of Student Services
2000 Railroad Ave, Suite D, Pittsburg, CA 94565
Phone: 925-473-2346 or 925-473-2300 xt 3150

NUTRITION PROGRAM

Children from families whose income is at or below levels specified on the California Eligibility Scale are eligible for free meals.

Information regarding the requirements and an application form to obtain such meals are sent home with every student and are available in all schools. In order for a student to receive free meals, a new application must be completed each year. (Ed. Code 49520)

Beginning in School Year (SY) 2022–23, California will become the first state to implement a statewide Universal Meals Program for school children. California's Universal Meals Program (Universal Meals) is designed to build on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP)

The prices listed below are the district's meal price schedule as of the 2025-2026 school year:

Student Lunch: **ALL STUDENTS' FIRST LUNCH MEAL IS FREE. Additional lunch meals would cost:**

Full Price Elementary $2.75
Full Price Secondary $3.00

Free price students receive meals at no cost.

Student Breakfast: **ALL STUDENTS CAN RECEIVE FREE BREAKFAST**

Milk: One comes free with meal additional milk will cost $ .60

Please check updates on the Pittsburg Unified School District website, www.pittsburgusd.net

Prices are subject to change. Please contact your child's school or the District Child Nutrition Office at 925-473-2324, for additional information.

FOOD ALLERGIES AND/OR SPECIAL DIET REQUEST PROCEDURES

1. When a parent/guardian informs school site staff that their student has a food allergy or requires a special diet, the school will give them the Medical Statement to Request Special Meals and/or Accommodations form. This form must be completed and signed by a recognized medical authority before any food substitution can be made by Child Nutrition. Note that instructions for completing the form are found on page 2 of the form.
2. Once the parent/guardian returns the completed form to the school site, the school will give it to the cafeteria manager who will forward it on to the Child Nutrition Director. The director will then send a memo to the kitchen and office staff at the site, along with a copy of the medical form. This will be kept in a confidential binder at the site kitchen.
3. The Child Nutrition technician will add a dietary restriction alert to the student's electronic meal account which will alert the kitchen staff as to what the limitation/substitution will be for meals.
4. This form should only be used for conditions which pertain specifically to food allergies or sensitivities that require modified diets.
5. If the parent/guardian informs the site staff that their student does not need or want any special meals or accommodations, have the parent document this information on the form and sign it. The school will keep a copy for their records and forward the original to the Child Nutrition Department.

SECTION C

Annual Notice of Parental Rights and Responsibilities, Requirements, Recommendations, and Reminders for 2026

California School Districts are required to annually notify students, parents, and guardians of their legal rights and responsibilities. This notice, which is required by Education Code section 48980, provides important information about federal laws and state education codes, as well as information relating to the rights and responsibilities of parents or guardians of children. The abbreviation of "EC" that is found after the title of most sections, refers to the California Education Code (EC) **Annual Notice to Parents for the 2026-2027 school year**.

The Annual Notice is a Living Document. As policies are updated, the updates are reflected in this document. Please check back for quarterly updates.

Notes and Changes for the 2026-27 School Year

- **School Safety Plan**
- **Prohibition Against Discriminatory Education Materials**
- **Student Directory Information**
- **Information Relevant to Immigration Issues**
- **California Kids Investment and Development Savings Program**

ELIGIBILITY REQUIREMENTS

Extra-curricular/Co-curricular Activities (Grades 6–12)

Extra-curricular activities are those programs that have all of the following characteristics: (Education Code 35160.5)

1. The program is supervised or financed by the school district.
2. Students participating in the program represent the school district.
3. Students exercise some degree of freedom in the selection, planning or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

Extra-curricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time. (Education Code 35160.5)

Co-curricular activities are programs that may be associated with the curriculum in a regular classroom. (Education Code 35160.5)

An activity is not an extra-curricular or co-curricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.
2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

When attending or participating in extra-curricular and co-curricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extra-curricular or co-curricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

Unless specifically authorized by law, no student shall be prohibited from participating in extra-curricular and co-curricular activities related to the educational program because of inability to pay fees associated with the activity, including materials or equipment related to the activity. (cf. BP 3260 - Fees and Charges)

Extra-curricular/Co-curricular Eligibility Requirements

The grade point average used to determine eligibility shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. (Education Code 35160.5)

Students must have a 2.0 GPA each quarter and not be more than two required courses behind grade level to be considered eligible.

Grade changes made after the Dates of Determination* will have no impact on eligibility, sports, awards, honors, special recognitions, extra-curricular or co-curricular activities until the next quarter grades have been posted.

***Dates of Determination: Set in August prior to the beginning of each school year (dates are approximately two weeks after the beginning of each quarter**).

A "C-" shall not be considered to be a 2.0 equivalency. A 2.0 average is based on a 4.0 scale with the exception of designated honors courses, which will be on a 5.0 scale. A junior high school may utilize a school policy, which considers citizenship in determining student eligibility.

A+ = 4.3	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

Required Credits Per Grade Level (must have to matriculate to next grade level)

Grade	Credits
9	0-50
10	51-110
11	111-160
12	161-220

12th GRADE GRADUATION STATUS

Students shall graduate and receive a diploma from the school in which they are enrolled in their senior year. For example, a Pittsburg High School senior who transfers to Black Diamond High School at the beginning or during their senior school year will graduate from Black Diamond High School.

The Pittsburg Independent Learning Center is a program in the district. Students completing graduation requirements through PILC will graduate and receive their diploma from their home school. (School they attended prior to transferring to PILC.)

Example:	**LAST SCHOOL ATTENDED**	**WILL GRADUATE FROM**
	Black Diamond High School	Black Diamond High School
	Pittsburg High School	Pittsburg High School

No student will be permitted to participate in any graduation ceremony who has not completed all graduation requirements.

GRADUATION REQUIREMENTS

The State of California requires that all students graduating from high school have taken at least two years of mathematics; **passing Algebra is part of that requirement.**

REQUIRED COURSE CREDITS			**140**
ELECTIVE COURSE CREDITS			**80**
MINIMUM CREDIT REQUIREMENT			**220**
English			
● I	10		
● II	10		
● III	10		
● IV	10	**TOTAL**	**40**
* 1 Year of ELD can count toward 1 year of ELA Credit			

Social Studies ● World History ● U.S. History ● Economics ● American Government	 10 10 05 05	**TOTAL**	**30**
Mathematics ● Students must take two years of mathematics which must include Algebra I (Consumer Math)	20	**TOTAL**	**20**
P.E. ● 20 credits of Physical Education	20	**TOTAL**	**20**
Science ● Physical Science: includes Earth Science, Physical Science, Chemistry, Honors Chemistry, Chemcom, Physics ● Life Science: includes Biology, Anatomy, Physiology	10 10	**TOTAL**	**20**
Visual and Performing Arts, Foreign Language and/or Career Tech Education (CTE) ● Two semesters of any course from the visual and performing arts, foreign language or CTE course lists.	10	**TOTAL**	**10**
Electives	80	**TOTAL**	**80**
TOTAL			**220**

PITTSBURG HIGH SCHOOL / BLACK DIAMOND HIGH SCHOOL:

A total of 220 credits are required to graduate with a maximum of 80 credits in any one given school year (for Pittsburg High School and Independent Learning), by semester. Black Diamond High School students can earn credits every 9 weeks.

COLLEGE ADMISSION REQUIREMENTS AND HIGHER EDUCATION

Education Code 51229 requires that each school year, as part of the annual notification, a school district offering any of grades 9 - 12 provide the parent or guardian of each student enrolled in any of those grades a one page written notice that includes all of the following information:
The State of California offers post secondary opportunities at community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

In order to attend a community college you only need to be a high school graduate or 18 years of age. In order to attend CSU you have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. In order to attend UC you must meet requirements for coursework, GPA, and test scores, or rank in the top four percent at a participating high school, or qualify by examination alone. You may also transfer to CSU or UC after attending a community college. For the most up to date information on college admission requirements, please refer to the following web pages:

www.ccco.edu – This is the official website of the California Community College system. It offers links to all of the California Community Colleges.

www.assist.org – This interactive site provides course transfer information for students planning to transfer from a California Community College to CSU or UC.

www.csumentor.edu – This extensive online site offers assistance to students and their families regarding the CSU system, including the ability to apply online, and links to all CSU campuses.

www.universityofcalifornia.edu – This massive website offers information regarding admissions, online application, and links to all UC campuses.

Students may also explore career options through career technical education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ds/si/rp.

Students may meet with the Counselor at their school to choose courses that will meet college admission requirements or enroll in career technical education courses, or both.

COLLEGE AND CAREER READINESS

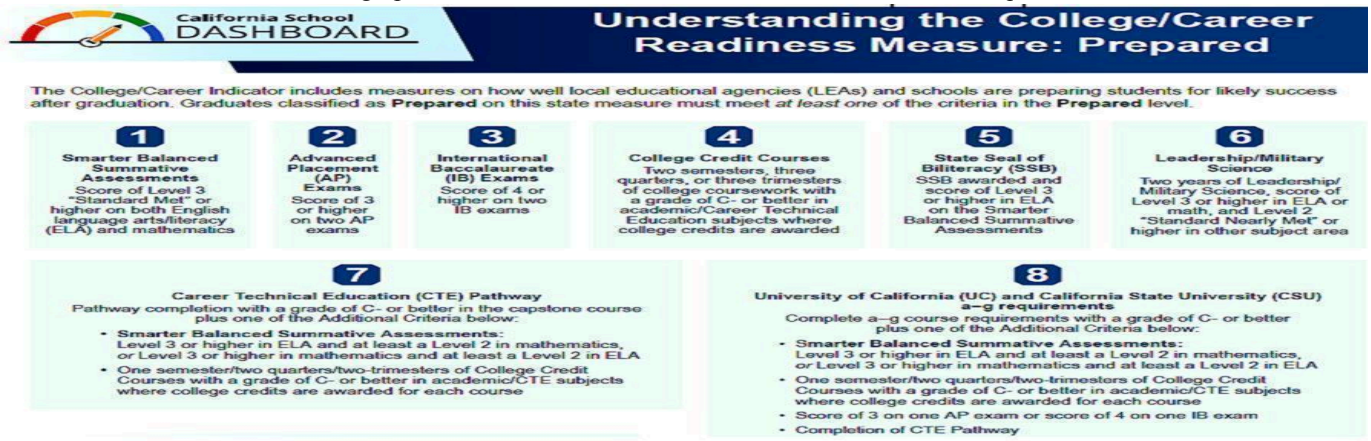
The chart below reflects requirements for graduating from Pittsburg Unified School District, however, the state and higher education institutions identify additional requirements for being "college and/or career ready" that students can meet by consulting with their counselors and/or the PHS College and Career Center, to make sure they take the right courses throughout their high school career.

While it is necessary and important to meet the basic requirements to graduate from high school, students often need these additional requirements/qualifications for college-going, or to be best prepared for future training or career development opportunities, or, generally, to be as successful as possible in their learning and career endeavors after high school. These requirements can involve what courses a student chooses to take during high school, and/or maintaining a certain GPA (usually a GPA no lower than a C grade average, and often higher).

In PUSD there are opportunities while students are still in high school to meet these additional requirements, for example, by taking certain courses (A-G courses) required by the CSU or UC systems, or completing a Career Technical Education pathway. The state of California includes the following as a list of ways in which students can demonstrate being more "college-and-career ready":

- Career Technical Education Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course (formerly called Dual Enrollment)
- A–G Course List Completion
- State Seal of Biliteracy
- Military Science/Leadership

PUSD offers opportunities around all of the above, with the exceptions of International Baccalaureate and Military Science/Leadership. Also, it is generally not just about completing courses, but about completing courses in combination with demonstrating strong academic preparation, for example, by testing as proficient or advanced on state ELA and/or Math Smarter Balanced Assessments, and/or passing Advanced Placement (AP) exams with a 3 or better score, and/or having a strong Grade-Point Average (GPA). Below is a graphic taken from the 2019 Dashboard Technical Guide which summarizes how the state considers these factors in providing a school or district rating of being "College/Career Readiness" Further, below the graphic are links to more information about UC and CSU requirements:



University of California (UC) Minimum Requirements:
https://admission.universityofcalifornia.edu/counselors/freshman/minimum-requirements/

CSU Minimum Requirements:
https://admission.universityofcalifornia.edu/counselors/freshman/minimum-requirements/

UC and CSU Comparison of Requirements:
https://admission.universityofcalifornia.edu/counselors/files/csu-uc-a-g-comparison-matrix.pdf

PARTIAL CREDIT:

Partial credit will be given to students who are unable to complete a full term.

- Partial credit will be given to all homeless, foster or military family students immediately upon enrollment into another school or district.
- Students are required to do assignments. If assignments are done, students will receive partial credit based on these standards.
- Students who are absent due to being placed in foster care, court appearances or being unhoused must be given an opportunity to make up work.

Partial credits may be earned

Number of Weeks	Credits Earned per Subject
2	.50
3	1.0
5	1.5
7	2.0
8	2.5
10	3.0
12	3.5
13	4.0
14	4.5
17	5.0

Completed work is corrected and graded by the following format:

1. COMPLETENESS All work must be completed responsibly and to the best of students' ability.
2. CORRECTNESS To receive an:
   "A" grade, at least 90% of the work must be correct.
   "B" = 80%
   "C" = 70%
   "D" – 60%
   Below 60% correct is an "F" and no credit can be given.

Athletics and other programs at the high school may have eligibility requirements in addition to the above. Please check with the high school principal.

RETENTION/ACADEMIC SUPPORT- Ed Code 48070 Board Policy 5123

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.
Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:
District Assessments and Benchmarks

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When any student in grades 2-9 is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

PRIVACY RIGHTS OF PARENTS AND STUDENTS REGARDING STUDENT RECORDS

Pursuant to the "Privacy Rights of Parents and Students Act of 1974" this is to inform you of your rights regarding student records. The rights apply to the parents of minors, and to students aged 18 or older (but not to their parents unless they are declaring the student as an income tax deduction). You may request an opportunity to inspect any and all official school records, files, and data related to your child. Students 18 or older have the right to access their records. If information in the file is inaccurate, misleading, or inappropriate, you may request removal of the information or include a statement disputing the material, which you challenge. If the school fails to respond to your request to review these records, you have the right to file a complaint with Student Services and then the State Department of Education.

Other provisions of the federal law restrict the people who have access to the information in student records. School personnel with legitimate educational interests, schools of intended enrollment, specified federal and state education administrators, or those who provide financial aid are entitled to access without your consent. Access may also be obtained without your consent pursuant to court order.

The district maintains several kinds of records. The building principal is responsible for their custody and requests for access must be directed to him/her. Staff members (teachers, counselors, and other student services personnel) have access to the records to review your child's academic, physical, and social development for the purpose of enhancing his/her academic or educational program.

Files may include:

- permanent record of birth information, periods of enrollment, and scholastic records;
- cumulative record of test scores, developmental information, courses of study, and disciplinary notations;
- progress reports;
- attendance file;
- parental restrictions regarding access to directory information;
- transcript;
- suspensions/expulsions;
- SARB letters;
- parental authorization or prohibition of pupil participation in specific programs;
- health records;
- home language survey;
- records required for admission to, and progress in, special education programs;
- teachers' observations and recommendations in regard to educational and social development;
- parental rejoinders to challenge records and disciplinary actions.

The files are reviewed periodically by the staff to ensure that the information is accurate and appropriate. Removed material is destroyed in accordance with state law.

REVIEW OF STUDENT RECORDS

You may review the records of your student(s) by making a request to the principal in writing. He/she will see that you are provided explanations and interpretations if requested. In addition, you may receive a copy of any information for a fee as prescribed by Board Policy.

If you believe material is inaccurate or inappropriate, you may request its removal by directing a written statement to the principal. Decisions may be appealed to the District's Student Services Department.

This District also makes directory information available in accordance with the state and federal laws. This means that your child's name, birth date, birthplace, address, telephone number, major course of study, participation in school activities, dates of attendance, awards, and previous school attended will be available to specified agencies. In addition, height and weight of athletes will be made available. The agencies or persons who may receive the information are as follows:

- State and local law enforcement (all directory information)
- Probation, adoption, child protective agencies (all directory information)
- Potential employers (age and scholastic record)
- Public/private institutions of higher learning (name and address of graduating seniors or students terminating school)
- Elected officials/military recruiters (name and address of graduating seniors) if no signed restriction letter on file.
- News media (in conjunction with activities, honors, awards, etc., if no restriction letter on file)
- Local school parents club

RELEASE OF NAMES TO MILITARY RECRUITER

State law (Education Code 49603) provides that the district may not deny military recruiters' access to students if such access is provided to other employers. The National Defense Authorization Act (10 USC 503), effective July 1, 2002 requires the district to provide recruiters with high school student's names, addresses, and telephone numbers, unless parents object.

The district will annually disclose information without prior parent consent. Parents will be notified annually of their right to refuse to authorize such a release. Please see the end of the Handbook for the opt out form.

The Pittsburg Unified School District is required to release the names, addresses and telephone numbers of students ages 15 years and older to the Military Recruitment Office. **If you do not want us to release your child's information, please complete the form in the back of the handbook and return it to the school by the last Friday in September.**

UPON YOUR WRITTEN REQUEST, WE WILL WITHHOLD DIRECTORY INFORMATION ABOUT YOUR CHILD.

UNAUTHORIZED PERMISSION FOR STUDENT TO LEAVE SCHOOL GROUNDS

Pittsburg Unified School District does not allow students in high school to leave campus during school hours. Neither the school district nor any officer or employee thereof shall be liable for the conduct, nor safety of any pupil, during such time as the pupil has left the school grounds, pursuant to this section. (Education Code 44808.5)

Parents may sign their student out of school during the school day for appointments, etc. Parents must sign students out at the school office. Students are not released to anyone under 18 years old.

PARENT LIABILITY

Parents or guardians are liable for the willful misconduct of their minor children, which results in death or injury to other students or to school personnel, or damage to school property. Such liability shall not exceed $25,000. (Education Code 48909)

CHILD ABUSE AND NEGLECT

Child abuse is any physical injury inflicted on a child other than by accident, willful infliction of unjustifiable physical pain or mental suffering, inappropriate touching, filming or photographing of students. (Penal Code 273a, § 11165.1.)

Neglect is failure to provide necessary food, clothing, shelter, supervision, and medical care (except in the case of treatment by spiritual means). (Penal Code 270, § 11165.2)

REPORTING REQUIREMENT FOR ALL STAFF FOR POSSIBLE CHILD ABUSE

California's child abuse reporting law mandates that all **teachers, administrators, classified employees, or other staff** and others whose job responsibilities include direct supervision of youth have a duty to report suspected child abuse or neglect to a police or sheriff's department, county probation department or a county welfare department. These individuals must report their suspicions immediately by phone and submit a written report within 36 hours. (Penal Code § 11165.7)

If upon further investigation, it appears that the person making the child abuse report is mistaken, that person cannot be held liable for the mistake. (Penal Code § 11165.7)

When a report of suspected child abuse or neglect is made, Child Protective Services (a branch of the California Department of Social Services) must immediately assess the child's safety. A child in serious danger will be removed from the home at once and a case plan will be developed with the ultimate goal of safely reuniting the family. The state may require counseling or parenting classes. If the child cannot return home safely, the child will stay in foster care and eventually be freed for adoption.

