

**2023 – 2024**

# **ANNUAL NOTIFICATIONS**

**(BACK TO SCHOOL PACKET)**



## **Table of Contents**

<b>Cover Letter.....</b>	<b>i</b>
<b>Parental Overview Letter from Superintendent.....</b>	<b>ii</b>
<b>+Parental Acknowledgement.....</b>	<b>iii</b>

### **SCHOOL ATTENDANCE OPTIONS**

Every Day Counts.....	1
Attendance Counts.....	2
Foster and Homeless Youth Services.....	3
Identification and Education Under Section 504 (BP/AR 6164.6).....	4
Student Attendance Alternatives.....	13
Married/Pregnant/Parenting Students (BP 5146).....	14
# Housing Questionnaire.....	21

### **STUDENT MISCONDUCT/DISCIPLINE**

Search and Seizure (BP5145.12).....	23
Hate Motivated Behavior or Harassment.....	25
Sexual Harassment Definition - Education Code 230.....	26
Sexual Harassment (BP/AR 5145.7).....	27
Title IX Sexual Harassment Complaint Procedures (AR 5145.71).....	36
Suspensions and Expulsions.....	46
Dress for Success.....	47

### **STUDENT SERVICES**

Free Meals for All Students for 2023-2024 School Year.....	48
> Household Economic Survey.....	50
^ Transportation Rules and Agreement Form.....	53
^ Transportation School Bus Pas Application Form.....	55
U.S. Department of Agriculture (USDA) Non-Discrimination Statement.....	57
CUSD After School and Preschool Programs.....	58

### **HEALTH AND SAFETY SERVICES**

# Medication Required During School Hours Form.....	60
# Asthma Orders.....	61
# Epinephrine Auto-Injector Order.....	63
# Medical Statement to Request Special Meals and/or Accommodations.....	65
Type 1 Diabetes Information.....	67
Type 2 Diabetes Information.....	69
Immunizations (AR 5141.31).....	75
Guidance for Return to School/Work.....	80
Fact Sheet on Covered California.....	81
# Voluntary Student and Athletic Accident Insurance.....	85
Asbestos/Activities Report.....	91
Notice of Pesticide Use.....	92

### **PARENT/GUARDIAN INFORMATION**

Notice to Parents - Rights and Responsibilities.....	93
Parent Right to Request Teacher Qualifications.....	100
Parent Involvement (BP/AR 6020).....	101
Family Educational Rights and Privacy Act (FERPA).....	116
Firearm Safety and Safe Storage of Firearms Information.....	117
Infinite Campus Parent Portal.....	118

## **Table of Contents - Continued**

### **PARTICULAR EDUCATION ISSUES**

Teen Talk Middle School.....	120
Teen Talk High School.....	121
Statewide Testing Notification.....	122

### **LIMITED ENGLISH PROFICIENT STUDENTS**

Language Programs & Language Acquisition Programs.....	126
--	-----

### **SCHOOL RECORDS**






Release of Directory Information (E 5125.1).....	128
--	-----

### **COMPLAINTS**

Annual Notice of Uniform Complaint Procedures.....	130
Non-Discrimination/Harassment Statement.....	132
Non-Discrimination/Harassment (BP/AR 5145.3).....	133
Summary of Student Rights (Ed Code 2221.8).....	146

### **MISCELLANEOUS**

2023-2024 Back to School Information.....	148
2023/2024 School Calendar.....	149
CUSD Board of Trustees.....	150
Technology Tools in the Classroom.....	151
* Internet Acceptable Use Policy.....	153
CUSD Directory/Information.....	156
Emergency Information.....	157

Key Code:	 = Mandatory Form to complete and return to school
	 = Form Requested from all Households, please complete and return to school
	 = Optional Form, depending on student's needs
	 = Mandatory Form if your child is using CUSD school bus transportation
	 = Submit this form only if one is not on file from previous years or new enrollee



## Calaveras Unified School District

3304-B Highway 12  
P.O. Box 788  
San Andreas, CA 95249  
(209) 754-2300  
[www.calaveras.k12.ca.us](http://www.calaveras.k12.ca.us)

### Office of the Superintendent

July 2023

Dear Parents and Guardians:

Welcome to Calaveras Unified School District! We are gearing up to an exciting new school year for our district.

It is our daily mission to provide the strongest educational program, creating consistent opportunities for our students to learn and grow. By reading the contents of the Back-to-School packet you will have greater insight and awareness regarding the many aspects of our school district's operations. It is important you receive as much information as you need to become an integral part of our team and a meaningful participant in our daily mission. Please go to our website at [www.calaverasusd.com](http://www.calaverasusd.com) to review the contents of the Back-to-School packet. There are a small amount of hard copy packets available at each school office, but an effort to sustain economics and help the environment; we hope you will be able to utilize the electronic format.

We appreciate your taking the time to become more knowledgeable about our school district. I trust that if you still have questions you will contact your school administrator or me so we will be able to provide you with the answers and/or information you need.

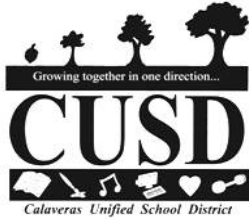
I look forward to working with you and your students on accomplishing our mission and helping your students to reach their goals.

Sincerely,

Mark Campbell  
Superintendent  
Calaveras Unified School District

*CUSD---Make Every Moment and Every Day Matter for Every Student*





## Calaveras Unified School District

3304-B Highway 12  
P.O. Box 788  
San Andreas, CA 95249  
(209) 754-2300  
[www.calaveras.k12.ca.us](http://www.calaveras.k12.ca.us)

### Office of the Superintendent

July 2023

Dear Parents/Guardians:

Each school district is required by Education Code 48980 to annually notify parents and guardians of their rights, responsibilities and obligations regarding the education of their children. Over the years California Legislature has passed many laws requiring parent notification about various aspects of public schools. Those legal mandates are included in this packet as follows:

1. The 2023/2024 Calaveras Unified School District calendar
2. Please take a few minutes to read the Notice to Parents – Rights and Responsibilities then **please sign and return the enclosed Parent Acknowledgement and Consent Form to your student's school** indicating you have received and reviewed the Notice to Parents – Rights and Responsibilities and all other notices in this back to school packet, including information on Search and Seizure policy and the Family Education Rights and Privacy Act (FERPA). If you have specific questions concerning any of the code sections or district policies, please contact your school principal. You may access CUSD's Board Policies on our website at [www.calaverasusd.com](http://www.calaverasusd.com).
3. Information is provided about the district's commitment to nondiscrimination and equal opportunity for all students, as well as a letter regarding student dress and grooming (Board Policy 5132, Student Dress and Grooming); are included in the packet.
4. Various medical forms regarding your student are included in the packet:
  - [Medication Required During School Hours \(Form\) – a new form needed each school year if your child is on medication](#)
  - [Medical Statement to Request Special Meals and/or Accommodations](#)
  - [Guidance for Return to School or Work](#)
  - [Covered California Fact Sheet](#)
5. Please read [CUSD's Internet Acceptable Use Policy](#). Have your child read it (as is age appropriate), and review it with your child. **Both parent and student must sign and return the agreement to your school.**
6. Information concerning school attendance alternatives is provided.
7. 2023/2024 Voluntary Student and Athletic Accident Insurance information is included. Insurance coverage is available to purchase through the Student Insurance Company.
8. Information from Calaveras Schools Food Service and the [Household Economic Survey requested from each family](#).
9. Information about bus transportation including a bus transportation application. **If your student rides the school bus, you need to read, sign and return the [Transportation Rules and Agreement Form](#).**
10. Why every day counts for a child's attendance and information on State school accounting practices.
11. Emergency Early Dismissal information is provided and explains procedures the district will follow on severe weather days or in the event of an emergency
12. Information about the district's Preschool and School-Age After School Programs
13. Notification of the name and active ingredients of all pesticide products expected to be used at our schools
14. Notification of our AHERA (Asbestos Hazard Emergency Response Act) compliance/program.
15. Notification of rights for the Family Educational Rights and Privacy Act (FERPA).

If you have any questions concerning any of the district policies or procedures, please discuss them with your school principal or call the District Office at 754-2300.

Sincerely,

Mark Campbell  
Superintendent

**CUSD – Make Every Moment and Every Day Matter for Every Student**

**\*Items underlined and in red require signature of parent/guardian and/or student and must be returned to the school**

**\*Items underlined and in blue must be returned to your school only if appropriate for your student**

# PARENTAL ACKNOWLEDGEMENT

## 2023-2024 PARENT INFORMATION PACKET

By signing below, I acknowledge I have received the 2023-2024 Back-to-School Packet.

Date: \_\_\_\_\_

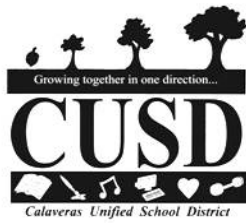
\_\_\_\_\_  
Required Signature Parent/Guardian

\_\_\_\_\_  
Print Name of Parent/Guardian

One form is necessary for **each school** you have a child/children enrolled.

<u>Name of Student</u>	<u>School</u>	<u>Address</u>
1. _____	_____	Physical Address: _____
2. _____	_____	Mailing Address: _____
3. _____	_____	City: _____ Zip Code: _____
4. _____	_____	Home Phone: _____
5. _____	_____	Cell Phone: _____
6. _____	_____	Work Phone: _____

*CUSD---Make Every Moment and Every Day Matter for Every Student*



## Calaveras Unified School District

3304 Highway 12, Bldg. B  
P.O. Box 788  
San Andreas, CA 95249  
(209) 754-2300  
[www.calaveras.k12.ca.us](http://www.calaveras.k12.ca.us)

### Superintendent's Office

---

July 2023

Dear Parents and Guardians:

**Every Day Counts** in a child's education. Every day a student misses school, they get more than two days behind their peers, because they must make up missed learning and catch up with new learning at the same time. Every day a student is in school, he/she raises their chance to score well on tests. Every day a student goes to school, they learn a little more about responsibility. **Every Day Counts** toward funding for school supplies too. Schools no longer receive money for excused absences. Schools will now only receive funding for students who are actually in class. Every day a student misses school, even for excused absences, the school loses about \$30.00 in income.

Calaveras Unified School District is working hard toward becoming the best district in Calaveras County. We are proud of the giant steps we are taking toward improving student achievement. We have some of the highest graduation requirements in the county, as well as rigorous academic criteria that every high school student must meet to advance to the next grade. More than 70% of our seniors move on to a two or four-year college.

But our work is not done and we need your help. We want to ensure that every student can meet our rigorous academic criteria and graduation requirements.