MEDICAL AND HOSPITAL INSURANCE

Parents, at their own expense, will need to purchase Medical/Dental Accident Insurance for their students who may be injured at school, at school sponsored events or while being transported to field trips and excursions. State law requires that any student wishing to participate in interscholastic sports must have, prior to being allowed to participate, adequate insurance protection for medical and hospital expenses resulting from accidental bodily injuries. (Education Code 49472)

BICYCLE HELMET LAW

California lawmakers passed a bicycle helmet law, which provides for a $25.00 fine to parents who do not enforce the wearing of a safety helmet by their children, when riding their bicycles. Call your school office to obtain information regarding specific requirements for your child riding his/her bicycle to school.

PITTSBURG UNIFIED SCHOOL DISTRICT

2000 RAILROAD AVENUE · PITTSBURG · CALIFORNIA 94565

Hitesh Haria, Associate Superintendent

PHONE: (925) 473-2303 FAX: (925) 473-4273

VOLUNTARY STUDENT ACCIDENT INSURANCE 2026-2027

The Pittsburg Unified School District does not carry medical or dental insurance for students injured on school premises, while under school jurisdiction, or while participating in school district activities. For these reasons, the school district has arranged a student accident insurance program for your review and consideration. This insurance program is optional and complies with California Education Code, which permits distribution of necessary information from the company providing the coverage.

The following types of student accident insurance plans are available:

1) School-Time Plan: Covers injuries caused by accident occurring (1) at school during the school day; (2) while participating in school-sponsored and supervised activities; and (3) during the direct and interrupted travel to and from residence and school for regular attendance.

COST: High Option - $43.00 Mid Option - $28.00 Low Option - $14.00

2) 24-Hour Plan: Covers injuries caused by accidents occurring anytime (24 hours a day) anywhere in the world. Coverage also includes participation in certain organized sports.

COST: High Option - $210.00 Mid Option - $105.00 Low Option - $82.00

3) Tackle Football: Covers injuries received while participating in sponsored or supervised Sr. High School Interscholastic football games or practice sessions.

COST: High Option - $215.00 Mid Option - $115.00 Low Option - $85.00

While participation in these insurance plans is voluntary, we urge you to consider the benefits. Approved claims will be paid on a primary basis for all school-time and 24-hour injuries, except for tackle football, which will be paid on an excess basis. Although you may already have medical insurance for your family, purchase of this additional coverage could assist you by paying deductibles and balances left after your primary carrier has paid.

The application process will now be done online, and will allow parents to safely and securely transmit applications through one of the following methods.

 Direct online submission: through our secure web portal, www.studentinsuranceusa.com , you can complete your Student Accident Insurance application directly on our website. The applications for insurance will be effective ***immediately*** and a policy number and insurance card will be available right away. This system is equipped to accept credit, debit, and e-checks for parent's convenience.

For more information or for help with enrolling your student in the insurance program, you can also contact Student Insurance at 1 (800) 367-5830.

Sincerely,

Hitesh Haria
Associate Superintendent

Under state law school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enrol in no-cost or low-cost local state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling 1 (800) 367-5830.

AHERA NOTIFICATION

To all Pittsburg Unified School District employees, parents, students and employee representatives:

This is the District's annual update of our compliance with the Asbestos Hazard Emergency Response Act (AHERA). The act requires us as a school district to inspect all our school buildings for asbestos containing materials (ACM). A management plan has been developed which outlines how asbestos materials are to be handled in each school building (abate, encapsulate or M & O).

There are various types of asbestos materials located in District buildings (floor tile, ceiling sprayed on materials, hot pipe wrapping or thermo system insulation, roofing shingles, plus others.) These friable and non-friable materials are managed through abatement methods. Friable materials can be crushed with hand pressure as opposed to non-friable materials. In an undisturbed state these materials are not harmful to students or staff. The District will continue, as it has in the past, to monitor, abate, or repair any asbestos containing materials that require action.

Copies of the management plan and inspection reports are available upon request, for review, at each school office. The entire district plan is located at 3200 Loveridge Rd, Pittsburg, CA 94565.

Anyone wishing more information regarding the District AHERA Management Plan, should contact the Director of Maintenance, Operations Transportation and Facilities, at (925) 473-2362.

USE OF PESTICIDES

PITTSBURG UNIFIED SCHOOL DISTRICT
Matthew Belasco ▪ M.O.T. Director
3200 Loveridge Road ▪ Pittsburg ▪ California ▪ 94565
Phone (925) 473-2362 *mbelasco@pittsburgusd.net*

Dear Parent or Guardian,

The Healthy Schools Act of 2000 requires that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites. The notification will identify the active ingredient or ingredients in each pesticide product and will include the Internet address (http://www.cdpr.ca.gov) for further information on pesticides and their alternatives.

Notification will be provided via Parent Square at least 72 hours prior to application.

If you have any questions, please contact Mike Barros at (925) 473-2329

Sincerely,

Matthew Belasco
Director of Maintenance, Operations and Transportation

POLICY REGARDING CONFISCATED/ABANDONED STUDENT PROPERTY

Items that are confiscated or abandoned at any school site will be disposed of if the student/parent has not picked up the item by October 1 of the following school year.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

California public schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics. Copies of the School Accountability Report Card (SARC) are available upon request from the school site or from Education Services. The School Accountability Report Card (SARC) can also be found online through the California Department of Education.

TEACHER QUALIFICATIONS

Each Local educational agency (LEA) at the beginning of each school year that receives Title I, Part A funds shall notify the parents of each student attending any school receiving Title I, Part A funds (Every Student Succeeds Act, ESSA, Section 1112[e]) that the parents may request, and the LEA will provide on request (and in a timely manner) information regarding the professional qualifications of the student's classroom teachers, including at minimum, the following (ESSA, Section 1112[e][1][A]):

Whether the student's teacher:

1. has met the State qualification and licensing criteria for the grade level and subject areas that the teacher provides instruction,
2. is teaching under an emergency or other provisional status through which State qualification or licensing criteria have been waived, and
3. is teaching in the field of discipline of the certification of the teacher.
4. whether the child is provided services by paraprofessionals and, if so, their qualifications.

TITLE I LEA-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY

September 24, 2021

1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program. (California *Education Code* [*EC*] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])

1.1 Pittsburg Unified School District has developed jointly with, agreed on with, and distributed to, parents and family members of participating children, an LEA-level written parent and family engagement policy. (20 U.S.C. § 6318[a][2]).]) *Pittsburg Unified School District's District Advisory Committee (DAC) as well as the District English Language Advisory Committee (DELAC) meet every year to discuss, amend and approve the District's Parent Engagement Policy. The District's Parent Engagement Policy is then shared by members at their respective school site during their School Site Council Meetings. Those meetings are agendized 72 hours prior to the meeting and minutes are reported out. The Parent Engagement Policy is also posted on the District's website and in the Student Rights and Responsibilities Handbook.* The LEA incorporates the parent and

family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2]) *facilitate meetings throughout the school year to acquire parent feedback*. Pittsburg Unified School District's District Advisory Committee meets six (6) times annually to discuss current topics that affect students and families as well as parent engagement strategies to promote parent participation.

To involve parents and family members in the Title I program at Pittsburg Unified School District, the following practices have been established:

a. The LEA involves parents and family members in the joint development of the agency's plan, and in the development of support and improvement plans. (20 U.S.C. § 6318[a][2][A])
   The District Advisory Committee and the District English Learner Advisory Committee meet jointly to review the District's Plan and provide feedback annually. Each School Site Council also meets regularly to review the site's plan and provide feedback. In addition, the plans, as well as Title I budget allocations, are discussed throughout the monthly School Site Council Meetings as budget allocations are discussed. The DAC meetings are held in the evenings to accommodate parent work schedules and childcare is provided.

a. The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])
   The District annually conducts a School Site Council Training to review roles and responsibilities of its members as well as present Title I information. Whenever needed, the District attends site council meetings to provide technical assistance.

b. To the extent feasible and appropriate, the LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies of other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])
   Pittsburg Unified School District coordinates and integrates with parent engagement strategies in a variety of ways including District Advisory Committee and District English Language Advisory Committee meetings and family informational webinars.

c. The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])
   The District Advisory Committee annually reviews a variety of data including academic (Summative data including CAASPP, I-Ready, Acadience) as well as English Learner Reclassification data. The District data meeting is held prior to the LEA plan so that parents can meaningfully provide feedback on the LEA plan.

The LEA identifies the following:

1. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])
   Pittsburg Unified School District, to the extent possible, offers all meetings in English and Spanish. The district offers meetings at various times during the day to

accommodate parents' work schedules. The district has very active DAC and DELAC groups. Pre-pandemic the district offered meals and free childcare.

2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])
The District Advisory Committee and District English Learner Advisory Committee conduct an annual needs assessment to name, discuss and solve academic problems as well as other barriers to learning they see at sites or at a district level.

3. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])
During every District Advisory Committee Meeting as well as District English Learner Advisory Committee school sites share out the activities that have occurred or will occur at their school that month which have successfully engaged parents in the school community and/or school academic program. This share-out also promotes new ideas for school sites struggling with parent engagement.

e. The LEA uses the findings of such evaluation in section 1.1(d) of the CE program instrument to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E])
Pittsburg Unified School District engages regularly with DAC and DELAC committees to review information and activities going on at all school sites to learn and support parental involvement at each site. Accordingly, the parent engagement policy is amended with any relevant updates.

a. The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agencies for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])
PUSD involves parents in both Spanish and English in both District Advisory Committee and District English Advisory Committee meetings to annually review the parent policy and then share the document at their respective school sites.

1.2 The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the following goals and purposes: (*EC* §§ 11502, 11504, 11506)

a. Engage parents and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible future members of our society. (*EC* § 11502[a])
Pittsburg Unified School District has a robust Parent and Family Liaison Program. Each site has a Parent and Family Liaison that meets with families at school and provides information on a variety of topics. Whole district training and seminars include: Understanding the Reclassification Process, Early Literacy Parent Workshops, Mentes Positivas (Supporting Mental Health) AMCE (Abriendo Mentes, Cerrados Estigmas), Positive Parenting for Elementary and Junior High families, TEEN Triple P also provides parenting support for ages 13-17 and up, Father Talk supports father involvement, Stepping Stones is new this year and focuses on supporting parents of scholars with special needs under the age of 6, 2 College Readiness workshops this year will focus on College Admissions Essays for High School scholars, as well as Preparing for College geared toward all PUSD scholars. This year we will add additional sessions on grade span state standards and assessments.

a. Inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (*EC* § 11502[b])
All school sites hold an annual Title 1 meeting in which parents are informed of the school's participation in the Title 1 program. At that meeting, parents are also informed of the number of ways that they can actively engage in their child's education at their school site. *The topics include but are not limited to: How to monitor a scholar's progress and work with educators to improve student achievement, parent learning nights to educate parents on various assessments, early literacy to engage parents in the reading process.]*

b. Build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist their children in support of classroom learning activities. (*EC* § 11502[c])
[Pittsburg Unified School District has partnered with a new communication platform called Parent Square. Parent Square was selected because it fosters two-way parent communication between parent and teacher, which includes real time two-way translation to best serve the needs of our Preschool through grade twelve community. *In addition, all Elementary Schools utilize Class Dojo as another platform to immediately communicate with parents and share academic achievements, concerns, and social-emotional learning.*

c. Train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (*EC* § 11502[d])
PUSD conducts an annual School Site Council training in English and Spanish for Site Principals, parents, school employees, students and community members to explain the important role of the School Site Council in facilitating the Title 1 budget.

d. Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (*EC* § 11502[e])
PUSD will engage parents, staff and community members not only with the LCAP plan but also integrate discussion and information with the CCEIS (Comprehensive Coordinated Early Intervening Services) plan as well.

1.3 Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. Section 6318[a][3][B])
[During the annual School Site Council Training meeting parents and families are informed of funds that are specifically allotted for parental involvement activities. This information is shared in the month of September so that all members are aware of this specific funding in order to best use the money during the school year.

1.4 Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

a. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])

a. Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])

b. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])

c. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])

d. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])
Pittsburg Unified School District will disseminate best practices using our robust Parent and Family Liaison Program to cross pollinate best parent engagement practices within Pittsburg. In addition, Pittsburg will utilize the new communication platform called Parent Square. Parent Square was selected because it fosters two-way parent communication between parent and teacher, which includes real time two-way translation to best serve the needs of our Preschool through grade twelve community.

PARENT INVOLVEMENT POLICY- BP 6020
Instruction

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

(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 shall include goals and strategies for parent/guardian involvement, including District efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(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.

The Board supports a cycle of inquiry approach of continual improvement. The program update to the Board will be guided by the cycle of inquiry and the essential questions: What is the need? What are the goals? What are we using to measure progress? What are the results?
(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)

(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. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(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 with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement

5. Any other activities and strategies that the district determines are appropriate and consistent with this policy
The Superintendent or designee shall ensure that each school receiving Title I funds develops a

school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Title I Schools

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

FIREARMS/WEAPONS POLICY **Board Policy 5131.7**

The Governing Board desires students and staff to be free from danger presented by firearms and other weapons.

The Board prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school, or while going to or coming from school.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with law. Under the power granted to the Board to maintain order and discipline in the schools and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

The Principal or Designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon.

The Board encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or Designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also provide a method of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

GUN-FREE SCHOOLS ACT POLICY — Board Policy 5131.7

The Governing Board desires students and staff to be free from danger presented by guns/firearms being in a school zone.

Any person who possesses a firearm in a place that the person knows, or reasonably should know, is a school zone, "School Zone" means an area in, or on the grounds of, a public or private school providing instruction in kindergarten or grades 1 to 12, inclusive, or within a distance of 1,000 feet from the grounds of the public or private school, shall be punished.

Any person who violates the Gun Free Schools Act of 1995 by possessing a firearm in, or on the grounds of, a public or private school providing instruction in kindergarten or grades 1 to 12, inclusive, shall be punished by imprisonment in the state prison for two, three, or five years.

You may be guilty of a misdemeanor or a felony if you keep a loaded firearm within any premises that are under your custody or control and a child under 18 years of age obtains and uses it, resulting in injury or death, or carries it to a public place, unless you stored the firearm in a locked container or locked the firearm with a locking device to temporarily keep it from functioning. P.C 25100

ALCOHOL AND DRUGS POLICY — Board Policy 5131.6

The Board of Education believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

TOBACCO POLICY — Board Policy 5131.62

The Board of Education recognizes that tobacco use presents serious health risks and desires to provide support and assistance in the prevention and intervention of tobacco use among youth.

(cf. 5131.6 - Alcohol and Other Drugs)

Students shall not smoke or use tobacco, or any product containing tobacco or nicotine, including electronic nicotine delivery systems (ENDS) while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (Education Code 48901)

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

PREGNANT, PARENTING, OR MARRIED STUDENTS Board Policy 5146

The Governing Board recognizes that responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The district shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. (Education Code 221.51, 230; 5 CCR 4950; 34 CFR 106.40)

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets. (Education Code 222.5, 48980)

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in the regular education program or an alternative education program. School placement and instructional strategies for participating students shall be based on the needs and learning styles of individual students. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child.

Any alternative education program, activity, or course that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (Education Code 221.51; 5 CCR 4950)

If required for students with any other temporary disabling condition, the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the regular education program or activity. (Education Code 221.51; 5 CCR 4950; 34 CFR 106.40)

To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. 5148 - Child Care and Development)

2. Parenting education and life skills instruction

3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28

4. Health care services, including prenatal care

5. Tobacco, alcohol, and/or drug prevention and intervention services

6. Academic and personal counseling

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

Absences

Pregnant or parenting students may be excused for absences for medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)

Parental Leave

A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is

reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

Accommodations

When necessary, the district shall provide accommodations to enable a pregnant or parenting student to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child

2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk

3. Access to a power source for a breast pump or any other equipment used to express breast milk

4. Access to a place to store expressed breast milk safely

5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints
Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code 46015, or district noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222, 46015; 5 CCR 4600- 4670)

Program Evaluation
The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

Pregnancy Prevention
The Superintendent or Designee shall ensure that age-appropriate, culturally and community-sensitive instruction and services are available to assist in the prevention of pregnancy among minors. The district's program shall be based on strategies that have proven effective in delaying the onset of sexual activity and reducing the incidence of pregnancy among school-age youth. Instruction shall include information regarding the consequences of pregnancy upon both the mother and father, including the effect upon future

educational and employment opportunities; the meaning of parental responsibility and its effect upon one's personal life; strategies for resisting peer group pressure; and abstinence as a method of pregnancy prevention. Such instruction may be incorporated into health and social science classes or other appropriate courses. *(cf. 6143--Courses of Study)*

Married Students

For school related purposes, married students under the age of 18 are emancipated minors and have all the rights and privileges of students who are 18, even if the marriage has been dissolved. (Family Code 7002)

SECTION D

HEALTH and SAFETY

PHYSICAL EXAMINATIONS

A physical examination will not be required of a child if a parent has filed a written objection to such examination for the current school year. However, it should be noted that the child may be sent home if he/she is believed to be suffering from a recognized infectious or contagious disease. (Education Code 49451)

ENROLLMENT PHYSICALS- Not Required for the 2026-2027 School Year

The Pittsburg Unified School District's adopted policy recommends all kindergarten children to have a physical exam before entering school in August. The law requires that a health examination certificate approved by the Department of Health Services be presented to the school by the parent or guardian within 90 days after the child's entry into school. (Mandated Child Health and Disability Prevention "CHDP", Board Policy 5111)

To be eligible for enrollment into kindergarten a child must be 5 years of age on or before September 1 of the current school year. Children who turn 5 between September 2 and February 1 of the current school year will be eligible to attend Transitional Kindergarten.

A certificate of the child's birth will be required as evidence of age such as:

- Original Certificate of Birth

Possible Birth Certificate substitutions include (ask school):

1. Passport
2. Letter from consulate

Student applying for admission into kindergarten or transitional kindergarten shall show evidence of meeting statutory physical examination requirements by a physician licensed to practice in the state of California, or pediatric nurse practitioner under the direction of such licensed physician within six months prior to the start of the kindergarten school year, usually March 1. Students may be admitted conditionally into Kindergarten. If a physical has been completed before the March 1 date and cannot be done again due to insurance/doctor reasons, you must obtain a letter from the doctor, doctor's office or insurance company that states when the last physical was, and when the next one can be obtained or proof that an appointment has been scheduled.

Students enrolling in first grade having not attended kindergarten in any district shall be required to show evidence of the same physical examination requirements as initially enrolling kindergarten students. The examinations shall have been given within 18 months prior to entrance into first grade. Students may be admitted conditionally into first grade.

Other conditions and regulations regarding conditional admission into and exclusion from school can be found in District policies about the child health and disability prevention program.

HEARING AND VISION SCREENING

Evaluation of hearing and vision of children is conducted by trained personnel, upon first enrollment and at least every third year thereafter. The evaluation may be waived upon presentation of an appropriate certificate from a physician or optometrist. (Education Code 49452)

ASSISTANCE WITH MEDICATION

When a child is required to take medication during the regular school day, the parent or guardian may request assistance from designated school personnel in administering the medication. To provide this assistance, the school must receive written instructions, each school year, from the prescribing physician and a written request from the parent or guardian. (Education Code 49423)

IMMUNIZATIONS

No person may be admitted as a student of any school in the District unless prior to his/her **first admission** to school unless he/she has been fully immunized:

Polio (Trivalent oral)	**At least four (4) doses**
Diphtheria, Tetanus, Pertussis (DPT)	**At least doses (5) doses**
Measles, Mumps and Rubella (MMR)	**Two (2) doses of measles and at least one dose of mumps and rubella**
Hepatitis B	**Three (3) doses**
Varicella	**Two (2) doses or health care provider-documented varicella disease**

All children entering *7th grade* will be required to have:

- **3 Doses of Hepatitis B Vaccine: 3 shots over a six-month period.**
- **Measles containing vaccine: 2 doses**
  (One dose must be MMR; both doses must have been given on or after the first birthday and spaced at least 4 weeks apart.)
- **Tdap- Pertussis Booster (Whooping Cough). May be given any time after the 7th birthday. MUST HAVE before the start of 7th grade or the student Cannot Attend.**

A student who cannot demonstrate evidence of having received these required immunizations or a medical waiver will not be admitted to school. Please contact Student Services at 925-473-2347 for more information.

WAIVING IMMUNIZATIONS

Starting in **January 2016,** a new California law, SB277, modified the eligibility to waive immunizations. Personal Beliefs will no longer be eligible to waive the required immunizations for school entry. Only medical waivers will be eligible. All students going into the 1st grade or 7th grade would need to have all required immunizations in order to attend school in the 2016-2017

school year and beyond.

However, whenever there is good cause to believe that the person has been exposed to one of the communicable diseases listed in subdivision (a) of Section 120325, that person may be temporarily excluded from the school or institution until the local health officer is satisfied that the person is no longer at risk of developing the disease.

Immunization Requirements beginning in the 2019-2020 school year

Requires students to have 2 varicella (chicken pox) vaccines at:
- Kindergarten entry
- 7th grade advancement
- k-12 new admissions or transfers to the district

Requires 2 MMR doses and 3 Hepatitis B doses at admission or transfer throughout k-12 (age restrictions are removed)

Website, www.CAIR.ME

Temporary medical exemptions may be issued for no more than 12 months

HPV and HPV Vaccine

What is HPV? Human papillomavirus (HPV) is a very common virus that 8 out of 10 people will get at some point in their lifetime. Some HPV infections can lead to cancer later in life.

Only cervical cancer, one of the cancers caused by HPV, can be detected early with a Pap test. The other cancers caused by HPV (cancers of the throat, genitals, or anus) may not be detected until they are more serious. HPV vaccination prevents infections that cause these cancers.

How can I protect my child from HPV?

HPV vaccination can prevent over 90% of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. With more than 135 million doses given in the U.S. since 2006, HPV vaccine has a long safety record that's backed by over 15 years of monitoring. Common side effects are mild and get better within a day or two. These include pain, redness, or swelling where the shot was given, similar to other vaccines.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade.

Ask your health care provider, pharmacist, or local health department to learn more about HPV vaccine and where you can get it.

HEAD LICE
(Pediculus Humanus Capitis)

About Head Lice
Head lice, *Pediculus humanus capitis*, exclusively affect humans. Head lice do not jump or fly; they are spread person-to-person primarily through head-to-head contact and will die within 1-2 days away from a person's head. **Head lice do not spread disease, but they can be a significant nuisance.**

Adult head lice are tan or greyish-white, wingless insects approximately ⅛ inch in length (similar in size to a sesame seed) that live in people's hair and feed on blood. Adult females glue their eggs (nits) to the base of hairs of the head, close to the scalp. Nits are yellow or white in color and are most often found within ¼ inch of the scalp; those farther away from the scalp are usually empty (the lice have already hatched) or are dead.

Lice and nits can be detected by parting the hair and examining near the scalp, most commonly near the ears and the back of the neck. Nits are often easier to find, as lice are small, move quickly, and avoid direct light. Wetting the hair before combing has been shown to be a helpful method in diagnosing an active lice infestation (Jahnke et al. 2009). Children ages 3-11 years old are at highest risk for head lice infestation.

Head Lice in Schools and Child Care Facilities
If lice are seen on a child at school, or if an infestation is suspected, **the parents/caregivers of the affected child should be notified at the end of the school day and provided educational materials**, such as CDPH's Head Lice Flyer and How-To Guide for Nit Combing, to instruct parents/caregivers on the proper treatment and control of head lice. **The affected child should be admitted to class the following days regardless of treatment or infestation status. If head lice or signs/symptoms of an infestation are still observed, the parent/caregiver should be contacted again.**

It is also recommended to keep children's clothing and personal items (coats, hats, scarves, and backpacks) separate from the items of other children in the classroom (for example, items can be hung on the back of the child's chair). Additionally, each child's sleeping mat or towel should be individually labeled and stored in separate cubbies or in sealable plastic bags if classroom space allows.

Responsibility of Parents/Caregivers of Children
Parents/caregivers are responsible for checking their children routinely for head lice and following the label instructions for administering treatments if head lice are found. If a parent/caregiver is unable or unwilling to check their child for head lice, a healthcare provider may be able to provide assistance. If a child does have live lice, all members of the affected child's family or household should be checked for head lice and treated at the same time.

However, treatments should be given only to persons with an active head lice infestation. Routine use of head lice treatments is unnecessary and may contribute to resistance of treatment products.

Treatment

CDPH recommends the combination of lice-killing products and nit combing for the effective

treatment of head lice. It is important that parents/caregivers always follow the label instructions when administering products to treat head lice. Some treatments kill only live lice and a second treatment 7-10 days after the first treatment may be necessary to kill any lice that recently hatched from nits. Reports of resistance to some over-the-counter treatments have been reported in California and therefore, not all lice may be killed by treatment. Combing and removal of nits may help to reduce the duration of infestation. Several brands of nit combs (finely-toothed, metal combs) are available at local pharmacies. Other combs may also be adequate if they have long, metal teeth that are very close together. **Sometimes it may seem that the treatment has failed when actually: 1) the substance on the hair shaft was misidentified as nits (i.e., dandruff, styling products, etc.), 2) treatment instructions were not properly followed, or 3) reinfestation with head lice has occurred.**

Consultation with a healthcare provider is recommended if there are questions regarding the various treatment options.

Over-the-counter treatments:

Pyrethrins with piperonyl butoxide shampoo (i.e., A-200®*, Pronto®*, R&C®*, RID®*, Triple X®* for children 2 years of age and older), **and permethrin** (1%) lotion (i.e., Nix®* for children 2 months of age and older) treatments may be used to kill live lice but not nits, and may need to be used again 9-10 days after the initial treatment to kill newly hatched lice. A study of head lice in California indicates that some lice populations are resistant to permethrin and pyrethrins (Gao et al. 2003; Gellatly et al. 2016). If live lice are still observed after a full course of treatment, contact a healthcare provider or pharmacist.

Sklice®* (0.5% ivermectin lotion) is a treatment for children 6 months of age and older. Ivermectin is derived from a soil bacterium and causes paralysis and death in lice. This is a single-use product.

Available by prescription only:

Ovide®* (0.5% malathion lotion) is an effective product to kill lice and may kill some nits. This product can be used only on children 6 years of age and older. **Ovide®* is flammable so parents/caregivers must not use hairdryers when applying this product** (Meinking et al. 2002; Frankowski and Bocchini 2010). Retreatment may be necessary if live lice are seen 7-9 days after the initial treatment.

Natroba®* (0.9% spinosad topical solution) is a treatment for children 6 months of age and older. Spinosad is derived from a soil-dwelling bacterium and works to "over-stimulate" lice and nits into paralysis and death (McCormack 2011). Retreatment may be necessary if live lice are seen 7-9 days after the initial treatment.

Stromectol®* (ivermectin 3-mg tablet) can be given at any age (if weight $\geq$ 33 lbs). This product should be used only if head lice are resistant to all other topical treatments. Treatment with 2 single oral doses, given 7-10 days apart, has shown to be effective in the control of head lice.

Alternative treatments:

AirAllé®*, formerly known as the LouseBuster®, is a device designed to deliver heated air at high flow to the scalp and hair to kill lice and nits. Treatment takes at least 30 minutes (Bush 2011). This product can be costly and may require specialized training to use.

The use of a common household hairdryer must be avoided as the high temperature required to effectively kill nits and lice can cause serious burns on the skin and scalp. Burns may occur when the hairdryer is held too close or pointed too long on the scalp.

There may be companies available that offer nit and lice removal services for a fee.

There is no conclusive scientific evidence to support the use of products such as vinegar, isopropyl alcohol, enzyme-based compounds, tea tree oil, or other alternative products advertised to dissolve the glue on the nits (to ease their removal) or kill the nits. Similarly, there are no conclusive scientific data to support claims that mayonnaise, olive oil, melted butter, petroleum jelly, or other alternative products "suffocate" nits and lice when applied on the hair or head. Drowning lice is also an ineffective way to kill lice (TakanoLee et al. 2004). Natural products (i.e., herbal products) are not regulated for safety by the U.S. Food and Drug Administration (FDA) (Wadowski et al. 2015). The American Academy of Pediatrics does provide a list of alternative agents for head lice treatment (though not FDA-approved or recommended) for parents/caregivers who may choose to use them (https://publications.aap.org/pediatrics/article/150/4/e2022059282/189566/Head-Lice).

For Additional Information

Please contact your local health department for more information. The list of references cited in this document is provided. These guidelines, educational materials, and other CDPH publications can be found on the CDPH Head Lice webpage.

SECTION E

TRANSPORTATION and FIELD TRIPS

TRANSPORTATION

Riding the school bus is a privilege. Rules must be followed or the privilege may be revoked. It is in your child's interest that we work together to ensure safe transportation to and from school for all students.

BUS RULES

1. Students are not to arrive at the bus stop earlier than 5 minutes before scheduled departure time.
2. Items such as radios, electronic equipment, aluminum cans, glass, animals, insects, reptiles, skateboards, athletic equipment (bats, balls, baseballs, basketballs, etc.) or other unsafe items shall not be transported to school on the bus.
3. Pre-schoolers and kindergarten students should not be at the bus stop unless supervised by a responsible adult.
4. Foul or inappropriate language is not allowed.
5. Students must follow directions of the bus driver.
6. Students must stay in their assigned seat.
7. Students must keep all body parts inside the bus.
8. No pushing, shoving, cutting, horseplay or fighting will be tolerated at any time.

BUS DISCIPLINE

1. When a rider is guilty of a first offense of misconduct, the rider will be issued a citation by the driver and reported to the Principal or Vice Principal for appropriate discipline.
2. Upon a second offense of misconduct, the transportation supervisor will contact the parent and set up a meeting. The meeting will consist of the parent, child, principal, bus driver and the transportation supervisor.
3. Upon a third offense of misconduct, the rider may be denied transportation services for one month.
4. Upon a fourth offense of misconduct, the rider may be denied transportation services for the remainder of the school year.

The following inappropriate behavior will result in automatic suspension of busing privileges:

- Physical harm to another student or threat of physical harm.
- Property damage (vandalism).
- Refusal to obey the bus driver.
- Disruption to the bus driver and others.
- Any rider who creates a safety hazard on the bus will be removed without consideration
- of prior offenses.
- Any offense as listed on the **"School Bus Conduct Report"**.

Pittsburg Unified School District
School Bus Conduct Report

Date: ____/____/____ Route: _____ AM Noon PM
Dear Parents/Guardians: School: _____

This report is to **inform you of disciplinary action** taken as a result of your pupil's actions which jeopardized the safety and well-being of all pupils on the bus. We urge you to support this corrective action by impressing upon your pupil the **need for safety on our school buses.**

_____ has been cited for the infraction of the rules listed below:
Pupil

- ❒ *Failed to obey the instructions of the bus driver.
- ❒ *Threw an object(s).
- ❒ *Possessed dangerous weapon(s)/object(s).
- ❒ *Fought, wrestled or scuffled on the bus.
- ❒ *Extended arm/hand/limb from door/window of bus.
- ❒ *Standing/changing seats while the bus is moving.
- ❒ *Possessed matches, incendiaries, etc.
- ❒ *Used emergency exit without permission.
- ❒ *Vandalism of property.
- ❒ *Threatened/harmed driver/rider.
- ❒ *Disruption: (Driver had to stop bus to regain order).
- ❒ *Possessed alcohol, tobacco and/or drugs.
- ❒ *Used vulgar/profane language on the bus.
- ❒ *When necessary to cross the road, refusal of pupil
- ❒ To cross the road 10 feet in front of the bus and as Directed by the driver.
- ❒ Eating, drinking or chewing gum.
- ❒ Possessed glass container or object.
- ❒ Impeded movement of bus.
- ❒ Other (see definition under description of incident).
- ❒ Pupils shall have "written" permission to leave the bus
- ❒ Other than at the school or their designated bus stop.
- ❒ Pupils shall be on time for their AM and PM bus.

***Any violation marked with an asterisk will result in loss of transportation service with no previous citations.**

❒ This is the first citation. Please consider it a warning. Please review the importance of the school bus "Code of Conduct" with your pupil. Please **sign** this citation to ensure you received it, and return it to the principal.

❒ This is the second citation. There will be a **mandatory** meeting with the parent/guardian, your pupil, the principal, transportation supervisor and bus driver to come to an agreement about proper riding practices.

❒ **This is the third citation. There will be a suspension of bus riding privileges effective___/_____/_____. Riding privileges will resume on_____/_____/_____.**

❒ **This is a severe infraction. There may be a suspension of bus riding privileges for up to one (1) year. This suspension will begin on _____/_____/_____ and end on _____/_____/_____. Riding privileges will resume on _____/_____/_____.**

A conference is required from the District. You will be notified as to the actual date of this conference (date/time within two (2) school days).
Driver Signature: _____Principal Signature: _____
Transportation Management Signature: _____

APPEAL PROCESS

Any denial of transportation services may be appealed. The order of appeal shall be:
Principal
Director of Transportation/Maintenance
Director of Student Services
Superintendent

EXTRACURRICULAR ACTIVITIES AND FIELD TRIPS

All bus procedures and consequences remain in effect for field trips or other school related activities.

On all school-sponsored field trips, excursions and athletic events, provisions must be made for proper supervision of students by school employees. Parents may assist in supervising students as chaperones, but they may not bring other children along on the bus. Parents/guardians may provide transportation for a school-sponsored trip, provided the parent shows proof of proper insurance coverage and the proper district forms have been completed and are on file with the principal.

On those occasions where parents elect to provide their own transportation for a school-sponsored trip and elect to bring siblings, the parents are doing so at their own risk. The District will not accept responsibility or liability.

SECTION F

TRANSFERS

INTRADISTRICT - OPEN ENROLLMENT **AR 5117.1(a)**

Attendance at a school within the Pittsburg Unified School District

- ❖ The Governing Board desires to provide options that meet the diverse needs, potential and
- ❖ interests of District students and shall annually review enrollment options.
- ❖ Students who reside within the district's boundaries may apply for enrollment in any district school. The Superintendent or Designee shall determine the capacity of each District school and establish a random, unbiased selection process for the admission of students from outside a school's attendance area.
- ❖ The District will not provide transportation outside the school's attendance area if attendance is based upon a parent request to attend a school outside the student's attendance area.
- ❖ The Superintendent or Designee shall develop the necessary regulations for implementing this policy.

ENROLLMENT PRIORITIES

For the purpose of these regulations, caregiver affidavits shall be construed to verify residence in the district only. Caregiver affidavits will not be accepted for the purpose of circumventing the requirement of residence within a school's attendance area. The following is the priority order in which students will be enrolled in a school:

1. Students who reside within a school's attendance area;
2. Students overflowed out of the resident school during the previous school year;
3. Students enrolled into Dual Immersion program;
4. Students with previously approved open enrollment placements;
5. Siblings of students with previously approved open enrollment placements;
6. All new open enrollment applicants on a lottery basis;
7. New students anticipating a move to the district within 40 school days who have an approved interdistrict transfer and acceptable proof of a pending move;
8. Students already enrolled in the District with an approved interdistrict transfer as long as they continue to meet the criteria of satisfactory attendance, academics and behavior;
9. New interdistrict transfer requests with priority given to students whose parents/guardians are employed within District boundaries.

ADDITIONAL POLICIES

- ➔ Open enrollments shall be granted annually on a space available basis at the receiving school.
- ➔ No student currently residing within a school's attendance area shall be displaced by a student on open enrollment if enrolling before October of the current school year. (Education Code 35160.5)
- ➔ Students who move into an attendance area will be reassigned to another school if their grade level is at maximum capacity at their new school of residence.
- ➔ The Governing Board retains the authority to maintain appropriate racial and ethnic balances among district schools. (Education Code 35160.5)

- ➔ If it becomes necessary to displace students on open enrollment at any grade level, students will be displaced in an inverse order (last in, first out) of their acceptance.
- ➔ Students may be denied Open Enrollment if space is not available. Does not meet the specified criteria requirements (attendance behavior and grades) that meets the district standard.

SELECTION PROCEDURES

1. The Superintendent or Designee shall identify those schools which may have space available for additional students. Open enrollment applications shall be available at all school offices.

2. **Open enrollment application period shall be March 1st through April 1st, for all Elementary Schools, unless otherwise announced by the district. For the Jr. High Schools the Open Enrollment Application Period will be January 15 through February 15, unless otherwise announced by the district. Notifications will be posted at each school site. After the listed dates, open enrollment requests will be placed on later rounds.**

3. All students who submit applications to the district by the end of the open enrollment period shall be considered for admission to their school of choice the following school year under the district's open enrollment policy.

4. If enrollment numbers at a particular school are high, approval shall be determined by lottery from the eligible applicant pool. A rank order shall be established to indicate the order in which students will be accepted. Refer to the previous page for priority placements.

5. The Superintendent or Designee shall inform applicants by mail as to whether their applications have been approved or denied. If the application is denied, the reasons for denial shall be stated in writing.

6. Applicants who receive attendance approval must confirm their enrollment within two weeks. Once attendance has commenced, students must remain at the school of choice for at least one full year, unless they no longer meet attendance, behavioral or academic conditions.

7. The District reserves the right to assess space availability and may not send approvals or denials until 15 school days after the start of the school year. Most response letters are mailed during the summer.

8. Open enrollments are a privilege. The District works diligently to comply with as many requests as possible.

CANCELLATIONS

A student's open enrollment may be canceled or "revoked" if his/her grades, attendance or behavior interferes with the student's educational progress by the school. Cancellation of student open enrollment shall occur at any time deemed necessary by the open enrollment school. Progress monitoring will be reviewed quarterly.