Please support our efforts to make Calaveras Unified School District the best in Calaveras County by helping to get our students to school every day. You can do this by:

- planning your family vacations during the summer months or when school is on holiday breaks
- teaching your child to be on time for school each day
- making sure your child stays home only when he or she is sick
- asking your child's doctors to schedule appointments before or after school hours
- bringing your child to school before and after his daytime doctor appointment

We know you want the very best education for your child, and we do too. By understanding that **Every Day Counts**, together we can give your child the very best.

Yours truly,

Mark Campbell  
Superintendent

***CUSD---Make Every Moment and Every Day Matter for Every Student***

## **Attendance Counts!**

Student success starts with good attendance and is the responsibility of the student, family, and school. School attendance is one of the most reliable predictors of student success. Regular attendance has been linked to higher achievement, stronger bonds to the school and community, lower rates of delinquent and high-risk behavior, and increased participation in higher education. Parents and caregivers can help their children be successful by encouraging regular attendance.

We ask that you support our efforts in the following ways:

- Ensure students arrive at school and class on time.
- Plan family vacations during non-school days and summer break.
- Try to schedule doctor appointments for your child after school hours.
- Bring your child to school before and after appointments that are scheduled during the school day.
- Only allow your child to stay home when he/she has a contagious illness or is too sick to attend school.

## **Did you know?**

A pupil who is absent from school or tardy more than 30 minutes without a valid excuse three days in one school year is considered truant.

Chronic absence means your child has missed 10% or more of the school year for any reason to date. Missing just two days a month adds up to missing ten percent of the school year.

When your child is absent, you have 3 days to excuse the absence. After 3 days, the absence becomes an unexcused absence. If your child is too ill to attend school, be sure to call your child's school every day of the absence.

Students should not come to school if they are running a fever, vomiting, have diarrhea or an unexplained rash.

After fourteen days of an excused absence, you will be required to provide a doctor's note to the school for every excused absence after that point.

## **What is the difference between an excused and an unexcused absence?**

Under state law, an absence is considered "excused" only for these reasons:

- student illness including absence for the benefit of the student's mental or behavioral health
- death in the student's immediate family (one day is excused if funeral is conducted in California, and three days are excused if service is conducted outside California)
- for purpose of having medical, dental, vision or chiropractic services rendered
- observation of a religious holiday or ceremony
- court appearance (documentation must be provided and have the student's name on it)

All other reasons for absences are considered inexcusable by California state law. If you have a special circumstance and are unsure whether it will be excused, please talk to your school's principal or vice principal for clarification.

## **More Information**

School Attendance Review Board (SARB)

[https://www.ccoe.k12.ca.us/apps/pages/index.jsp?uREC\\_ID=1093577&type=d&pREC\\_ID=1378334](https://www.ccoe.k12.ca.us/apps/pages/index.jsp?uREC_ID=1093577&type=d&pREC_ID=1378334)

CA Department of Education Truancy Information

<https://www.cde.ca.gov/ls/ai/tr/index.asp>

Links to board policy:

<http://www.calaveras.k12.ca.us/bp/policy/5000series/AR5113.pdf>

<http://www.calaveras.k12.ca.us/bp/policy/5000Series/AR5113.1.pdf>

## **Foster and Homeless Youth Services**

Contact CUSD Foster and Homeless Youth Liaison for more information about educational supports and resources to address the unique needs of children and youth in the foster care or experiencing homelessness. Services may include enrollment assistance, transportation, and school supplies. Educational rights include the right to stay in the same school after you move to a new placement or location if in your best interest, immediate enrollment in school even if you do not have the paperwork you would normally need for enrollment, and other rights related to grades, discipline, graduation, and college.

### **Contact:**

René Malamed, Ed.D

[rmalamed@calaveras.k12.ca.us](mailto:rmalamed@calaveras.k12.ca.us)

209.754.2124

### **CA Department of Education Foster Rights**

<https://www.cde.ca.gov/ls/pf/fy/fosteryouthedrights.asp>

### **Families in Transition/Homeless & Unaccompanied Youth**

Homeless children/Unaccompanied Youth are guaranteed enrollment in CUSD schools if living:

- In a shelter (family, domestic violence, or youth shelter or transitional living program)
- In a motel, hotel or weekly rate housing
- In a house or apartment with more than one family because of economic hardship (foreclosure/eviction)
- In an abandoned building, an unfixed , in a car, at a campground, or on the streets
- With a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping
- In substandard housing (lacking utilities basic functions i.e. water, electricity, toilet etc. presence of vermin or mold).
- If you are a runaway or unaccompanied youth

### **Homeless Youth Know Your Rights PDF**

[https://www.myschoolmyrights.com/wp-content/uploads/2018/04/aclu\\_ca\\_MSMR\\_youth\\_homelessness\\_FINAL\\_04.11.2018.pdf](https://www.myschoolmyrights.com/wp-content/uploads/2018/04/aclu_ca_MSMR_youth_homelessness_FINAL_04.11.2018.pdf)

### **Local Resources**

-Health and Human Services <https://hhsa.calaverasgov.us/> (209) 754-6448

-Calaveras County Crisis Center 24-Hour Hotline: 736-4011 or 754-4011

-Emergency shelter for individuals and children leaving a Domestic Violence situation: 754-1300

-Children's Counseling and Advocacy Center: 498-2054

-Food Bank 754-1257

-CalFresh/EBT <https://hhsa.calaverasgov.us/HHSA/Human-Services/Public-Assistance/Eligibility/CalFresh>

-The Resource Connection <https://trcac.org/>

-Human Trafficking Know the Signs

[https://792e482b-698b-48fe-a692-2d53399bdf9c.filesusr.com/ugd/5abe8c\\_a58139b8743c4002a17b325d9cfb2760.pdf](https://792e482b-698b-48fe-a692-2d53399bdf9c.filesusr.com/ugd/5abe8c_a58139b8743c4002a17b325d9cfb2760.pdf)

-National Human Trafficking Hotline 1-888-373-7888 or Text: HELP to BeFree (233733)

# **Board Policy**

## **Identification and Education Under Section 504**

BP 6164.6

### **Instruction**

The Governing Board believes that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. The Superintendent or designee shall work to identify children with disabilities who reside within the jurisdiction of the district in order to ensure that they receive educational and related services required by law.

The Superintendent or designee shall provide qualified students with disabilities with a free appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of students without disabilities are met. (34 CFR 104.33)

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
 (cf. 0430 - Comprehensive Local Plan for Special Education)  
 (cf. 5141.21 - Administering Medication and Monitoring Health Conditions)  
 (cf. 5141.22 - Infectious Diseases)  
 (cf. 5141.23 - Asthma Management)  
 (cf. 5141.24 - Specialized Health Care Services)  
 (cf. 5141.27 - Food Allergies/Special Dietary Needs)  
 (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
 (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

(cf. 6145 - Extracurricular and Cocurricular Activities)  
 (cf. 6145.2 - Athletic Competition)  
 (cf. 6145.5 - Student Organizations and Equal Access)

The district's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Superintendent or designee shall assess the district's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

The Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the district in any other capacity except as hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

Legal Reference:

EDUCATION CODE

49423.5 Specialized physical health care services

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

56043 Special education, timelines

56321 Assessment; development of IEP; parental notifications, consent

CODE OF REGULATIONS, TITLE 5

3051.12 Health and Nursing Services

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

705 Definitions; Vocational Rehabilitation Act

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF REGULATIONS, TITLE 28

35.101-35.190 Nondiscrimination on the basis of disability in state and local government services

CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 Nondiscrimination on the basis of handicap, especially:

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

104.3 Definitions

104.32 Location and notification

104.33 Free appropriate public education

104.34 Educational setting

104.35 Evaluation and placement

104.36 Procedural safeguards

104.37 Nonacademic services

104.7 Responsible employee; grievance procedures

## COURT DECISIONS

Christopher S. v. Stanislaus County Office of Education, (2004) 384 F.3d 1205

## Management Resources:

### CSBA PUBLICATIONS

Rights of Students with Diabetes Under IDEA and Section 504, Policy Brief, December 2007

### CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

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

Dear Colleague Letter and Resource Guide on Students with ADHD, July 2016

Protecting Students with Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, October 2015

Dear Colleague Letter, January 2013

Dear Colleague Letter and Questions and Answers on ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools, January 2012

Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973, September 2007

### WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/about/offices/list/ocr>

Adopted: November 9, 2021

CALAVERAS UNIFIED SCHOOL DISTRICT  
San Andreas, California



## **Administrative Regulation**

### **Identification and Education Under Section 504**

#### **AR 6164.6** **Instruction**

The Directors of Educational Services are the district's designated 504 Coordinators to implement the requirements of Section 504 of the federal Rehabilitation Act of 1973: (34 CFR 104.7)

Directors Educational Services  
3304 Highway 12  
P.O. Box 788  
San Andreas, CA 95249  
(209) 754-2327

#### **Definitions**

For the purpose of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

Free appropriate public education (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of students without disabilities are met, at no cost to the student or his/her parent/guardian except when a fee is specifically authorized by law for all students. (34 CFR 104.33)

(cf. 3260 - Fees and Charges)

Student with a disability means a student who has a physical or mental impairment which substantially limits one or more major life activities. (28 CFR 35.108)

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine. (28 CFR 35.108)

Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. (28 CFR 35.108)

Substantially limits major life activities means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending,

speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system. The determination of whether an impairment substantially limits a student's major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures are measures that an individual may use to eliminate or reduce the effects of an impairment, including, but not limited to, medications, medical supplies or equipment, prosthetic devices, assistive devices, reasonable modifications or auxiliary aids or services, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy. (42 USC 12102; 28 CFR 35.108)

### Referral, Identification, and Evaluation

Any action or decision to be taken by the district involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

1. A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification as a student with a disability under Section 504.

(cf. 6164.5 - Student Success Teams)

2. Upon receipt of any such referral, the principal, 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.

If it is determined that an evaluation is unnecessary, the principal or 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.

3. If the student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to his/her initial placement. (34 CFR 104.35)

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent.

The district's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure

#### Section 504 Services Plan and Placement

Services and placement decisions for students with disabilities shall be determined as follows:

1. A multidisciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions.

The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. (34 CFR 104.35)

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with 34 CFR 104.34. (34 CFR 104.35)

2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.24 - Specialized Health Care Services)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

3. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a person with a disability under Section 504 and shall state the basis for the determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
4. The student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs. (34 CFR 104.34)
5. The district shall complete the identification, evaluation, and placement process within a reasonable time frame. The district shall adhere to this time frame regardless of any extended school breaks or times that school is otherwise not in session.
6. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school within the district, the principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the plan prior to the student's enrollment in the new school.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5125 - Student Records)

#### Review and Reevaluation

The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of students without disabilities are met.