APPEAL PROCESS

When an open enrollment intradistrict application is denied, the parent/guardian may appeal to the Director of Student Services in writing. An answer may be given in writing either approving or denying the appeal. The response will state the reason for approval or denial.

ADDITIONAL TRANSFER OPTIONS INCLUDE:

Elementary and Secondary Education Act (ESEA) Unsafe School Choice Option (USCO)

Students who attend a persistently dangerous school and students who are victims of a violent criminal offence (serious physical injury), while in or on the grounds of a Pittsburg Unified School will be allowed to attend another Pittsburg Unified School District safe school as mandated by U.S. Department of Education (USCO) under the Elementary and Secondary Education Act. (ESEA). Parents would be notified in a letter if their child's school meets this criteria.

This form is available at any school site, please do not use this copy.

PITTSBURG UNIFIED SCHOOL DISTRICT
OPEN ENROLLMENT INTRADISTRICT TRANSFER REQUEST

NEW
CONTINUING
20_____/20___

Name of Student _____ Grade _____ Date of Birth _____
Address _____ City _____
Phone (Home) _____ Cell _____ Work_____
Assigned School _____ Requested School _____

(SCHOOL USE ONLY)
STUDENT ON OVERFLOW TO:

GENERAL OPEN ENROLLMENT RULES:

OPEN ENROLLMENTS SHALL BE GRANTED ON A **SPACE AVAILABLE BASIS** AT THE REQUESTED SCHOOL.

APPLICANTS WHO RECEIVE AN APPROVAL **MUST CONFIRM THEIR ENROLLMENT WITHIN TWO WEEKS**. ONCE STUDENT BEGINS SCHOOL, THEY MUST REMAIN AT THE REQUESTED SCHOOL FOR AT LEAST ONE SCHOOL YEAR.

THE DISTRICT **WILL NOT PROVIDE TRANSPORTATION** TO A SCHOOL OUTSIDE OF THE ASSIGNED ATTENDANCE AREA. STUDENTS APPROVED ON OPEN ENROLLMENTS **DO NOT RECEIVE DISTRICT TRANSPORTATION**. **THE PARENT/GUARDIAN IS RESPONSIBLE FOR PROVIDING TRANSPORTATION.** (FOR DUAL IMMERSION, PLEASE CONTACT THE SCHOOL)

MY CHILD IS IN THE FOLLOWING PROGRAM (PLEASE INDICATE BELOW):

Special Ed _____	GATE _____	ESL _____	Resource _____	Dual Immersion _____	Other _____

REASON (This portion MUST be filled out): _____
_____
_____
_____
_____
_____

Parent/ Guardian Signature _____ Date _____

****

DISTRICT ACTION: GRANTED _____ DENIED _____ HOLD _____ Random #

REASON FOR DENIAL OR HOLD:
_____
_____
_____

Director of Student Services _____ Date_____

INTERDISTRICT TRANSFERS
B.P. 5117

Request to **go outside** or to **come into** the Pittsburg Unified School District**.**

The Board of Education recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons.

The Board desires to communicate with parents/guardians and students regarding the educational programs and services that are available in the district.

The Superintendent or designee may approve interdistrict attendance agreements with other districts on a case-by-case basis to meet individual student needs.

The interdistrict attendance agreement shall not exceed a term of five years and shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied. (Education Code 46600)

GUIDELINES FOR INTERDISTRICT REQUESTS **A.R. 5117**

1. All requests for Interdistrict agreements shall be submitted to the Superintendent or Designee beginning on **April 1st,** and continue throughout the school year.

2. Interdistrict transfers may only occur when space is available.

3. Required documentation: Students new to PUSD, must submit the report card or transcript, attendance report, behavior and other paperwork including IEP/504 plan from the last school, for consideration.

4. Interdistrict transfers to another District shall only be granted for unusual and compelling reasons as determined by the Superintendent or Superintendent Designee

5. If the request for an Interdistrict Transfer is denied by the Pittsburg Unified School District Board of Education, the parents have the right to appeal the denial to the County Board of Education and this decision will be binding on both parties. During the appeal, students will remain at their current school.

Interdistrict Attendance Transfers (coming in) may be granted for the following reasons:

- Junior/Senior privilege
- Students completing the highest grade in an elementary or junior high school
- Work related: An elementary school student, who has one or both parents or legal guardian, employed within the boundaries of that school district.
- Childcare: Student's childcare is provided by an individual or childcare facility within the boundaries of the requested district
- Parents/guardians have documented proof of an intended move
- Special or unusual circumstances which make attendance of a student in school outside his/her area of residence necessary

Interdistrict attendance transfers to another district may be granted for the following reasons:

- Childcare (K-8 Only)
- Parent Employment (If District of Attendance policy permits)
- Sibling already attends school in the District of Attendance or Area
- Health and Safety
- Specialized Program or Course
- Continuing Enrollment
- Final Year at current school site
- Change in Residence

Proof of reason must be submitted with the application.

Every interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be revoked. (Education Code 46600)

The Superintendent or designee may deny initial requests for interdistrict attendance agreements if the school's facilities are overcrowded at the relevant grade level and based on other considerations that are not arbitrary. However, once a student is admitted based on child care needs, his/her continued attendance may not be denied because of overcrowding.

The Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601.

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

The District may revoke a student's enrollment if he/she is recommended for expulsion pursuant to Education Code 48918.

The District may deny a transfer under the alternative interdistrict attendance program if:

1. The Board determines that the transfer into or out of the district would negatively impact a court-ordered or voluntary desegregation plan of the District

2. The transfer into the District would require the District to create a new program to serve that student.

Transportation

The District shall not provide transportation outside the school's attendance area, unless otherwise required by law or paid for by special program funds.

Denial or Revocation of Interdistrict Transfer Requests

The parent/guardian of a student who is denied a transfer request pursuant to Education Code 46600-46601 shall receive timely notice, in accordance with law, regarding the process for appeal to the County Board of Education. This notice shall be provided by the District denying the request, or in the absence of an agreement between the Districts, by the District of residence.

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

The District may revoke a student's enrollment if he/she is recommended for expulsion pursuant to Education Code 48918, or if the student's attendance, grades and/or behavior do not meet District standards.

The District may deny a transfer under the alternative interdistrict attendance program if:

1. The Board determines that the transfer into or out of the District would negatively impact a court-ordered or voluntary desegregation plan of the District.
2. The transfer into the District would require the district to create a new program to serve that student.

DO NOT USE COPY ONLY, FORMS AVAILABLE AT STUDENT SERVICES and Online

INTERDISTRICT TRANSFER REQUEST
R SCHOOL DISTRICTS IN CONTRA COSTA COUNTY

Step 1: To be completed by parent/guardian

Requests must include the Required documentation to support the reason(s) for the interdistrict transfer request based on the chart on page two. All documentation must be attached to the application at the time of submission. Incomplete applications will not be processed. For all attendance, grades and behavior records please provide documentation from the past 1 school year.

School Year for transfer: 20____- 20____ New ☐ Renewal ☐	Date of Request:
Student Name: (Last, First) *Complete a form for each student requesting transfer*	Birth Date: / Grade Requested:
Residence Address: *(Street, City, Zip)*	Gender: Female ☐ Male ☐ Non-binary ☐
Current/Last School of Attendance:	Current/Last District of Attendance:
School of Residence:	District of Residence:
School Requested:	District Requested:

Parent/Guardian: _____ *First Name, Last Name and Relationship to Student*

Main Phone #: _____ Mobile ☐ Home ☐ Work ☐

Email: _____

Parent/Guardian: _____ *First Name, Last Name and Relationship to Student*

Main Phone #: _____ Mobile ☐ Home ☐ Work ☐

Email: _____

Sibling Name: _____ School/District: _____ Grade: _____

Sibling Name: _____ School/District: _____ Grade: _____

Is the student currently pending disciplinary action or under an expulsion order? Yes ☐ No ☐

Is the student receiving Special Education Services? Yes ☐ No ☐ IEP Placement Services (*Please check below and attach plan*):

Special Day (SDC) ☐ Resource (RSP) ☐ Non-Public School (NPS) ☐ Currently Pending Special Education Assessment ☐

Is the student is receiving support services please select all that apply? English Learner ☐ Gifted (GATE) ☐

General Education with accommodations/modifications ☐ Section 504 (*Please attach plan*) ☐

Reason(s) for the request? (*Check all that apply. See "Documentation Required" section for required supporting verification)*

Child Care (K-8 ONLY) ☐ Sibling in district ☐ Health & Safety ☐ Specialized program (9-12) ☐ Continuing enrollment ☐

Parent/Guardian Employment:
Parent works for school district ☐
Parent works within district boundaries ☐

Complete final year at current school ☐ Proposed change in residence ☐

Other: _____

☐ I have read the Terms and Conditions on Page 2 and understand the regulations and policies governing interdistrict attendance permits.

FALSIFICATION OF ANY INFORMATION INVALIDATES THIS TRANSFER APPLICATION

Parent/Guardian Signature: _____ **Date:** _____

Under penalty of perjury the information provided above is true and accurate

STEP 2: Completed by District of Residence

Decision: Approved ☐ Denied ☐

- ☐ Without exchange of IPSU/Funding
- ☐ Preference not valid reason
- ☐ Does not meet board Policy ☐ Over District Quota
- ☐ Other _____

Authorizing Signature: _____ Date: _____

Title: Director of Student Services

STEP 3: Completed by Requested District of Attendance

Decision: Approved ☐ Denied ☐

If denied, reason: _____

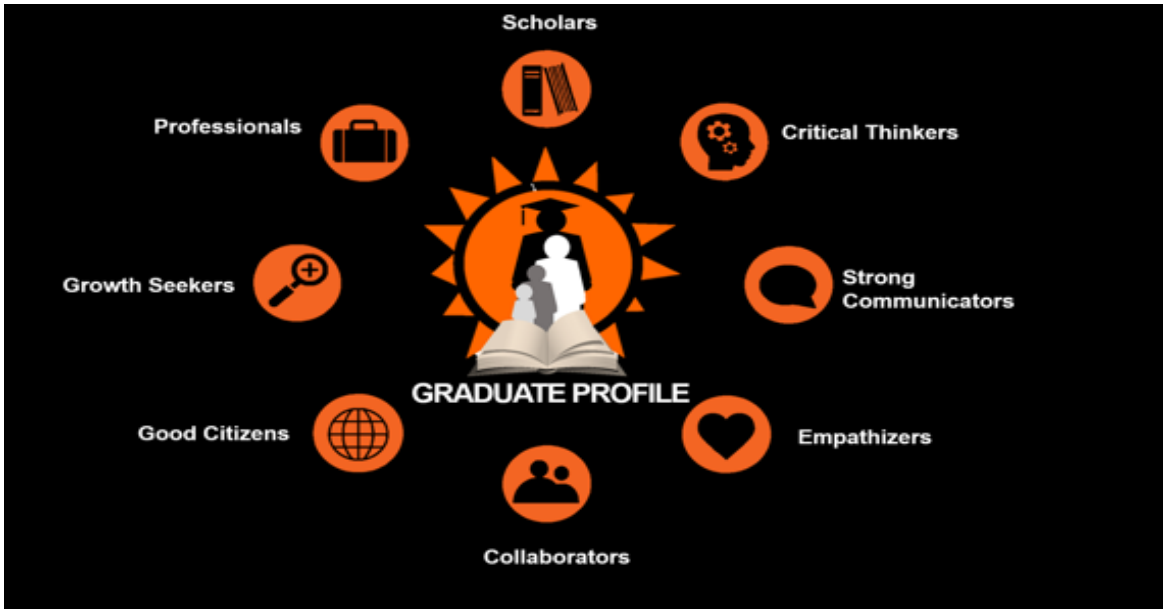
Authorizing Signature: _____ Date: _____

Title: _____

PITTSBURG UNIFIED SCHOOL DISTRICT

STUDENT SERVICES DEPARTMENT

Student Code of Conduct Manual
Section G



EVERY SCHOLAR, EVERY DAY.
THEY DESERVE NOTHING LESS THAN OUR BEST

2026-27

PITTSBURG UNIFIED SCHOOL DISTRICT
CODE of CONDUCT
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This Code of Conduct student response manual was developed with guidance from the ACSA's Every Child Succeeds Symposium, Student Services Personnel Academy and complies with California Education Code. The Matrix is a part of a coordinated effort to improve school climate for all stakeholders/educational partners, reduce suspension and expulsion, eliminate disproportionality in disciplinary responses, and focuses on prevention and intervention rather than punishment.

Section 1
Introduction

District Mission & Vision

Mission Statement

It is the mission of Pittsburg Unified School District to inspire our students, to ensure they achieve equity in academic excellence and to bring scholars closer together through shared experiences in learning. We believe the cultural diversity of our community and our youth are our greatest assets. We endeavor to bring our scholars to their fullest potential and to create lifelong learners who will contribute positively to the world.

Equity Statement

We, the Pittsburg Unified School District Community of diverse scholars, families, and staff believe every scholar, every day deserves the best. Our diversity is our asset.
We recognize systemic practices have historically created inequities in our system. We stand together to intentionally and continuously identify, name, disrupt, dismantle, and replace these barriers in order to ensure equitable outcomes.
We, the Pittsburg Unified School District Community, champion safety, justice, access, systems of opportunities, identity, voice, respect, inclusion, and belonging for all.

Priority Areas

Engaging and Rigorous Teaching and Learning

- New Math Curriculum
- Continue Focus on Writing
- Expand Art and Music Programs
- Strengthen Dual Immersion Program
- Adopt New Assessment System

Equity, Access and Success

- Early Literacy Initiative
- Extra Support for English language learners
- Expanded Learning Opportunities
- Increase Resources for Students with Disabilities
- Further Develop Career Technology Pathways, Advanced Placement Opportunities, and Career Counseling Supports

Student & Family Assets

- Broaden Restorative Justice Practices
- Enhance Parent & Family Engagement
- Add Behavior and Socio-Emotional Supports

Recruit, Retain and Support Staff

- Offer Competitive Compensation Packages
- Provide Mentors for New Teachers
- Encourage Professional Development Opportunities
- Upgrade Websites, Communications Efforts, and Marketing Materials

Facilities to Support Student Learning

- Improve Buildings and Facilities
- Transparent Budgeting
- Make Strides with Technology Infrastructure
- Expand Green Efforts and Practices throughout District

OVERVIEW

The primary goal of the Pittsburg Unified School District is to establish inclusive and positive school environments. We aim to foster harmonious relationships among students, families, and staff, promoting a healthy and secure atmosphere dedicated to education. Ensuring equal treatment for ALL scholars, we strive for a disciplinary system that is fair, uniform, and impartial. The highest level of safety and achievement is attained when there is a collective effort from scholars, families, and staff. By embracing collaboration, recognizing the importance of each individual's role, and prioritizing deliberate disciplinary approaches, we strive to cultivate an environment characterized by mutual respect and commitment.

PUSD's Philosophy of Discipline
Schools function as communities where positive behavior is not only expected but also taught, modeled and learned within an atmosphere of respect and dignity. Every interaction between adults and scholars presents an opportunity to either strengthen or weaken positive relationships.

In PUSD, student discipline is viewed as a developmental process, and effective strategies for addressing student behavior.

Restorative Practices provide opportunities for all members of the community to understand consequences of their actions, address any harm caused by their behavior, and restore disrupted relationships. Our school's disciplinary practices are designed to engage scholars in the learning process so that they may become college and career ready.

We believe that fair, firm, and consistent implementation of disciplinary actions is expected and that scholars need to be informed about the consequences of their behavior. We also believe school discipline will be administered in a manner that focuses on teaching students positive behavior and keep them engaged in their regular academic program to the greatest extent practicable. PUSD will make every reasonable effort to address and correct student misbehavior using school-based resources at the lowest possible level, and to support students in learning the skills necessary in maintaining a positive school environment. Many disciplinary issues can be and should be addressed and resolved at the classroom level by teachers. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and match the severity of the student's behavior. Given that there is no evidence to show that exclusion from school is an effective means to change behavior, suspensions and expulsions should be used as a last resort.

RESTORATIVE PRACTICES OVERVIEW

Restorative Practices

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices have been applied in our schools since 2015, specifically at our secondary schools to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices improve relationships between students, between students and educators, and even between educators. Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) who may have been affected by their behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future. In many instances , Restorative Practices and Restorative Justice can be implemented as an alternative to punitive disciplinary measures.

Affective Statements and Questions- Statements and questions that appropriately communicate people's feelings, and allow for reflection on how their behavior has affected others.

Classroom Circles- A group discussion format, which is a mainstay of Restorative Practices, can be used in a variety of ways including but not limited to:

- Building community
- Making agreements
- Solving problems
- Exploring class material

Restorative Dialogue- A structured conversation used to resolve conflict or appreciate others and asks some version of the following questions:

- What happened? What were you thinking at the time?
- How do you feel about what happened? How have you and others been affected?
- What needs are still with you? What else do you want to express?
- What would you like to happen next? How do we make things right as possible?

Restorative Discipline and Interventions- May be used in lieu of, or in addition to, traditional means of discipline such as suspension. They may include:

- Restorative conferences
- Peer mediation
- Restitution
- Community service
- Agreements between the involved parties
- Behavior support plans or referrals to counseling, mentoring, or after-school programs



Student Behavior Guiding Principles

Pittsburg Unified School District implements schoolwide rules based on the **3 B's - *Be Safe, Be Respectful, Be Responsible***, that provide an important foundation to guide behavior. The aim is to create a secure and respectful environment in the school that allows scholars to focus on learning and their own personal growth

Schools with a Positive School Climate Have:

- Positive and affirming relationships with all stakeholders – students, parents, teachers/staff, and community partners
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort
- Supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes and/or communities
- Engaging academic and extracurricular activities that meet behavioral, developmental, and academic needs
- Effective communication among schools, parents, and community
- Clean and well- maintained environments that clearly demonstrate school pride and a love of learning
- A learning environment where students and staff feel physically and emotionally safe

Positive Behavior Supports and Interventions (PBIS)

Pittsburg Unified School District Promotes a positive school climate by providing proactive intervention strategies and various systems of support such as:

● ***Multi-Tiered Systems of Support - MTSS***

The Pittsburg Unified School District's Multi-tiered System of Supports is a prevention program that organizes school level resources to address each individual student's academic and /or behavioral needs within intervention levels that vary in intensity, allows for the early identification of learning and behavioral challenges, and timely intervention for students who are at risk of low learning/behavior outcomes.
The MTSS process is cyclical and based on a continuum of three tiers (primary, secondary, and intensive prevention levels) of instruction and behavior support.

● ***School-Wide Positive Behavior Interventions and Support Systems - PBIS***

The Schoolwide Positive Behavioral Interventions and Supports System is a universal schoolwide prevention program that aims to establish a social culture within schools in which students expect and support appropriate behavior from one another— and thereby create school climates that are socially predictable, consistent, safe, and positive. The primary goals of School-wide positive behavior interventions and support systems are to reduce problem behaviors within schools that lead to office discipline referrals and suspensions and to change perceptions within the community about school safety.

● ***Social Emotional Learning - SEL***

The District implements Social Emotional learning via curriculum, strategies, and lessons that are delivered by professional school counselors, trained behavioral support staff, and teachers in every classroom from Transitional Kindergarten through twelfth grade. These vary by site ranging from Character Strong, Leader in Me to Mindful Life.

RIGHTS and RESPONSIBILITIES of STUDENTS, PARENTS, TEACHERS and ADMINISTRATORS

RIGHTS of STUDENTS

1. To attend school and classes unless removed under the process as specified in the Education Code and District rules.
2. To be informed about school and District rules, expectations and regulations pertaining to students.
3. To receive appropriate educational programs designed to meet the individual needs of all students.
4. To attend school in an academic and social climate that is free from fear and violence.
5. To be treated with respect, compassion, courtesy, and dignity regardless of race/ethnic background, gender, age, national origin, religion, physical/mental disability, sexual orientation, family structure, political beliefs, physical appearance, or financial status.
6. To receive fair and reasonable treatment from those who are responsible for enforcing standards of student conduct.
7. To hear and be heard. To express opinions, ideas, and feelings without infringing on the rights of others.
8. To examine personal records upon reaching the age of 16, with the assistance of a certificated staff member for proper explanation.
9. As specified in Education Code 46010.1, any pupil in grades 7 to 12, inclusive may be excused from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent/guardian.
10. A student 18 years of age or over shall have all the responsibilities and powers which, in the case of a minor, would be charged to the parent/guardian to verify his/her own absences from school.

RESPONSIBILITIES of STUDENTS

BE SAFE

- I am personally responsible for being safe at school and all school activities.
- I will abide by the school uniform/dress code policy of the school site and school district.
- I will report any known safety hazards or concerns.
- I will help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
- I will report any bullying or harassment.
- I will avoid conflicts and physical or verbal violence.
- I will not trespass on other school campuses. I understand that I must have written permission from the Principal or designee prior to entering any school during the school day.
- I will wear the designated/appropriate safety ID's around the neck, to be visible at all times, while on campus (secondary schools)

BE RESPECTFUL

- I will treat others the way I want to be treated.
- I will abide by the authority of teachers, administrators, and classified employees who have student supervisory assignments with respect to student behavior during school activities.
- I will treat people fairly and respect their rights.
- I will respect private and public property.
- I will be honest with myself and with others.
- I will avoid spreading rumors or gossip verbally or electronically.
- I will respect each person's right to be different and I will look for the good in others.

BE RESPONSIBLE

- I will take responsibility for my actions.
- I will choose how I respond to others.
- I will give my best in everything I do.
- I will come to school regularly and on time, ready to learn with books and necessary materials.

- I will help to create a positive school environment.
- I will use electronic devices and school computers safely, respectfully, and responsibly.
- I will return what I borrow to the same person, in the same condition.

All students are entitled to due process. This means there are certain procedures that school officials must follow prior to taking appropriate disciplinary action. There are also procedures students and parents/guardians must follow if they do not agree with the school's actions. Challenges or objections to suspensions may be addressed directly to the school-site principal. Students who are recommended for expulsion have a right to an expulsion hearing. (EC 48900, 48915).

RIGHTS of PARENTS/GUARDIANS

1. To be informed of District policy and school rules and regulations related to their children.
2. To visit school periodically and upon request to participate in conferences with teachers or counselors regarding the academic and behavioral status of their children.
3. To inspect their child's school records with the assistance of a certificated staff member for proper explanation.
4. To be informed of significant facts and school action related to the student's behavior and academic progress.

RESPONSIBILITIES of PARENTS/GUARDIANS

1. To support all students in reaching their full potential by making sure they are in school daily, unless ill and complete all required homework/classwork on time.
2. To make sure their children are on time, have adequate sleep and nutrition, practice proper personal hygiene and wear appropriate clothing.
3. To be familiar with District policy and school rules and regulations.
4. To provide the school with a current emergency telephone number where a parent/guardian or a responsible adult may be reached at all times.
5. To actively participate in efforts to improve student's behavior when necessary by assisting school personnel in planning and implementing a support plan.
6. To collaborate with District and school staff to modify and correct inappropriate student behavior.
7. To cooperate with the school in bringing about improvements designed to enhance the educational program offered students.
8. To make provisions for off-campus care for the student in the case of suspension, illness or accident.
9. To protect and nurture all students demonstrating the true meaning of community spirit.

RIGHTS of TEACHERS

1. To expect students to behave in a manner which will not interfere with education for themselves and for other students.
2. To teach with interruptions held to a minimum.
3. To teach in an environment that is conducive to learning.
4. To receive parental support related to academic and social progress of students.

5. To suspend a student from class within the limits of the law, and follow procedures as stipulated in California Education Code 48910.
6. To be informed of a student's record of behavior when the student is administratively transferred for disciplinary reasons at the time the student is enrolled and of any changes in that record which will affect classroom teaching objectives and/or attendance.
7. To receive administrative support when enforcing rules designed to provide appropriate school and classroom climate.

RESPONSIBILITIES of TEACHERS

1. To assume responsibility for the enforcement of the established District and school rules.
2. To conduct a planned classroom program with consideration for individual differences.
3. To set a positive role model for students to follow.
4. To communicate with and respond to students and parents in a manner that shows individual respect.
5. To initiate, post, and enforce a set of classroom rules consistent with school and District policy.
6. To take prompt, appropriate action to correct student behavior.
7. To hold students accountable for their conduct while at school or school-sponsored activities beyond the regular school day for which the teacher has been directed or assigned supervisory responsibility.
8. To immediately inform parents/guardians when behavior, attendance, or academic problems arise that cannot be dealt with in a routine manner at school.
9. To initiate conferences with parents, counselors, and administrators regarding students with persistent behavioral concerns.
10. To report to the principal, assistant principal, or counselor all serious acts of misconduct by students and other individuals.
11. To document all interventions to correct student behavior.

RIGHTS of ADMINISTRATORS

1. To expect students to behave in a manner which will not interfere with the educational programs and related student activities offered by the school.
2. To receive parental support related to academic and social progress of students.
3. To receive support from all school employees and parents/guardians in maintaining campus control.
4. To suspend, recommend exclusion, expulsion or exemption within the limits of the law.

RESPONSIBILITIES of ADMINISTRATORS

1. To provide leadership that will establish, encourage and promote good teaching and an effective learning environment.
2. To provide a positive role model and leadership in developing and implementing school rules and regulations including attendance reporting to parents/guardians.
3. To publicize school and District rules and regulations at the beginning of each school year or at the time of student enrollment during the year.
4. To grant access to pupil records by parent/guardian or others with proper authorization.
5. To develop and implement procedures for student assessment and placement into appropriate educational programs.

6. To initiate and utilize measures needed to establish and maintain an environment in which learning and teaching can take place.
7. To hold students accountable for their conduct and attendance and to take prompt, appropriate action towards those students who misbehave, are excessively absent, or are truant.
8. To support staff members in enforcing school and district rules and regulations including due process timelines.
9. To inform teachers at the time a student is enrolled of the record of the student's behavior when a student is administratively transferred for disciplinary reasons.
10. 1 To inform appropriate staff of any Review Board or Hearing Panel decision concerning a student that may affect classroom objectives.
11. To communicate with and respond to students and parents in a manner that shows individual respect.
12. To monitor at-risk students with ten (10) or more days of suspension, and keep parents informed about corrective actions being instituted to assist students to improve behavior.
13. To inform faculty of the purpose and general functioning of School Conferences, the District Administrative Hearing Panel, the School Attendance Review Board, and the Positive Behavior Team.
14. To request assistance from district support services and community agencies and resources in cases indicating such action.
15. When school is in session to acknowledge within 24-48 hours, direct phone or email contact from parent/guardians or community members regarding a specific matter related to their student or other issues of concern. The acknowledgment will include either a response to the concern or a date by which a response will be provided.

NOTE:

Nothing in this policy statement shall be construed to prohibit a teacher, administrator or other District employee from protecting himself/herself or others, or school property by restraining a student, confiscating a weapon or turning over a lawbreaker to appropriate law enforcement agencies.

Section 2
Responses to Behavior

GENERAL DISCIPLINARY REQUIREMENTS

All district administrators are committed to utilize interventions and disciplinary support/consequences that are consistent, fair, reasonable, age appropriate, and reflective of the severity of the student's misconduct. Even though there are situations that might signal suspension from school, it is the District's goal to support students in learning skills that are necessary to function in the school environment. Prior to suspension or any disciplinary measures, scholars will be taught school wide expectations and then given opportunities to respond positively to behaviors. Scholars will be given consequences that are connected to meaningful interventions and guidance for example, reteach the Three B's with positive corrective feedback. Scholars should be afforded the opportunity to connect their misconduct with new learning.

The goal of progressive consequences and interventions is the teaching of prosocial behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. Essential to progressive discipline is helping scholars who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Take responsibility for their action
4. Be given the opportunity to learn prosocial strategies and skills to use in the future
5. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair and impartial. This document was developed to establish a uniform discipline code for the District; it is expected that this code would be followed and consistently enforced throughout the District. All District staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair, and lawful manner and to place emphasis on the student's ability to grow in self-discipline. Student actions and administrative discipline responses must take into account behaviors that could be a manifestation of a student's disability. To correct the behavior of any student who is subject to discipline, the principal/designee should, to the extent allowed by law, first use an alternative to suspension. Except for single acts of a grave nature or multiple offenses, suspensions and expulsions are used only when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to persons. All District staff are to assure due process for students. When choosing interventions and consequences for a student's behavior, District staff should consider the following factors:

1. Age, health, maturation and disability or special education status of the student
2. Student's prior conduct, record of behavior, and response to previous interventions
3. Student's understanding of the impact of their behavior
4. Student's willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on overall school community
7. Whether the student's violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

When students are disruptive or act inappropriately, and following consideration of the factors previously mentioned, District staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct. Consequences should be paired with an appropriate intervention. The following levels of interventions and consequences shall be applied in a logical, appropriate, and consistent manner.

INTERVENTIONS and SUPPORT SERVICES

There is a wide range of support interventions used to minimize suspension and expulsions, and to provide our students with meaningful experiences in our learning communities. The following are some representative examples of the interventions our school and district staff employ in order to improve climate and reduce or eliminate behavior exhibited by students that may result in suspension from school or possible recommendation for expulsion:

Parent Outreach	
• School to Home Connections • Parent-Teacher Conferences • Parent Observations of scholar in Class • Parent Escort scholar to/from school	• Information Parent Nights • Parent Focus/Advisory Groups • Annual policy distribution to parents and other members of the school community
Academic Support	
• Student Study Team (SST) Meetings • Peer Tutoring • Mastery Center	• MTSS - Multi-Tiered Systems of Support • Credit Recovery Programs • Alternative placements • Leadership/Student Council
Behavioral Interventions	
• RTI • PBIS • CICO (check-in/check-out) • Behavior Contracts • Behavior Support Plans • Buddy Rooms • Community Service (Campus Beautification) • Conflict Resolution • Loss of Privileges/Free Time • Detention • OCS (on-campus suspension)	• Explicitly Taught & Modeled Rules & Expectations • Restorative Practices/Dialogue • Restorative Justice/Strategies • Parent Outreach/Conference • Proximity or Seat Change • Warnings Think Times/Teachable moments • Referrals out of class/to the administrator • SART (Student Attendance Review Team) • SARB (Student Attendance Review Board) • Administrative Transfers/Placement • Review existing IEP/504 • Written Mutual Agreement
Counseling & Mental Health Support	
School Counselor Connections	Referrals to Counseling

DISCIPLINARY RESPONSES

In certain circumstances, disciplinary responses that remove scholars from the classroom or school environment may be necessary. In these instances, the goal is to make sure that scholars receive education services, learn alternative behaviors/responses, and work to repair any harm they may have caused. Response include but not limited to:

Detention
Detention is a consequence, usually consistent with sitting and working quietly, for a specified amount of time. Can be outside of school hours or during break times within the day (recess).
Alternatives to Detention
Alternatives to Detention are designed to be less punitive and focus on teaching or re-teaching a skill or repairing a harm. They may include Restorative Practices, Social Emotional curriculum or Brief Interventions.
Teacher issued Suspension
Per California Ed. Code 48910, a teacher may suspend a student from their class for up to two (2) days/period, including the day of the incident. Teacher must: report the T-suspension to principal; notify the parent/guardian; request a parent-teacher conference; provide work to be completed in an in-school alternate setting
In-School Suspension (OCS)
The exclusion of a student within the school building from their regular education program.
Suspension
The removal of a student from school for up to but not more than 5 school days
Extended Suspension
The temporary removal of a student from school for a specified period of time longer than 5 school days but not more than 45 school days as determined by the Superintendent or designee. A student may be referred for extended suspension if there is a recommendation to expel the student (specific legal provisions must be followed for students with 504 plans and IEPs).
Expulsion
The removal of a student from his or her regular school program by the Superintendent or designee for more than 45 school days. A student may only be recommended for expulsion if Education Code criteria has been met regarding 48900 (a-t), 48915 (a)(1)(A-E), or 48915 (C). For such referrals, the student behavior has seriously endangered the health, welfare or safety of other students or school personnel; or the student's continued presence in the school constitutes a significant safety risk. An expulsion may include the current and following semester or the totality of one school year. Specific legal provisions must be followed for students with 504 plans and IEPs.
Alternative Education Placement
Applicable students will be placed in alternative educational settings while serving an expulsion for behavior that has seriously endangered the health, welfare, or safety of other students or school staff. Students serving an expulsion are not permitted to receive instruction in the comprehensive campus or program within the school district where the behavior occurred. Students serving a full expulsion are referred to educational programs and schools operated by the Alameda County Office of Education for the duration of the expulsion term.
Interim Alternative Education Setting (only legal in very specific circumstances for a student with an IEP)
This setting can be inside or outside a school that enables students with IEPs to continue to progress in the general curriculum and to continue to receive special education related services and accommodations needed to meet the goals of their IEPs.

LEVELS OF RESPONSE - INTERVENTIONS

LEVEL 1

The goal of these interventions are to teach, reteach, and correct behavior so students can learn and demonstrate safe, respectful, and responsible behavior. ***Teachers*** *are encouraged to try a variety of teaching and classroom management strategies*. Below are possible interventions to be utilized by teachers/administrators if applicable. Parent/Guardian notification required.

• 1:1 Restorative discussion with student • Buddy Class • Change seat • Frequent breaks • Student errand • Student reflection sheet • Community Service • Brief Intervention • Clear and concise directions • Take away privileges w/explanations • Praise • CFU (check for understanding-frequent) • Review existing BSP, IEP or 504	• Reteaching desired behavior • Time away/ peace corner • Redirection • Explicitly teach and Model Rules & Expectations • Behavior Contract • Support Call (office) • Assign classroom job • Give choices • Take away free time w/explanations • Rewards • Choices • Individual work space

These preferred responses involve more staff. The goal of these responses are to engage the student's support system to ensure successful learning and for consistency of interventions or change the conditions that contribute to the student's inappropriate or disruptive behavior.

• Conflict resolution • Parent/Guardian Notification • Revise existing 504 • Progress Reports • Behavior Contract (involve parents)	• Referral to COST/CARE Team • Referral to additional school supports • Refer to Behaviorist for possible BSP • Check-in/Check-out • Daily Behavior Form

LEVEL 2

Examples of Intensive Support Staff and Administrative Interventions and Responses
The goal of these interventions can involve school administration. The aim to correct student behavior by stressing the seriousness of the behavior ***WHILE*** *keeping the scholar in school*

• Detention • Schedule or Class change • Mentoring • Develop 504 or Behavior Plan • Office Referral for administrator response	• On-Campus Supervision (OCS) • Parent/Guardian Conference • Loss of privileges • Campus Beautification • Referral to Interventions

LEVEL 3

Examples Suspension and Referral Responses:*These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.*

• Detention • Schedule or Class change • Mentoring • Develop 504 or Behavior Plan • Office Referral for administrator response	• On-Campus Supervision (OCS) • Parent/Guardian Conference • Loss of privileges • Campus Beautification • Referral to Interventions • Suspension

LEVELS OF RESPONSE - INTERVENTIONS *continued*

LEVEL 4

Examples of Long-term Administrative Supported Out-of-School Exclusionary and Referral Responses: *These interventions involve the long-term removal of a student from the school environment because of the severity of the behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior.*

Mandatory Recommendation for Expulsion and Mandatory Expulsion

Mandatory removal from school and referral for expulsion for acts specified in CA. Ed. Code 48915 (C1-5)

- Alternative Placement
- Community Restorative Process
- Suspension (5 days)
- Extended Suspension - 5 days
- Manifestation Determination (SWD)
- Parent/Guardian Conference w/administrator
- Referral to Substance Abuse Counseling
- Recommendation for Expulsion
- File Police Report
- Referral to Community Organizations

Required Law Enforcement Notification, if Suspended

Process for notifying law enforcement that certain alleged behaviors have occurred if specific criteria are met under CA Ed. Code 48902

The California Education Code requires administrators to notify law enforcement only under specific circumstances involving student behavior. (Notification does not require the principal volunteer the student's name or any other identifying information to law enforcement),

The incidents require "notification to law enforcement under Ed. Code 489205 are:

- Only after suspension or referral for expulsion – Possession, sale, or being under the influence of alcohol. If the school or district does not suspend or refer for expulsion (to instead utilize an intervention from the Matrix, for example), then notification is not required.
- Only after suspension or referral for expulsion – Being under the influence of a controlled substance. If the school or district does not suspend or refer for expulsion (to instead utilize an intervention from the Matrix, for example), then notification is not required.
- Possession or sale of a controlled substance.
- Possession of a knife over 2 ½ inches long or a BB gun.
- Possession of an explosive.
- Only where possession is verified by a district employee – Possession of a firearm (excluding an imitation firearm).

PROBLEM BEHAVIOR and APPLICABLE LEVELS of RESPONSE

Guidance: On the first instance of inappropriate or disruptive behavior, use one or more interventions from the lowest level indicated for that behavior, or any lower level. If the same behavior is repeated during the same school year, one or more interventions or disciplinary responses from the next highest level may be used. Lower-level interventions may always be used, but interventions/disciplinary responses from level 3 or 4 should only be considered with proper documentation. Every determination should take the 8 factors on page 15 into consideration.