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. (34 CFR 104.35)

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

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

#### Procedural Safeguards

The Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the district regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural

safeguards available to them if they disagree with the district's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

If a parent/guardian disagrees with any district action or decision regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 60 calendar days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 60 calendar days of the district's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian's request. If the parent/guardian is not satisfied with the resolution of the issue, or if the parent/guardian did not request an administrative review, he/she may request a Section 504 due process hearing.

A Section 504 due process hearing shall be conducted in accordance with the following procedures:

1. The parent/guardian shall submit a written request to the Coordinator within 60 calendar days of receiving the district's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
  - a. The specific nature of the decision with which he/she disagrees
  - b. The specific relief he/she seeks
  - c. Any other information he/she believes is pertinent to resolving the disagreement
2. Within 20 calendar days of receiving the parent/guardian's request, the Superintendent or designee and 504 Coordinator shall select an impartial hearing officer. This 20 calendar day deadline may be extended for good cause or by mutual agreement of the parties.
3. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.
4. The parties to the hearing shall be afforded the right to:
  - a. Be accompanied and advised by legal counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504

- b. Present written and oral evidence
- c. Question and cross-examine witnesses
- d. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

#### Notifications

The Superintendent or designee shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504. (34 CFR 104.32)

(cf. 5145.6 - Parental Notifications)

Adopted: November 9, 2021

CALAVERAS UNIFIED SCHOOL DISTRICT  
San Andreas, California

**CALAVERAS UNIFIED SCHOOL DISTRICT**

**P.O. Box 788  
SAN ANDREAS, CA 95249  
(209) 754-2300  
Fax: (209) 754-2215**

**SCHOOL ATTENDANCE ALTERNATIVES**

**The Calaveras Unified School District offers the following school attendance alternatives in accordance with California law:**

- **Alternative Attendance Within the District (AB 1114)**

**Information and instructions are enclosed for completing an Intradistrict Attendance Application for a child who wishes to attend a district school other than the school in the attendance area of residence current available. *See Board Policy and Administrative Regulation 5116.1 and Notice to Parents/Guardians Regarding Intradistrict Attendance Options.***

- **Interdistrict Transfers (Ed Code 46600)**

**Interdistrict Transfers under Ed Code 46600-46221 allows two or more districts to enter into an agreement for the transfer of students to another district. *See Board Policy and Administrative Regulation 5117.***

# Board Policy

## Married/Pregnant/Parenting Students

BP 5146

### Students

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.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6164.5 - Student Success Teams)

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 district shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." The district may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by Title IX.

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

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)

(cf. 5145.6 - Parental Notifications)

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. 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.

(cf. 6158 - Independent Study)  
 (cf. 6181 - Alternative Schools/Programs of Choice)  
 (cf. 6184 - Continuation Education)  
 (cf. 6200 - Adult Education)

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)

As 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)

(cf. 6142.7 - Physical Education and Activity)  
 (cf. 6145 - Extracurricular and Cocurricular Activities)  
 (cf. 6183 - Home and Hospital Instruction)

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

(cf. 3550 - Food Service/Child Nutrition Program)  
 (cf. 5030 - Student Wellness)

4. Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

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

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

6. Academic and personal counseling

(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 6179 - Supplemental Instruction)

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff 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)

(cf. 5113 - Absences and Excuses)

## 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)

(cf. 5113.11 - Attendance Supervision)

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)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

## 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)

(cf. 1312.3 - Uniform Complaint Procedures)

### 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.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6190 - Evaluation of the Instructional Program)

### Legal Reference:

#### EDUCATION CODE

221.51 Nondiscrimination; married, pregnant, and parenting students

222 Reasonable accommodations; lactating students

222.5 Pregnant and parenting students, notification of rights

230 Sex discrimination

8200-8498 Child Care and Development Services Act

46015 Parental leave

48205 Excused absences

48206.3 Temporary disability, definition  
48220 Compulsory education requirement  
48410 Persons exempted from continuation classes  
48980 Parental notifications  
49553 Nutrition supplements for pregnant/lactating students  
51220.5 Parenting skills and education  
51745 Independent study  
52610.5 Enrollment of pregnant and parenting students in adult education  
CIVIL CODE  
51 Unruh Civil Rights Act  
FAMILY CODE  
7002 Description of emancipated minor  
HEALTH AND SAFETY CODE  
104460 Tobacco prevention services for pregnant and parenting students  
CODE OF REGULATIONS, TITLE 5  
4600-4670 Uniform complaint procedures  
4950 Nondiscrimination, marital and parental status  
CODE OF REGULATIONS, TITLE 22  
101151-101239.2 General licensing requirements for child care centers  
101351-101439.1 Infant care centers  
UNITED STATES CODE, TITLE 20  
1681-1688 Title IX, Education Act Amendments  
UNITED STATES CODE, TITLE 42  
1786 Special supplemental nutrition program for women, infants, and children  
CODE OF FEDERAL REGULATIONS, TITLE 7  
246.1-246.28 Special supplemental nutrition program for women, infants, and children  
CODE OF FEDERAL REGULATIONS, TITLE 34  
106.40 Marital or parental status  
ATTORNEY GENERAL OPINIONS  
87 Ops.Cal.Atty.Gen. 168 (2004)  
COURT DECISIONS  
American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS

Pregnant Students and Confidential Medical Services, 2013

Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, 2012

The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013

WEB SITES

California Department of Education: <http://www.cde.ca.gov>  
California Women's Law Center: <http://www.cwlc.org>  
U.S. Department of Agriculture, Women, Infants, and Children Program:  
<http://www.fns.usda.gov/wic>  
U.S. Department of Education: <http://www.ed.gov>

Adoption: September 6, 2022

CALAVERAS UNIFIED SCHOOL DISTRICT  
San Andreas, CA 95249

## Housing Questionnaire for

Student Last Name	First	Middle

**Name of School:** \_\_\_\_\_

The information provided below will help the LEA determine what services you and/or your child may be eligible to receive. This could include additional educational services through Title I, Part A and/or the federal McKinney-Vento Assistance Act. The information provided on this form will be kept confidential and only shared with appropriate school district and site staff.