BEHAVIOR	Grade	Level 1	Level 2	Level 3	Level 4 Mandatory recommendation for Expulsion	Required Law Enforcement Notification if Suspended
Alcohol						
Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind. EC 48900(c)	TK-12	●	●	●	●	●
Attendance Absence from Class/School						
Cutting	TK-12	●	●			
Excessive Absence/truancy	TK-12	●	●			
Academic Dishonesty						
Cheating or plagiarizing. EC 48900(k)	TK - 5	●	●			
	6 - 12	●	●	9th-12th only		
Bullying and Harassment						
Engaged in, or attempted to engage in, hazing. EC 48900(q)	TK - 5	●	●	●		
	6 - 12	●	●	●	●	
Engaged in an act of bullying. EC 48900(r)	TK - 5	●	●	●		
	6 - 12	●	●	●	●	
Intentionally harassed, threatened, or intimidated, creating a hostile educational environment. EC 48900.4	TK-12	●	●	●		
Exhibiting minor annoying behaviors toward another student. EC 48900(k)	TK-12	●	●			

BEHAVIOR	Grade	Level 1	Level 2	Level 3	Level 4 Mandatory recommendation for Expulsion	Required Law Enforcement Notification if Suspended
Controlled Substances						
Non-Cannabis- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind. EC 48900(c)	Tk-12	●	●	●	●	●
Cannabis - Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind. EC 48900(c)	**TK-12**	●	●	●	●	●
Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia. EC 48900(j)	**TK-12**	●	●	●		●
Unlawful possession of any controlled substance. EC 48915(a)(1)	**TK-5**	●	●	●		●
	6-12	●	●	●	●	●
Unlawfully selling a controlled substance. EC 48915(c)	**TK-12**				●	●
Defiance & Disruption (SB 419- Prohibits suspending a student from school for disruption and willful defiance from grades TK-8 beginning July 1, 2020. PUSD TK-12 2022)						
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. EC 48900(k)	**TK-5**	●	●			
	6-12	●	●			
Bus Misconduct. EC 48900(k)	**TK-12**	●	●			

BEHAVIOR	Grade	Level 1	Level 2	Level 3	Level 4 Mandatory recommendation for Expulsion	Required Law Enforcement Notification if Suspended
Bike/ Skateboard/ Scooter Misconduct. EC 48900(k)	TK-12	●	●			
Multiple Referrals. EC 48900(k)	TK-12	●	●	9th-12th only		
No Show (Detention, Office, Saturday School etc.). EC 48900(k)	TK-12	●	●			
Yard Violation	TK-12	●	●			
Dress Code						
Wearing clothing that does not comply with the school's dress code guidelines. EC 48900(k)	TK-12	●	●			
Forgery						
Created or used a forged signature or document. EC 48900(k)	TK-5	●	●			
	6-12	●	●	9th-12th only		
Gambling						
Engaged in acts of gambling. EC 48900(k)	TK-5	●	●			
	6-12	●	●	9th-12th only		
Hate Violence						
Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. EC 48900.3	TK-5	●	●	●		
	6-12	●	●	●	●	

Imitation Substances						
Unlawfully offered, arranged, negotiated to sell, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. EC 48900(d)	**TK-5**	●	●	●		
	6-12	●	●	●		
Inappropriate Items						
Possession of unauthorized items that are not explicitly identified for disciplinary action in EC 48900. EC 48900(k)	**TK-5**	●	●	●		
	6-12	●	●	9th-12th only	9th-12th only	
Loitering						
Out of class without permission. EC 48900(k)	**TK-12**	●	●	●		
Off grounds/ Out of Bounds. EC 48900(k)	**TK-12**	●	●	●		
Obscene Acts and Offensive Behavior						
Committed an obscene act or engaged in habitual profanity or vulgarity. EC 48900(i) (NOTE: This section only applies to habitual behavior, or extreme circumstances.)	**TK-5**	●	●	●		
	6-12	●	●	●		
Inappropriate displays of affection.	**TK-12**	●	●	●		
Viewing or displaying sexually explicit or other offensive content. EC 48900(i)	**TK-5**	●	●	●		
	6-12	●	●	●	●	
Physical Aggression						
Play fighting. EC 48900(k)	**TK-12**	●	●	●		
Caused, attempted to cause, or threatened to cause physical injury to another person. EC 48900(a)(1)	**TK-12**	●	●	●	●	●

BEHAVIOR	Grade	Level 1	Level 2	Level 3	Level 4 Mandatory recommendation for Expulsion	Required Law Enforcement Notification if Suspended
Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2)	TK-5	●	●	●	●	
	6-12	●	●	●	●	●
A pupil who aids or abets the infliction or attempted infliction of physical injury to another person. EC 48900(t)	TK-5	●	●	●		
	6-12	●	●	●	●	
Causing serious physical injury to another person, except in self-defense. EC 48915(a)(1)	TK-12			●	●	●
Assault or Battery upon a school employee. EC 48915(a)(1)	TK-12			●	●	●
Property Misuse/Damage						
Caused or attempted to cause damage to school property or private property. EC 48900(f)	TK-12	●	●	●		
Accidental damage to school property or private property. EC 48900(k)	TK-12	●	●	●		
Property Damage (continued)						
Arson EC 48900(f)	TK-12	●	●	●	●	● Damages over $500
Vandalism/ Graffiti. EC 48900(f)	TK-12	●	●	●		
Robbery and Extortion						
Committed or attempted to commit robbery or extortion. EC 48900(e)	TK-12	●	●	●	●	●
Committed robbery or extortion. EC 48915(a)(1)	TK-12			●	●	●
Selling of Unauthorized Items						
Selling any items on campus that are not approved for sale by the principal or their designee. EC 48900(k)	TK-5	●	●			
	6-12	●	●	9th-12th only		

Sexual Assault and Battery						
Committed or attempted to commit a sexual assault or sexual battery. EC 48900(n)	**TK-12**				●	●
Committed or attempted to commit a sexual assault or sexual battery. EC 48915(c)	**TK-12**				●	●
Sexual Harassment						
Committed sexual harassment. EC 48900.2 (4th- 12th only)	**4-5**	●	●	●		
	6-12		●	●	●	●
Stealing/Possessing Stolen Property						
Stole or attempted to steal school property or private property. EC 48900(g)	**TK-5**	●	●	●		●
	6-12	●	●	●		
Knowingly received stolen school property or private property. EC 48900(l)	**TK-5**	●	●			
	6-12	●	●	●		
Technology						
Unauthorized cell phone use. EC 48900(k)	**TK-12**	●	●	9th-12th only		
Violation of school or teacher rules regarding the use of personal technology in class. EC 48900(k)	**TK-12**	●	●	9th-12th only		
Violation of Acceptable Use Policy. EC 48900(k)	**TK-12**	●	●	9th-12th only		
Unauthorized use of school technology. EC 48900(k)	**TK-12**	●	●	9th-12th only		

BEHAVIOR	Grade	Level 1	Level 2	Level 3	Level 4 Mandatory recommendation for Expulsion	Required Law Enforcement Notification if Suspended
Threats						
Made terroristic threats against school officials and/or school property. EC 48900.7	**TK-5**	●	●	●		
	6-12	●	●	●	●	●
Tobacco Products						
Non-Vape - Possessed or used tobacco, or products containing tobacco or nicotine products. EC 48900(h)	**TK-12**	●	●	●		
Vape - Possessed or used tobacco, or products containing tobacco or nicotine products. EC 48900(h)	**TK-12**	●	●	●		
Trespassing and Intimidation						
Trespassing on school property when explicitly informed not to be on school property. EC 48900 (k)	**TK-12**	●	●	9th-12th only		
Verbal or Written Aggression (Non-Bullying) EC 48900 (k)	**TK-12**	●	●	9th-12th only		
Using aggressive, offensive, or abusive language toward another student or staff member. EC 48900 (k)	**TK-12**	●	●	9th-12th only		
Trespassing and Intimidation (continued)						
Name-calling or teasing that has not escalated to the level of bullying. EC 48900 (k)	**TK-12**	●	●	9th-12th only		
Intimidation of a witness EC 48900 (k)	**TK-12**	●	●	9th-12th only		

BEHAVIOR	Grade	Level 1	Level 2	Level 3	Level 4 Mandatory recommendation for Expulsion	Required Law Enforcement Notification if Suspended
Weapons and Dangerous Objects						
Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object. EC 48900(b)	TK-5	●	●	●	●	●
	6-12		●	●	●	●
Possessed an imitation firearm. EC 48900(m)	TK-5	●	●	●		
	6-12		●	●	●	●
Possession of a knife or other dangerous object. EC 48900(b)	TK-5	●	●	●		●
	6-12	●	●	●	●	●
Brandishing a knife at another person. EC 48915(c)	TK-12				●	●
Possessing, selling, or otherwise furnishing a firearm. EC 48915(c)	TK-12				●	●
Possession of an explosive. EC 48915(c)	TK-12				●	●

DEFINITIONS

Brandishing: "with reference to a dangerous weapon (including a firearm) means that all or part of the weapon was displayed, or the presence of the weapon was otherwise made known to another person, in order to intimidate that person ,regardless of whether the weapon was directly visible to that person. Accordingly, although the dangerous weapon does not have to be directly visible, the weapon must be present."

Explosives: are chemical compounds or mixtures that undergo rapid burning or decomposition with the generation of large amounts of gas and heat, leading to sudden pressure effects.

Firearm: a shotgun or rifle having a barrel of less than eighteen inches in length, or any other weapon, except a pistol or revolver, from which a shot is discharged by an explosive if such weapon is capable of being concealed on the person.

Selling: to exchange possession and ownership of goods or property for money or something of value.

Sexual Assault: Committed or attempted to commit an act of sexual battery, rape, or statutory rape, lewd and lascivious conduct, molestation, etc.

Sexual Battery: As defined in Penal Code Section 243.4(d)(1): "Any person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for specific purpose of sexual arousal, sexual gratification, or sexual abuse." The intimate part means the "sexual organ, anus, groin, or buttocks of any person, and the breast of a female."

DISCIPLINE REFERRAL

General Classroom Management Recommendation

- Proactively build relationships with students, families, and staff
- Work collaboratively to develop, teach, and consistently reinforce classroom & school-wide behavior expectations
- Provide consistent 3:1 positive to negative feedback
- Implement consistent structures and routines that promote a safe and healthy school community
- Practice trauma informed and culturally responsive strategies
- Model self-care and self-regulation strategies

Tier 1. Behavior that requires a classroom or teacher led response (before discipline referral is made):

Example Behavior	Prevention/Intervention/Consequences
□Classroom disruption □Name calling/arguments □Non-participation & PE non-suits □Disrespect/non-compliance □Defiance/profanity □Cell phone/electronics □Tardy/truancy	□Extra effort toward building a relationship □Proximity and prompting desired behavior □Consultation with admin/staff/case manager for SPED □Parent contact to express concern, elicit partnership (call for positive behavior, too) □Co-create (with student) written agreement □Collaborative conversation with teacher and/or counselor and student to problem-solve □COST/CARE referral □Student Reflection Sheet assigned & discussion □Loss of in class privilege (participation points, free time, etc.)

Tier 2. Behavior that requires a classroom or teacher led response (before discipline referral is made):

Example Behavior	Prevention/Intervention/Consequences
□Under the influence of alcohol/drug □Vandalism/graffiti/theft □Property damage □Forgery □Habitual disrespect/ non-compliance □Lying/cheating □Theft □Bullying, harassment □Habitual defiance/ profanity □Habitual cell phone/ electronics □Habitually tardy/truancy	□Extra effort toward building a relationship □Proximity and prompting desired behavior □Consultation with admin/staff/case manager for SPED Parent contact to express concern, elicit partnership (call for positive behavior, too) □Co-create(with student) written agreement □Collaborative conversation with teacher and/or counselor and student to problem-solve □COST/CARE referral □Student Reflection Sheet assigned & discussion □Loss of in class privilege (participation points, free time, etc.)

What to expect after a referral is made:

1. Admin will address concern, email teacher/staff for clarification if needed.
2. Admin will do their best to triage referrals to address higher tiers before student returns to class.
3. Referring staff will receive disposition information with completed student reflection sheet within 2 days/48 hours

Tier 3. Behavior that may warrant suspension or expulsion per CA ED. Code Section 48900	**Tier 4. Behavior that warrants a mandatory per CA ED. Code Section 48915**
□Commit or attempt to commit robbery/extortion □Causing serious physical injury □Extreme profanity directed towards another student and/or staff member; obscene behavior □Being in possession or under the influence of a controlled substance or alcohol; tobacco use or possession □Possessing a knife □Hate Violence; hazing/Intimidation, bullying	□Possessing, selling or otherwise furnishing firearm □Possessing, selling or otherwise furnishing explosive □Brandishing a knife □Selling controlled substance □Sexual Harassment, Sexual Assault/Battery

GLOSSARY OF TERMS

Terms and definitions as defined in Federal and State Education Codes, and used in Pittsburg Unified School District's Board Policies and Administrative Regulations as well as in the Code of Conduct

Absence (Unexcused) and Truancy - EC § 48200 -Any absence that has not been both excused by a parent/guardian or legal guardian and approved by the appropriate school official.

Aiding or abetting - Assisting, encouraging, supporting others in the act of inflicting injury to another person.

Arson - Starting or setting a fire on a school campus.

Assault - EC § 48915(a)(1)(E): An unlawful attempt, coupled with present ability, to commit a violent injury to someone.

Battery : A willful and unlawful use of force or violence upon another and where there is a clear victim and clear abuser.

Battery on a School Employee - EC § 48915(a)(1)(E) - Assault or battery, as defined in Section 240 and 242 of the Penal Code, upon any school employee.

Brandishing - EC § 48915(c)(2) – "with reference to a dangerous weapon (including a firearm) means that all or part of the weapon was displayed, or the presence of the weapon was otherwise made known to another person, in order to intimidate that person, regardless of whether the weapon was directly visible to that person. Accordingly, although the dangerous weapon does not have to be directly visible, the weapon must be present."

Bullying, Cyberbullying - EC § 48900(r) - "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. This includes cyberbullying that is the use of information technology (e.g. Cell phones, instant messaging, e-mail, social networking sites) to harass, threaten or intimidate someone.

Bus Conduct - Students who ride school buses are expected to adhere to the same rules of conduct and behavior on the school bus as in school. Engages in misconduct, disrupts school bus travel, disrespects the school bus driver or jeopardizes the safety of school bus rides.

BIP/BSP - Behavior Intervention Plan/Behavior Support Plan

CICO - Check-in/ Check-Out Student engagement intervention. Student checks in with adult before and at the end of the school day. Adult gives student behavioral reminders about expected behavior and positive and corrective feedback.

Controlled Substance - EC § 48900(c), (d), EC § 48915(c)(3) - Controlled substances are drugs that are regulated by state and federal laws that aim to control the danger of addiction, abuse, physical and mental harm, the trafficking by illegal means, and the dangers from actions of those who have used the substances.
Examples are: methamphetamines, cocaine, crack, heroin, LSD, PCP, or unauthorized prescription drugs.

COST/CARE - Coordination of Services Team-focus on providing additional services to at-promise scholars

CFU - Check for Understanding -best practice for assessing scholar understanding

Dangerous Object - EC § 48900(b) - Any object used in a dangerous way or an object that might cause harm to the student or others. Examples include, but are not limited to: firearm, explosive, safety pins, laser pointers, paper clips that are opened. Consider a knife with a blade smaller than 3.5 inches as a dangerous object.

Defiance of School Personnel's Authority - EC § 48900(k) - Refusal to comply with reasonable requests of school personnel.

Destruction or Defacement of Property - EC § 48900(f) - Destroying or mutilating property or materials belonging to the school, school personnel or other persons. This includes graffiti/tagging.

Discipline – To instruct, to train in accordance with the rules, an activity or exercise to improve a

skill. Equipping students for behavioral and social success is a school-wide responsibility which requires the commitment and efforts of all adults – not just a select few are perceived as "disciplinarians."

Disorderly Conduct, Including Profanity And Obscene Behavior - EC § 48900(i) - Conduct and/or behavior that is disruptive to the orderly educational procedure of the school.

Drug/Alcohol - EC § 48900(c) -The use, possession or sale of a controlled substance, or otherwise furnish to another person, a controlled substance or alcoholic beverage, or the selling of other substances or materials and representing such substances or material as a controlled substance or alcoholic beverages.

Drug Paraphernalia - EC § 48900(j) – any equipment, product, or material of any kind which is primarily intended or designed for use in manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance, possession of which is unlawful. (ie., scales, balances, hypodermic syringe, needles, bongs, roach clips, pipes) Electronic Devices - Included are cellular phones, 'Blackberry' [smartphone] type devices, PDAs, MP3 players, iPod type devices, and portable computers such as laptops, iPads, desktops, tablets and netbooks, as well as portable storage devices.

Electronic Act - EC § 48900(r) – The creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
(i) A message, text, sound, video, or image.
(ii) A post on a social network Internet Web site, including, but not limited to:
(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph
(1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1)"False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an Actual pupil other than the pupil who created the false profile.
(iii) (I) An act of cyber sexual bullying.
(I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

Explosives- EC § 48915(c)(5), EC § 48900(b) - Chemical compounds or mixtures that undergo rapid burning or decomposition with the generation of large amounts of gas and heat, leading to sudden pressure effects. Firecrackers are considered dangerous objects)

Explosive Devices - EC § 48915(c)(5) - The use, possession, or sale of explosive devices.
Examples are: self or handmade explosive devices, M-80, M-100, Silver Salute, M-250, M-1000, Quarter Stick, etc. Illegal explosive devices are not fireworks.

Expulsion: Removal of a pupil from (1) immediate supervision and control, or (2) the general supervision of school personnel. When a Principal recommends expulsion, the Administrator will forward the request to the Director of Student Services on or before the fifth day of suspension. The Principal will hold a Principal's Conference (PC) by the fifth day of suspension. The Student Services Administrator will notify the family to arrange for a meeting to discuss the recommendation.

Extortion/Robbery - EC § 48900(e) - The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

False Fire Alarm - Deliberately pulling or setting off school fire alarms.

Fighting/Mutual Combat - Engaging in or threatening an act which causes or might cause harm to another person; mutual combat between two people.

Fighting/Assault - Willfully using force or violence upon another except in self-defense.
Firearm - EC § 48915(c)(1) - A shotgun or rifle having a barrel of less than eighteen inches in length, or any other weapon, except a pistol or revolver, from which a shot is discharged by an explosive if such weapon is capable of being concealed on the person.

Forgery -Writing and using the signature or initials of another person.

Gambling - Participating in games of chance for the purpose of exchanging money or something of value.

Gang Behavior/Attire - Engaging in behavior (writings, hand signals, intimidation, "stare down", etc.) or wearing attire (caps, shirts, “rags") or symbols (notebooks, tattoos, etc.) that signify gang affiliation or membership.

Harassment, Threats & Intimidation - EC § 48900.4 - Intentionally engaged in harassment, threats or intimidation directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and expected effect of materially disrupting class work, creating substantial disorder and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

Hate Crimes/Violence - EC § 48900.3 - Actions committed because of the victim's race, color, religion, nationality, country or origin, ancestry, disability, or sexual orientation.
(a) “Hate crime” means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:
(1) Disability
(2) Gender
(3) Nationality
(4) Race or ethnicity
(5) Religion
(6) Sexual orientation

Hazing - EC § 48900(q) - Any method of initiation into a student organization or group that causes or may cause physical harm or personal degradation or disgrace resulting in physical or mental harm to a student.

IEP-Individualized Education Plan-specialized educational plan for students with disabilities

Knife - EC § 48915(c)(5) – “Knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 2 1⁄2 inches, a folding blade that locks into place, or a razor with an unguarded blade (EC 48915(g)).

Obscene Act/Gesture - Any act or gesture that is considered offensive to others. Examples include, but are not limited to: using inappropriate hand gestures, rotating one's hips in a suggestive manner, or other similar behaviors.

OCS-On-campus Supervision

Other Means of Correction (OMC) – Possible alternatives to suspension that may be utilized by administrators. See pages 18-20.

Positive Behavior Interventions and Supports ((PBIS)) - a proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment.

Profanity - EC § 48900(i) - Vulgarity or acts which are considered obscene.

Retaliation - EC § 48900(o) - is the act of seeking revenge upon another.

Restorative Practice - It is more than an intervention to deal with inappropriate behavior and promotes building respectful relationships as a foundation for teaching learning. It is a way of dealing with the inappropriate behaviors in a manner that requires them to take responsibility for their behavior by acknowledging what had happened and the people who had been affected by their behavior, focusing on repairing the harm that had been done.

RTI - Response to Intervention-system used to assess, identify and plan for interventions at schools

Robbery - EC § 48900(e) - Taking property by the use of violence (PC 211).

SART - School Attendance Review Team-school site attendance team to identify solutions to improve student attendance

SARB - School Attendance Review Board - addresses chronic attendance issues and truancy problems
SST - Student Study Teams-team formed at sites to examine a scholar's academic, behavior, and or social-emotional progress

Self-defense - EC § 48900 a(2) - The right to use reasonable force to protect oneself from bodily harm, or to a lesser extent, one's property, from the attack of an aggressor, if the defender has reason to believe he/she/they is/are in danger.

Selling - EC § 48915(e) - To exchange possession and ownership of goods or property for money or something of value.

Serious Bodily Injury - EC § 48915(a)(1)(A) - A serious impairment of physical condition including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement (PC 243). Medical verification required. "Injury" means any physical injury which requires professional medical treatment.

Sexual Assault - EC § 48915(c)(4), EC § 48900(n) - Committed or attempted to commit an act of sexual battery, rape, statutory rape, lewd and lascivious conduct, molestation, etc.

Sexual Battery - EC § 48915(c)(4) - As defined in Penal Code Section 243.4(d)(1): "Any person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse." The intimate part means the "sexual organ, anus, groin, or buttocks of any person, and the breast of a female."

Sexual Harassment - EC § 48900.2 - Unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature, if this behavior is sufficiently severe or pervasive to have a negative impact on the individual's academic performance, or creates an intimidating, hostile or offensive educational environment.

Social Emotional Learning - The process through which children and adults understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL.org)

Suspension - EC § 48925 - Removal of a pupil from ongoing instruction for adjustment purposes.

Tardy - Arriving late to school or class.

Theft/Possession of Stolen Property - EC § 48900(g) - Taking or attempting to take property that does not belong to you, or knowingly being in possession of stolen property.

Terroristic Threat - EC § 48900.7 - Is defined by Education Code Section 48900.7 subdivision (b) "as any written or oral statement specifically intended to be taken as a threat even if there is no actual intent of carrying it out. The statement must be threatening death, great bodily injury to another, or property damage over $1,000. The threat is considered a terrorist threat if, on its face and under the situation in which it is made, it is "so unequivocal, unconditional, immediate and specific as to convey...a gravity of purpose and an immediate prospect of execution of the threat...causes that person reasonably to be in sustained fear for his or her own safety, his or her immediate

family's safety, the protection of school district property, the personal property of the person threatened or his or her immediate family."

Tobacco Use/Possession - EC § 48900(h) - The possession or use of tobacco or nicotine products on school property. Prohibited products include, but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, electronic cigarettes, electronic hookahs, and vapor-emitting devices.

Truancy - a student missing more than 30 minutes of instruction without an excuse three times during the school year

Weapon - EC § 48915(g) - Is generally something used to injure, defeat, or destroy and may cover many types of instruments, such as a blackjack, slingshot, billy, metal knuckles, dagger, knife, pistol, revolver, or any other firearm, razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club, among others. Consider a knife with a blade 2.5 to 3.5 inches a "weapon" not a knife.

Weapons/Dangerous Objects - The possession, use or sale of any object that might be used to inflict bodily injury to another person.

Section 3

Policies & Codes

DISCIPLINE PROTOCOLS

Communication between school and home is critical to our scholars'' success. Therefore, **ALL** interventions and disciplinary supports shall include parent/guardian contact and/or conference. We want our families to be partners in education at all times. In accordance with Education Code 48911, all home suspensions shall be preceded by an informal conference conducted by the principal (or the principal's designee), the pupil, and whenever practicable, the teacher or supervisor or school employee who referred the pupil to the principal. At this conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. At the time of the suspension, a school employee shall make a reasonable effort to contact the pupil's parent/guardian in person or by telephone, and the parent/guardian shall be notified in writing of the suspension within 24 hours. If the parent/guardian cannot be reached, the student's emergency contact number will be called. If the student is released to someone other than the parent/guardian, the school will
make arrangements to meet to discuss the situation with the parent/guardian as soon as it is practicable to do so.

Some unauthorized items brought to school and confiscated by staff may be returned to the student at the end of the school day on the first offense unless the items are held as evidence. Upon the second offense,
confiscated items may be released by the administration to a parent/guardian, unless held as evidence. Items not recovered by the end of the school year may be discarded. Neither the District nor its employees are liable for damage or loss to confiscated items. The primary objective of requiring students not to bring restricted materials to school is to ensure students' focus on educational tasks, safety, and to prevent the loss or
damage of private property.

ADMINISTRATOR RECOMMENDATIONS of EXPULSION

This matrix is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at administrators discretion.

Must Recommend Expulsion (Mandatory)	**Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)**	**May Recommend Expulsion (Discretionary)**
Education Code , Section 48915(c) Act must be committed (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity: 1. Firearm *Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee. *Selling or otherwise furnishing a firearm. 0. Brandishing a knife at another person 0. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq. 0. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900. 0. Possession of an explosive.	Education Code, Section 48915 (a1) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance. Act must be committed (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity: Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a)(1). Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a)(2). (Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. Robbery or extortion EC Section 48915 (a)(4). Assault or battery, or threat of, on a school employee.	Education Code, Section 48900 Acts committed at school or school activity or on the way to and from school or school activity. a.Inflicted physical injury* b.Possessed dangerous objects c.Possessed drugs or alcohol (policy determines which offense) d.Sold look alike substance representing drugs or alcohol e.Committed robbery/extortion f.Caused damage to property** g.Committed theft h.Used tobacco (policy determines which offense) i.Committed obscenity/profanity/vulgarity j.Possessed or sold drug paraphernalia k.Disrupted or defied school staff l.Received stolen property m.Possessed imitation firearm n.Committed sexual harassment o.Harasses, threatened or intimidated a student witness p.Sold prescription drug Soma q.Committed hazing r.Engaged in an act of bullying including, but not limited to bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
	The recommendation for expulsion shall be based on one or both of the following:	**The recommendation for expulsion shall be based on one or both of the following:**
	1.Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. **2.**Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915(b)].	**1.** Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. **2.**Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915(b)].

***Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.**

****Section 48900 (t) "school property" includes, but is not limited to electronic files and database**

ADMINISTRATOR GUIDELINES for SPECIAL EDUCATION DISCIPLINE ACTION and RESPONSES

Discipline/Actions	Follow-up	Questions to consider:
Student has multiple referrals, is seen outside of class or in office frequently	*Contact case manager, begin discussion for possible behavior supports *Continue to implement general ed./school wide responses with scholar	*Does the student need a COST/CARE referral? *Are behavior strategies from the IEP being implemented? *Is the scholar receiving services as they are written in the IEP? * Do relevant staff members have a copy of the IEP at a glance?
1 - 4 Days of Suspension	*Contact the case manager at each suspension *Consider adding behavior strategies and or accommodations *Determine if scholar has a Behavior Intervention Plan	*Does the scholar have a behavior goal? Do they need one? *Are relevant staff members aware of behavior strategies/ accommodations? *If scholar has a BIP, is it being implemented?
5 - 7 Days of Suspension	*Contact the case manager at each suspension *Review behavior strategies *Review data about student behavior-look for patterns in referrals, suspension, etc. *Consult with school psychologist to develop BIP *If scholar has a BIP, contact Behavior Specialist as needed *Schedule an IEP Meeting	*Does support staff need to observe the scholar? *Are behavior strategies and/or accommodations being implemented? *Is the scholar's IEP being implemented? *Are other supports needed (mental health, community resources, etc.)?
8 - 10 Days of Suspension	*Contact the case manager and school psychologist *Contact Behavior Specialist	*Has the BIP (if applicable) been distributed and implemented? *Does the BIP need to be updated? *Do staff need support with BIP implementation? *Who will deliver consult/supports on the 11th day?
10+ Days of Suspension	*Contact the case manager and school psychologist about the suspension *Schedule a Manifestation Determination IEP meeting *Plan how the scholar will receive instructional supports on the 11th day of suspension	*Who needs to attend the MD? *What information is needed before the MD? *Who needs to be invited to the MD? Who needs to be informed of the outcome of the MD?

DISCIPLINE POLICY
Board Policy 5144.1

The Governing Board has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. PUSD, as a district, is determined to serve the identified needs of all its students as part of its commitment to both equity and providing rigorous learning opportunities to all students to assist them to achieve their highest potential.

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being,
and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the
following: (Education Code 48900(s))

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

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension
To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct.

Authority to Expel
A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process
The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data
The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.
Revised: 10/2024

Administrative Regulation Policy 5144.1

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

2. Referral to a certificated employee designated by the principal to advise students

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days

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

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

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

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

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

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

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

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

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

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

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

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

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

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

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

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi- nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student

any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

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 may, as appropriate, 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)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

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

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

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

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

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

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

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

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

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if requested by the parent/guardian or teacher. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension upon a student, including supervised suspension, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8) In addition, the notice shall

state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay.

However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational

rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard

This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process

c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)

d. If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)

e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K- 12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice.
However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law

2. The student shall have access to appropriate counseling services

3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension

4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended

If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:

a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

b. The student's possession of over-the-counter medication for use by the student for medical purposes

c. Medication prescribed for the student by a physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

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

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

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless

The student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

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

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing

2. Have up to two adult support persons present at the hearing at the time the witness testifies

3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

3. A copy of district disciplinary rules which relate to the alleged violation

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

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

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

6. The right to inspect and obtain copies of all documents to be used at the hearing

7. The opportunity to confront and question all witnesses who testify at the hearing

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c)

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in

accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4- 12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential

d. The person presiding over the hearing may remove a support person who is disrupting the hearing

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment

i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony

ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room

iii. The person conducting the hearing may:

a. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

b. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

c. (Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board

may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program The suspension of the

enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or

program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and

Expulsion: Grades 4-12" above, or violates any of the district's rules and regulations governing student conduct (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school

Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian

The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board (Education Code 48917)

Appeal

If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in Items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered mail, of the Board's decision regarding readmission

4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees (Education Code 48916)

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school

6. The Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program

This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

NON DISCRIMINATION/HARASSMENT POLICY

Board Policy 5145.3

The Board of Education has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. PUSD, as a district, is determined to serve the identified needs of all its students as part of its commitment to both equity and providing rigorous learning opportunities to all students to assist them to achieve their highest potential. Following a data driven and results-based approach, the Governing Board supports a cycle of inquiry approach of continual improvement. The program update to the Board will be guided by the cycle of inquiry and the essential questions: What is the need? What are the goals? What are we using to measure progress? What are the results?

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 Governing Board desires to provide a welcoming, safe and supportive school environment that allows all students equal access 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, targeted at 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, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, 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.

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 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 or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. 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 web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

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.

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

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

All 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.

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.

SEXUAL HARASSMENT POLICY

Board Policy 5145.7

The Board of Education is committed to maintaining an educational environment that is free from discrimination, harassment, intimidation and bullying. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

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

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that 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 sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy

Instruction/Information

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

1. What acts and behavior constitute sexual harassment; including the fact that sexual harassment could occur between people of the same gender and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained

4. A clear message that student safety is the districts primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 1312.1 - Complaints Concerning District Employees)

Disciplinary Measures

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

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

Confidentiality and Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information

Board Adopted: 3/14/2007
Board Revised:5/11/2022

SEXUAL HARASSMENT POLICY
ADMINISTRATIVE REGULATION 5145.7

Prohibited 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 gender, in the educational setting, when made on the basis of sex and 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

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions

2. Unwelcome sexual 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. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer generated images of a sexual nature.

5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class

7. Massaging, grabbing, fondling, stroking or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Purposefully cornering 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

11. Sexual assault, sexual battery, or sexual coercion

Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. Initiation of Investigation: The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

(cf. 5138 - Conflict Resolution)

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:

a. Statements made by the persons identified above
b. The details and consistency of each person's account
c. Evidence of how the complaining student reacted to the incident
d. Evidence of any past instances of harassment by the alleged harasser
e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

a. How the misconduct affected one or more students' education
b. The type, frequency, and duration of the misconduct
c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
e. The size of the school, location of the incidents, and context in which they occurred
f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Administrator shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Administrator shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be 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)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 231.5)

4. Appear 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)

DRESS CODE and GROOMING
BOARD POLICY 5132

The Board of Education has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community. PUSD, as a district, is determined to serve the identified needs of all its students as part of its commitment to both equity and providing rigorous learning opportunities to all students to assist them to achieve their highest potential. Following a data driven and results-based approach, the Governing Board supports a cycle of inquiry approach of continual improvement. The program update to the Board will be guided by the cycle of inquiry and the essential questions: What is the need? What are the goals? What are we using to measure progress? What are the results?
The Governing Board 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.

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.
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.

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

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)

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)

Board Approved: 02/2024

Work Detail/Community Service/ Campus Beautification
Students may be assigned work detail for certain minor rule violations (littering, defacement of school property, etc.). (Education Code 48900 (f) through (m))

SURVEILLANCE SYSTEMS

The Board believes that reasonable use of surveillance cameras will help the District achieve its goals for campus security. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy.

The Superintendent or Designee shall also provide prior written notice to students and parents/guardians about the District surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

SECTION H

PITTSBURG UNIFIED SCHOOL DISTRICT

2000 Railroad Ave ▪ Pittsburg ▪ California ▪ 94565

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

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

The Pittsburg 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 Pittsburg 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, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, mental or physical disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, 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 Accommodation for Pregnant and Parenting Pupils, Adult Education, After School Education/Safety, Agricultural Career Technical Education, Career Technical/Technical Education; Career Technical; Technical Training, Career Technical Education, Child Care and Development, Compensatory Education, Course Periods without Educational Content, Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district and Children of Military Families, Every Student Succeeds Act, Local Control and Accountability Plans (LCAP), Migrant Education, Physical Education Instructional Minutes, Pupil Fees, Reasonable Accommodations to a Lactating Pupil, Regional Occupational Centers and Programs, School Plans For Student Achievement, School Safety Plans, School Site Councils, State Preschool, State Preschool Health and Safety Issues in Pittsburg Unified School District's Exempt From Licensing. The UCP process will also be used when addressing complaints alleging failure to comply with the prohibition against requiring students to pay fees or other charges for participation in educational activities (pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred), and to investigate any complaint alleging that the district has not complied with the legal requirements related to the Local Control Accountability Plan (LCAP). Pupil fees or LCAP complaints may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Complaints must be filed in writing with the following compliance officer:
Name and Title of Compliance Officer: Jennifer Clark, Director of Student Services
Address: 2000 Railroad Avenue, Pittsburg, CA 94565
Telephone Number: (925) 473-2346

The Pittsburg Unified School District shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families, as specified in Education Code Sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2. The notice shall include complaint process information, as applicable.

In order to identify appropriate subjects of state preschool health and safety issues pursuant to California Health and Safety Code (HSC) Section 1596.7925, a notice shall be posted in each California state preschool program classroom in each school in the Pittsburg Unified School District. The notice shall (1) state the health and safety requirements under 5 CCR that apply to California state preschool programs pursuant to HSC Section 1596.7925 and (2) state the location at which to obtain a form to file a state preschool health and safety issues complaint pursuant to HSC Section 1596.7925.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) calendar days from the receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant. The district 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 district's decision to the California Department of Education (CDE) by filing a written appeal within 15 calendar days of receiving the district's decision. The appeal must include a copy of the complaint filed with the district and a copy of their decision.

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

SECTION I

TECHNOLOGY

INSTRUCTIONAL STUDENT USE OF TECHNOLOGY RESOURCES AR 6162.7 (a)

At the beginning of each school year, parents/guardians shall receive a copy of the District's policy and administrative regulations regarding access by students to the Internet and online sites. (Education Code 48980). *(cf. 5145.6 – Parental Notifications)*

The Principal or Designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. He/she shall ensure that all students using these resources receive training in their proper use.
(cf. 0440 – District Technology Plan)
(cf. 4040 – Employee Use of Technology)
(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)
(cf. 61627 – Use of Technology in Instruction)

Copyrights

Staff shall strictly observe copyright laws related to computers and educational technology. A designated employee shall ensure that software is used and duplicated in accordance with software licensing agreements. Public domain software may be duplicated and exchanged with other schools or staff. No illegal copies of copyrighted software shall be accepted or used in the district.

Electronic information resources offer tremendous opportunities of educational value, but also offer persons with illegal or unethical purposes avenues for reaching students, teachers, and others, including parents. Pittsburg Unified School District has some control of the information on electronic information resources, by utilizing computers at school with our filtering technology.

Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate or potentially offensive to some people. Although access to all Internet resources is available, it is the intent of the Pittsburg Unified School District to make Internet access available only to further its educational goals and objectives.

On-Line Internet Services: User Obligations & Responsibilities

These resources shall be used to:

A. Reinforce the adopted curriculum
B. Reinforce the educational goals of the Pittsburg Unified School District
C. Enhance available information in the library/media centers

Students are authorized to use the District's on-line services in accordance with user obligations and responsibilities specified below and in accordance with Board Policy and the District's Acceptable User Agreement.

1. The student in whose name an on-line services account is issued is responsible for its proper use at

all times. Users shall keep personal account numbers, home addresses and telephone numbers private.

2. The District's system shall be used only for purposes related to education. Commercial, political and/or personal use unrelated to an educational purpose is strictly prohibited.

3. The District reserves the right to monitor any on-line communications for improper use. Electronic communications and downloaded materials, including files deleted from a user's account, may be monitored or read by District officials. *(cf. 5145.12 – Search and Seizure)*

4. The use of the District's system is a privilege, not a right, and inappropriate use shall result in a cancellation of those privileges.