Presently, are you and/or your family living in any of the following situations?

- ☐ Staying in a shelter (family shelter, domestic violence shelter, youth shelter) or Federal Emergency Management Agency (FEMA) trailer
- ☐ Sharing housing with other(s) due to loss of housing, economic hardship, natural disaster, lack of adequate housing, or similar reason
- ☐ Living in a car, park, campground, abandoned building, or other inadequate accommodations (i.e. lack of water, electricity, or heat)
- ☐ Temporarily living in a motel or hotel due to loss of housing, economic hardship, natural disaster, or similar reason
- ☐ Living in a single-home residence that is permanent

I am a student under the age of 18 and living apart from parent(s) or guardian

☐ Yes ☐ No

*The undersigned parent/guardian certifies that the information provided above is correct and accurate.*

Print Parent/Guardian Name	Signature	Date

Phone Number	Street Address	City	State	Zip

Your child or children may have the right to:

- Immediate enrollment in the school they last attended (school of origin) or the local school where you are currently staying, even if you do not have all the documents normally required at the time of enrollment.
- Continue to attend their school of origin, if requested by you and it is in the best interest.
- Receive transportation to and from their school of origin, the same special programs and services, if needed, as provided to all other children, including free meals and Title I.
- Receive the full protections and services provided under all federal and state laws, as it relates to homeless children, youth, and their families.

Please list all children currently living with you.

Name	Gender	Birthdate	Grade	School

**Turn this form into your school's office. If you have any questions about these rights, please contact your LEA's Homeless Liaison: René Malamed 209-754-2124**

Name

Phone

Email



# **Board Policy**

## **Search and Seizure**

BP 5145.12

### **Students**

The Governing Board is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, and only as authorized by law, Board policy, and administrative regulation, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. School officials shall exercise discretion and use good judgment when conducting searches.

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

### **Searches Based on Individualized Suspicion**

School officials may search an individual student, the student's property, or district property under the student's control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation.

Any search of a student, the student's property, or district property under the student's control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on district property.

A student's personal electronic device may be searched only if a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

## **Searches of Student Lockers and Desks**

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

## **Use of Metal Detectors**

The Board finds that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also finds that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall use metal detectors as necessary to keep weapons out of schools and help provide a safe learning environment. The Superintendent or designee shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

## **Use of Contraband Detection Dogs**

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without individualized suspicion.

Adoption: May 24, 2022

CALAVERAS UNIFIED SCHOOL DISTRICT  
San Andreas, CA 95249

## **HATE-MOTIVATED BEHAVIOR OR HARASSMENT**

Hate-motivated behavior is any act or attempted act against a student or staff member that is motivated all or in part by hostility to the victim's race, ethnicity, gender, gender identity or religion. Specific behaviors that are not tolerated in Calaveras Unified School District include:

- Racial or Ethnic Slurs

- Vandalism to personal property

- Force or threat of force through outright actions or intimidation

- Written or verbal communication to include on-line postings, such as postings on social media, letters, notes, posters, or other writings that are bullying, harassing or offensive to specific races, ethnicities, religions, gender or gender identity

Any student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, school policy, Board policy, and administrative regulation.

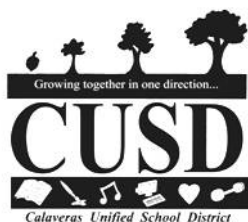
### **WHAT TO DO IF IT HAPPENS TO YOUR SON OR DAUGHTER**

Any student who believes he or she has been harassed should immediately inform a teacher or administrator. Complaints are required in writing and must include dates, issues, description of offending action, and names of individuals and witnesses involved.

All complaints are confidential and will be reviewed and investigated through interviews geared to gathering factual information about the circumstances, the context, and the nature of the incident. All complainants will be advised of the District's complaint procedures in Board Policy 1312.3.

### **ENSURING A SAFE AND ORDERLY LEARNING ENVIRONMENT FOR ALL**

Calaveras Unified School District is committed to maintaining a positive and reinforcing learning environment for our students, promoting an understanding of respect for human rights, diversity and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. To meet this goal, we must provide a school climate that is free from harassment in any form. All children have the right to flourish in a safe and orderly environment and should feel welcome and supported on District campuses, regardless of race, national origin, religion, gender or gender identity.



---

### **Sexual Harassment Definition---Education Code 230**

For purposes of this chapter, harassment and other discrimination on the basis of sex include, but are not limited to, the following practices:

- (a) On the basis of sex, exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity.
- (b) On the basis of sex, provision of different amounts or types of student financial aid, limitation of eligibility for student financial aid, or the application of different criteria to applicants for student financial aid or for participation in the provision of student financial aid by others. Nothing in this subdivision shall be construed to prohibit an educational institution from administering, or assisting in the administration of, scholarships, fellowships, or other forms of student financial aid, established pursuant to domestic or foreign wills, bequests, trusts, or similar legal instruments or by acts of a foreign government, which require that awards be made to members of a particular sex; provided, that the overall effect of the award of these sex-restricted scholarships, fellowships, and other forms of student financial aid does not discriminate on the basis of sex.
- (c) On the basis of sex, exclusion from participation in, or denial of equivalent opportunity in, athletic programs. For purposes of this subdivision, "equivalent" means equal or equal in effect.
- (d) An educational institution may be found to have effectively accommodated the interests and abilities in athletics of both sexes within the meaning of [Section 4922 of Title 5 of the California Code of Regulations](#) as that section exists on January 1, 2003, using any one of the following tests:
  - (1) Whether interscholastic level participation opportunities for male and female pupils are provided in numbers substantially proportionate to their respective enrollments.
  - (2) Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the school district can show a history and continuing practice of program expansion that is demonstrably responsive to the developing interest and abilities of the members of that sex.
  - (3) Where the members of one sex are underrepresented among interscholastic athletes, and the institution cannot show a history and continuing practice of program expansion as required in paragraph (2), whether the school district can demonstrate that the interest and abilities of the members of that sex have been fully and effectively accommodated by the present program.
- (e) If an educational institution must cut its athletic budget, the educational institution shall do so consistently with its legal obligation to comply with both state and federal gender equity laws.
- (f) It is the intent of the Legislature that the three-part test articulated in subdivision (d) be interpreted as it has been in the policies and regulations of the Office of Civil Rights in effect on January 1, 2003.
- (g) On the basis of sex, harassment or other discrimination among persons, including, but not limited to, students and nonstudents, or academic and nonacademic personnel, in employment and the conditions thereof, except as it relates to a bona fide occupational qualification.
- (h) On the basis of sex, the application of any rule concerning the actual or potential parental, family, or marital status of a person, or the exclusion of any person from any program or activity or employment because of pregnancy or related conditions.

# **Board Policy**

## **Sexual Harassment**

### **BP 5145.7**

#### **Students**

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. 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 any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
 (cf. 5131 - Conduct)  
 (cf. 5131.2 - Bullying)  
 (cf. 5137 - Positive School Climate)  
 (cf. 5145.3 - Nondiscrimination/Harassment)

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.

(cf. 1312.1 - Complaints Concerning District Employees)  
 (cf. 1312.3 - Uniform Complaint Procedures)  
 (cf. 5141.4 - Child Abuse Prevention and Reporting)  
 (cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

The Title IX Coordinator shall offer 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 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 when 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 action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of 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 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

### Disciplinary Actions

Upon completion of an 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.

(cf. 5144 - Discipline)

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

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

Upon investigation of 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.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

### Record-Keeping

In accordance with law and district policies and regulations, 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.

(cf. 3580 - District Records)

### Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

48985 Notices, report, statements and records in primary language

#### CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

#### GOVERNMENT CODE

12950.1 Sexual harassment training

#### CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

#### UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

#### UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

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

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

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

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

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

Q&A on Campus Sexual Misconduct, September 2017

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

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

WEB SITES

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

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

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

Adoption: December 8, 2020

CALAVERAS UNIFIED SCHOOL DISTRICT  
San Andreas, CA 95249



# **Administrative Regulation**

## **Sexual Harassment**

### **AR 5145.7**

#### **Students**

#### **Definitions**

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

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

#### Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome 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 brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

#### Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate

its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Director of Personnel  
Erika Cotta  
P.O. Box 788  
San Andreas, CA 95249  
(209) 754-2311  
ecotta@calaveras.k12.ca.us

#### Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

(cf. 5145.6 - Parental Notifications)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

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)
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 summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

(cf. 1113 - District and School Web Sites)  
 (cf. 1114 - District-Sponsored Social Media)

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. 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)
7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

### Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

### Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated

and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Adoption: December 8, 2020

Updated Contact Info: November 3, 2021

CALAVERAS UNIFIED SCHOOL DISTRICT

San Andreas, CA 95249

# **Administrative Regulation**

## **Title IX Sexual Harassment Complaint Procedures**

AR 5145.71

### **Students**

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

(cf. 1312.3 - Uniform Complaint Procedures)

### **Reporting Allegations/Filing a Formal Complaint**

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

(cf. 5145.7 - Sexual Harassment)

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

### Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

### Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a

student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

#### Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

#### Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student



## Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

## Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to

be, an attorney

4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

#### Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination

regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

## Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias

by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

#### Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

#### Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent,

other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

(cf. 5144 - Discipline)

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

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

## Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

(cf. 1113 - District and School Web Sites)

(cf. 3580 - District Records)

#### Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48985 Notices, report, statements and records in primary language

#### CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

#### GOVERNMENT CODE

12950.1 Sexual harassment training

#### CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

#### UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

#### UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

#### UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

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

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

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

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

FEDERAL REGISTER

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579

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

Q&A on Campus Sexual Misconduct, September 2017

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

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

WEB SITES

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

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

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

Adoption: December 8, 2020

CALAVERAS UNIFIED SCHOOL DISTRICT  
San Andreas, CA 95249

## **Suspensions and Expulsions**

Students may be suspended and expelled for the following education codes while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, during, or while going to or coming from, a school-sponsored activity on or off campus. *Refer to your child's school handbook for site specific discipline policies as well.*