5. Students are prohibited from accessing, posting, submitting, publishing or displaying harmful matter or materials that are threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs. *(cf. 5145.3 – Nondiscrimination/ Harassment)*

6. Users shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or District policy. *(cf. 3513.3 – Tobacco-Free Schools)*

7. Copyrighted materials may not be placed on the system without the author's permission. Users may download copyrighted materials for their own use only. *(cf. 6162.6 – Use of Copyrighted Materials)*

8. Vandalism will result in the cancellation of user privileges. Vandalism includes the intentional uploading, downloading or creating of computer viruses and/or any malicious attempt to harm or destroy District equipment or materials or the data of any other user. *(cf. 5131.5 – Vandalism, Theft and Graffiti)*

9. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify or forge other users' mail.

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

The Principal or Designee shall make all decisions regarding whether or not a user has violated these regulations and may deny, revoke or suspend a users' access at any time. The decision of the principal or designee shall be final. *(cf. 5144 – Discipline) (cf. 5144.1 – Suspension and Expulsion/Due Process)*

Procedures for Publishing Information

All information shall be considered as materials, which supports student/staff publications and/or general school communications with the public.

A. Information selected for electronic publishing (including: posting on news forums, electronic bulletin boards), shall be presented to the site administrator and/or designee prior to release.

B. The material, when received, shall be reviewed and evaluated prior to its release. (PUSD Board

Policy 6162.7)

C. All material must not violate any state or federal laws, including:
(1) Copyrights
(2) Destruction of property
(3) Invasion of privacy

Student Use

The Site administrator or his/her designee is the primary person responsible for implementing items A-E listed below with support from the Educational Services and Technology Services Departments:

A. Students in grade 5 and below will have access to information resources that are selected by the instructor. These students will not have access to an open Internet connection without adult supervision.

B. Parents/guardians shall be notified in writing at least two weeks prior to the initial use of the Internet.

(1) Announcement shall include the description of the identified resources and their application to the curriculum.

(2) A "Student Acceptable Use Agreement" form 6162.7(d) will be returned to the instructor prior to the student being allowed to use the instructional resources on the Internet or a commercial electronic online service.

(3) No student shall participate unless he/she has returned the signed "Student Acceptable Use Agreement" form 6162.7(d).

C. Staff shall provide a time and place, if requested, where parents/guardians can review the electronic resources.

D. Staff shall supervise the student use of online services and in so doing may ask teacher assistants and student assistants to assist in this supervision.

E. Teachers and students will be given instruction on the proper use of the District network and the Internet as established by the Educational Services and Technology Services Departments.

Connecting Electronic Resources to the Districts' Telecommunications System

A. Any employee wishing to connect an electronic device to the district telecommunications system shall present the request in writing to the site administrator.

B. The site administrator and/or designee will review the request. If the request is approved, it will be transmitted to the Technology Department.

Acceptable Use

It is a general policy that online communication (i.e., using Internet) is to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission and goals of the Pittsburg Unified School District. The use of electronic information resources is a privilege, not a right. Inappropriate

use of these resources will result in the loss of computer services, disciplinary action, and/or referral to legal authorities. The site administrator or designee may close an account for inappropriate use (see Technology Use Agreement – 6162.7(d). Administrators or faculty members have the right to request, for cause, that the site administrator deny, revoke, or suspend specific user accounts for inappropriate use. Site administrators will take action as needed.

The use of electronic information resources must be in support of education, business and/or research and within the educational program and goals of the Pittsburg Unified School District. Each user is personally responsible for this provision at all times when using electronic information services.

Pittsburg Unified School District

2000 Railroad Avenue · Pittsburg, California 94565
(925) 473-2347 · Fax (925) 439-1650
Office of Student Services

CONSENT FORMS

Please sign these forms and return them to your child's school

- Student Technology Acceptable Use Agreement
- Elementary and Secondary Education Act (ESEA): Military Recruiter Access and Universities/Employee Recruitment
- Internet/Media Permission Form
- Parent/Visitor on School Campus Agreement Form
- Volunteering Information
- Parent/Guardian Acknowledgment – Elementary
- Parent/Guardian Acknowledgment – Junior High and High School

PITTSBURG UNIFIED SCHOOL DISTRICT

STUDENT TECHNOLOGY ACCEPTABLE USE AGREEMENT 6163.4(d)

CONSENT AND WAIVER

The District believes that the benefits to students accessing the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. Nevertheless, the parent(s) and guardian(s) of minors are ultimately responsible for setting and conveying the standards that their student should follow. To that end, the District supports and respects each family's right to decide whether or not to apply for Pittsburg Unified School District Network access.

The student and his/her parent(s) or guardian(s) must understand that student access to the Pittsburg Unified School District technologies is developed to support the District's educational responsibilities and mission. The specific conditions and services being offered will change from time to time. In compliance with the Child Internet Protection Act, the District subscribes to Internet filtering to prevent students from getting inappropriate sites, which includes measures to block or filter Internet access for both minors and adults to certain visual depictions. These include visual depictions that are (1) obscene, or (2) child pornography, or, with respect to use of computers with Internet access by minors, (3) harmful to minors.

In addition to the general principles set forth in this Acceptable Use Agreement, the use of technology resources may be affected by a number of other legal and ethical principles. While it is not possible to list all potentially applicable laws, regulations and local standards, the following are provided:

1. The use of District technology resources may involve the use of a password, network access code or other identifying or validating code. Such passwords and codes are to be protected as private information provided to the individual user for their sole purpose. Such passwords and codes shall not be disclosed by the student/parent to others. Users may not try to gain unauthorized access ("hacking") to the files or technology systems of any other person or organization.

2. District technology resources shall not be used for any activity, or to transmit any material, that violates United States, California or local laws. This includes, but is not limited to, fraudulent acts, violations of copyright, or other intellectual property laws, and any threat or act of intimidation or harassment against another person. PUSD technology resources users may not intentionally create, store, display, print, or transmit information which violates the District's Sexual Harassment Agreement.

3. District technology resources shall not be used to download, copy, or store any copyrighted software, publications, music, video, or other content without permission from the copyright holder. Any software that is installed on District technology resources shall be properly licensed from the copyright owner thereof, and any modifications must comply with the terms of the applicable license(s). PUSD retains the right to remove software that is not compliant with copyright laws or applicable license(s), or that causes the workstation to become unstable or consume excessive technology resources.

4. The use of District technology resources is not private; students should not expect that files stored on or transmitted via PUSD's resources will be confidential. All digital transmissions are subject to inspection and/or monitoring by District employees and other officials. Digital storage is PUSD property, and as such, network administrators will review files and communications to maintain system integrity and ensure that students are using technology responsibly. Data, information and transmissions using District technology resources constitute public records and may be subject to public records retention and release laws.

5. Students are expected to model tolerance and good manners. District technology resource users agree not to send, access, submit, publish, display or print hate mail, defamatory statements, vulgar, derogatory, obscene, profane, sexually oriented, threatening, offensive or illegal material or language over the Internet or PUSD technology resources, or using PUSD technology resources. District technology resources users shall not access Web sites, newsgroups, or chat areas that contain material that is prohibited under child pornography laws or that promotes illegal acts. The use of District technology resources in a manner intended to injure or humiliate others by disclosure of personal information (whether true or false), personal attacks on others, and statements expressing animus towards any person or group by reason of race, color, religion, national origin, gender, sexual orientation or disability is not acceptable. Cyber bullying is specifically prohibited. It shall be the student's responsibility to report the inappropriate use, web site, or communication to the employee's supervisor.

6. District technology resources users shall not post anonymous messages or attempt to impersonate another person by forging email, web pages or other electronic media.

7. District technology resource users agree not to send, access, submit, publish, display or print over the Internet or PUSD technology resources, or using PUSD technology resources, any obscene, profane, sexually oriented, threatening, offensive or illegal material.

8. The primary use of the District's technology resources is for District-related work. While some incidental personal use of the PUSD technology resources is permitted, such incidental use will not be deemed a waiver of District's right to prohibit all such use, either on an individually-applicable or on a generally-applicable basis.

9. District technology resources users shall not use PUSD technology resources to conduct for-profit business activities or to engage in religious or political activities. Students shall not use District technology resources for advertising, promotion commercial purposes, or similar objectives.

10. District technology resources users shall not send unsolicited email messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material ("spamming"). PUSD technology resources users shall not create or forward "chain letters," "Ponzi," or other "pyramid" schemes of any type.

11. Virtual and physical vandalism shall not be tolerated. Any intentional act by a student that damages or interferes with performance of District technology hardware, software, operating systems, or communication systems will be considered vandalism and will be subject to discipline and/or appropriate criminal, or civil action. PUSD technology resources users shall not introduce malicious programs into the District's technology resources (e.g. viruses, worms, Trojan horses, email bombs, etc.). District technology resources users shall not intentionally disrupt network traffic or crash the network and connected systems; users shall not degrade or disrupt equipment or system performance.

12. Students may bring personal technology, including computers, smart phones, network access devices, or other electronic signaling devices to their place of study. This does not include routers or wireless access points. However, the District is not responsible for the safeguarding of such personal technology. Use of personal technology during inappropriate times as designated by the district/school/teacher may result in consequences or confiscation by school officials.

13. Students shall not take data, equipment, software or supplies (paper, toner cartridges, disks, etc.) for their own personal use. Such taking will be treated as theft. Students may take computer equipment home or to off-site destinations for District-related purposes with the prior permission of their school or district administrator.

By signing the Consent and Waiver form attached, parent(s) or guardian(s), and I the undersigned (student), agree to abide by the following restrictions. I have discussed these rights and responsibilities with my parent(s) and/or guardian(s).

Further, my parents(s) and/or guardian(s) and I have been advised that the District does not have control of the information on the Internet, although it attempts to provide prudent and available barriers. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people. While the Pittsburg Unified School District's intent is to make Internet access available to further its educational goals and objectives, network users may have the ability to access other materials as well.

Student's Name _____ Student's ID _____
(Please Print)

Student's Signature _____ Date_____

Parent's Name_____ Date_____
(Please Print)

Parent's Signature_____Date_____

*Pittsburg High School and Black Diamond High School routinely disclose names, addresses and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent. Military recruiters have the same access to high school students as provided to post secondary institutions or to prospective employers. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin. **

PITTSBURG UNIFIED SCHOOL DISTRICT

Office of Student Services

Elementary and Secondary Education Act (ESEA): Military Recruiter Access

I do not want the Pittsburg Unified School District to release my child's information to the Military Recruitment Office.

Child's Name _____Grade _____ School _____

Parent/Caregiver Name _____

Parent's Signature _____

Due Date to Return to School: *September 31, 2026*

IF YOU DO NOT RETURN THIS FORM YOU ARE GIVING YOUR CONSENT FOR THE DISTRICT TO RELEASE YOUR CHILD'S INFORMATION TO THE MILITARY RECRUITMENT OFFICE. (Can also be filled out through online registration)

_____

Elementary and Secondary Education Act (ESEA): Universities/Employee Recruitment

I do not want the Pittsburg Unified School District to release my child's information to Universities/ Employee Recruitment.

Child's Name _____Grade _____ School_____
Parent/Caregiver Name _____

Parent's Signature _____

Due Date to Return to School: *September 31, 2026*

IF YOU DO NOT RETURN THIS FORM YOU ARE GIVING CONSENT FOR THE DISTRICT TO RELEASE YOUR CHILD'S INFORMATION TO UNIVERSITIES/EMPLOYEE RECRUITMENT. **(Can also be filled out through online registration)** Note for Clerks : *These forms must be kept in the student's cum folder and marked on Aeries.*

Pittsburg Unified School District

Office of Student Services

Internet/Media Permission Form
Student pictures/names used in various forms of media.

For your protection and privacy, we ask your permission to use your child's picture within our District web site and other media should we desire. Pictures used on our web site or other media will include students when they are involved in projects, when they are in large groups (classrooms, assemblies, sports, clubs), when their student group receives recognition at the state level or other school related activities.

Media includes, but is not limited to, newspapers, magazines, internet, video and television.

Please check all that apply. Sign, and return to the school office.

___ I give my permission to use my child's picture on the internet with his/her first name.

___ I give my permission to use my child's picture in the media.

___ I give my permission to use my child's selected school materials(art work, written paper, class projects, computer projects) on the internet.

___ I understand that the media images may be used for advertising or marketing purposes.

___ Do Not use my child's picture on the internet/media.

___ Do Not use my child's schoolwork on the internet/media.

___ Do Not include my child's first name on the internet/media.

Any other restrictions:_____

I acknowledge that I have legal authority to sign this form on behalf of the minor named below:

Name of Student_____ Date of Birth _____

_____ _____
Signature of Parent/Guardian Date

_____
Printed Name of Parent/Guardian

(Can also be filled out through online registration)

PARENTS/VISITORS ON SCHOOL CAMPUSES

The Board of Education encourages parents/guardians and interested members of the community to visit the schools and view the educational program.

To ensure minimum interruption of the instructional program, the Superintendent of designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during non-instructional time.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session.
For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises.

No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and principal's permission. (Board Policy 1250)

Unless otherwise directed by the principal, a staff member shall accompany visitors while they are on school grounds.

Sign in/Registration Procedures
In order to register, a visitor shall, upon request, furnish the principal or designee with the following information

- Proof of Identity
- Purpose for entering the school
- Other information consistent with the provisions of law.

The principal or designee may refuse to register any visitor if he/she reasonably concludes that the visitor's presence or acts would disrupt the school, students or employees.

Parents/Visitors should be advised of possible consequences:

- Willfully disrupting a public school or any public school meeting constitutes an unlawful misdemeanor, punishable by law, and may carry a fine up to five hundred dollars ($500). (Education Code 32210).

- These rules also apply at any location where a school employee is required to be while acting in the course of his/her duties. Visitors who "materially disrupts class work, extracurricular activities, creates or is involved in substantial disorder" may be guilty of a misdemeanor. (Education Code 44811).

- Persons who unlawfully fight within a building or upon the grounds of any school or challenge another person within any building or upon the grounds to fight, may be guilty of a misdemeanor. (Penal Code 415.5)

- Persons who maliciously and willfully disturb another person within any of these buildings or upon the grounds by loud and unreasonable noise, may be guilty of a misdemeanor. (Penal Code 415.5)

- Persons that use offensive words within any of these buildings or upon the grounds, which are inherently likely to provoke an immediate violent reaction, may be guilty of a misdemeanor. (Penal Code 415.5)

PARENTS/VISITORS ON SCHOOL CAMPUSES

Parents/Guardians are welcome to visit school campuses. Your help is needed in order to maintain a safe environment for all of our students and staff to ensure that each student stays focused on learning.

In order to visit a school campus or classroom area, you must first sign in at the office, obtain a visitor's badge and teachers will be notified of your visit. Visitors are expected to:

- Be courteous and non-threatening to school personnel and students *(Education Code 32210)*
- Observe classroom or school activities without disrupting *(Education Code 32210)*
- Observe school rules and/or district policies regarding access to school grounds
- Turn off cell phones (texting or talking on cell phones is not permitted in classrooms or hallways)
- Leave younger children at home

Parents/Guardians are encouraged to work cooperatively with the school staff in fostering positive behavior in students. By working together we hope to further develop characteristics such as:

- Respect for themselves and others
- Consideration for the rights of others
- Courteous behavior and language
- Obedience to rightful authority
- A desire to learn

We welcome parents/guardians to visit their child's classroom and be positive role models for our students. It is very important that we maintain a safe school environment for our students, staff, and parents.

Parents/Guardians or visitors who do not conduct themselves in a civil manner will be escorted off campus with the possibility of further actions taken to secure the safety of our students.

Sincerely,

_____
Principal/Designee

_____ _____
Child's Name Room #

_____
Signature of Parent/Guardian

_____ _____
Print Name Date

(Visitor Agreement must be signed at the first visit of each school year)

Volunteering
Any parent/guardian or family member that is interested in volunteering at a school site or on field trips, who will be working with students, will need to be cleared by the Human Resources department. To ensure the safety of our students the District is requiring a Recommendation/Authorization (provided by the school), fingerprint clearance (Livescan) and a current TB clearance (within 6 months). Please see the detailed volunteer information at the back of the handbook. **Please visit www.beamentor.com, or your student's school site for more information.**

Volunteer Information

REGISTER TO VOLUNTEER THROUGH BE A MENTOR (BAM)

Welcome to Be a Mentor! BAM is partnered with Pittsburg Unified to manage volunteer clearances for their schools.

The first step to gaining clearance is applying. The application link is www.beamentor.org/pittsburg

Enter your email address and click "continue"

- Select all the schools you would like to volunteer at
- Once you have entered all of your information, click SUBMIT
- Once your application has been accepted, you will receive an email prompting you to login at beamentor.org/login.

Didn't receive the email? Check your spam and junk folders, or just try and login. If you are having trouble, please send a message with your name and DOB to help@beamentor.org so that we may assist.

Once you login, you will see the requirements you need to complete.

- The Fingerprint tab has the necessary live scan form and directions on where to take it. Fingerprinting clearance may take up to 30 days. If there are any issues, you will be contacted via email.
- The TB risk assessment form can be found under TB screening. All TB documents can be uploaded using the Upload Document button.

Please allow up to 1 business day for documents to be reviewed. If there are any issues, you will be contacted via email.

If you were previously cleared with fingerprints and TB, you will not have to repeat them. During the registration process, under the fingerprint section, you will see a number to call. They have a list of cleared volunteers, so they will be able to mark those requirements complete.

ELEMENTARY STUDENTS

PARENT/GUARDIAN ACKNOWLEDGMENT

I have received and read the booklet that describes the Pittsburg Unified School District's policies on student attendance, conduct and discipline. I understand it informs me of my rights relating to courses, programs, activities and pupil records, which might affect my child during the school year.

I understand that my child is subject to the discipline measures described in this booklet if he/she misbehaves on the way to school, at school or a school-related activity and on the way home from school.

Signature _____ Date_____
Signature of Parent/Guardian

I have read and understand the Uniform Complaint Procedures.

Signature _____ Date_____
Signature of Parent/Guardian

***** YOU CAN FILL OUT THESE QUESTIONS ONLINE OR SIGN THIS FORM IN EACH OF THE SECTIONS AND RETURN IT TO YOUR CHILD'S SCHOOL WITHIN TEN (10) DAYS. (Can also be filled out through online registration)**

JUNIOR HIGH AND HIGH SCHOOL STUDENTS

PARENT/GUARDIAN ACKNOWLEDGMENT

I have received and read the booklet that describes the Pittsburg Unified School District's policies on student attendance, conduct and discipline. I understand it informs me of my rights relating to courses, programs, activities and pupil records, which might affect my child during the school year.

I understand that my child is subject to the discipline measures described in this booklet if he/she misbehaves on the way to school, at school or a school-related activity and on the way home from school.

Student's Signature_____ Date_____

Signature _____ Date_____
Signature of Parent/Guardian

I have read and understand the Uniform Complaint Procedures.

Signature _____ Date_____
Signature of Parent/Guardian

***** YOU CAN FILL OUT THESE QUESTIONS ONLINE OR PLEASE SIGN THIS FORM IN EACH OF THE SECTIONS AND RETURN IT TO YOUR CHILD'S SCHOOL WITHIN TEN (10) DAYS. (Can also be filled out through online registration)**