### **CA Education Code Section 48900**

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
  - (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object. \*
  - (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind. \*
  - (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then provided a replica substance. \*
  - (e) Committed or attempted to commit robbery or extortion.
  - (f) Caused or attempted to cause damage to school property or private property.
  - (g) Stole or attempted to steal school property or private property.
  - (h) Possessed or used tobacco product.
  - (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
  - (k) Disrupted school activities or willfully defied personnel (Grades 9-12)
  - (l) Knowingly received stolen school property or private property.
  - (m) Possessed an imitation firearm.\*
  - (n) Committed or attempted to commit a sexual assault or committed a sexual battery. \*, \*\*
  - (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary matter.
  - (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. \*
  - (q) Engaged in, or attempted to engage in, hazing.
  - (r) Engaged in an act of bullying including electronic means.
  - (t) A pupil who aids or abets, in the infliction or attempted infliction of physical injury to another.
- 48900.2 Committed sexual harassment (Grades 4-12)\*\*
- 48900.3 Attempted, threatened, caused, or participated in hate violence (Grades 4-12) \*\*
- 48900.4 Harassment, threats, intimidation creating intimidating or hostile educational environment (Grades 4-12)
- 48900.7 Made terroristic threats against school officials or property

### **48915(a)(1)**

- (A) Causing serious physical injury to another person, except in self-defense. \*
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil. \*
- (C) Unlawful possession of any controlled substance except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis, over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician. \*
- (D) Robbery or extortion.
- (E) Assault or battery upon any school employee. \*

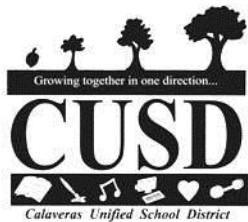
### **48915(c) Immediate Suspension & Mandatory Recommendation for Expulsion**

- (1) Possessing, selling, or otherwise furnishing a firearm. \*
- (2) Brandishing a knife at another person. \*
- (3) Unlawfully selling a controlled substance. \*
- (4) Committing or attempting to commit a sexual assault or committing a sexual battery. \*, \*\*
- (5) Possession of an explosive. \*

\*Law enforcement must be notified.

\*\*Triggers Title IX





## "DRESS FOR SUCCESS"

Dear Parent:

As a new school year begins, I would like our students to become aware and proud of the importance of "dressing for success." It assists students in preparing for life -- the post-secondary world, and developing a professional workplace attitude.

While we value individualism, we want our students to value education and respect for oneself and others. Dressing and grooming in a manner that calls attention to oneself creates a disruptive learning environment and, at times, an unsafe learning environment in the realm of gang-related, hate-related, anti-social-related, no sexual connotations or references to alcohol, drugs or tobacco, logos, clothing and accessories. This type of dress is prohibited and unacceptable at Calaveras Unified School District.

Specifically, here are some examples of dress/grooming that are prohibited:

- *No revealing or suggestive clothing (no cleavage showing, no bare midriffs, torn clothing with skin showing through, no fishnet material, no see-through material with undergarments showing, no undergarments hanging out of pants or at the bottom of shorts). Students should not wear clothing that is revealing or suggestive. All clothing should be appropriate for a school setting.*
- *No gang-related items (doo-rags, bandanas, tagged items, gang script tattoos, hats, clothing or jewelry, "colors")*

Note: If clothing, accessories or grooming disrupts the educational process and it is not listed above, or is identified by law enforcement as promoting unlawful activities, CUSD reserves the right to decide what is deemed appropriate.

Thank you for working with us and teaching your child to set a positive learning environment at our schools by having students "Dress for Success."

Sincerely,

Mark Campbell  
Superintendent



## **Universal Free School Meals** **for ALL children in public school**

California became the first state in the nation to permanently adopt free school meals for all K-12 students in public schools.

**IMPORTANT: We need YOUR help to QUALIFY for SUPPLEMENTAL EDUCATION FUNDING!**

**After July 1<sup>st</sup> for the upcoming school year:**

**Submit your *Educational Benefit Economic Survey* \* - It's simple!**

Student-Parent Portal Login

*Infinite Campus*

### **\*ONLINE via Campus Parent Portal**

*It's Safe and Secure - All Information is strictly confidential.*

[https://www.calaverasusd.com/parents/infinite\\_campus\\_parent\\_portal](https://www.calaverasusd.com/parents/infinite_campus_parent_portal)

Select More/M meal Benefits to begin the application process.

### **\*Or, complete a Hard Copy:**

The form is available for printing:

[https://www.calaverasusd.com/departments/nutritional\\_services/economic\\_survey](https://www.calaverasusd.com/departments/nutritional_services/economic_survey)

If your child is Direct Certified through the County, you will be notified by US mail and therefore it is not necessary to complete the Economic Survey. You may use your letter to qualify for the free or reduced-price bus pass, College prep test fees or for other programs in the community that honor school meal student eligibility.

You will need a Parent Portal account to submit your economic survey online. Do not use a student portal account or the data submission will be rejected. Contact your school office or Technology Services to assist you with setting up your account. Parent Portal information is available at [https://www.calaverasusd.com/parents/infinite\\_campus\\_parent\\_portal](https://www.calaverasusd.com/parents/infinite_campus_parent_portal)

Only **one survey per household** is needed. Return hard copies to any school office or kitchen, or mail to Nutritional Services at the above address. You can also scan and email a .pdf or take a picture with your phone and email to [mhernandez@calaveras.k12.ca.us](mailto:mhernandez@calaveras.k12.ca.us)  
An adult household member must sign the form.



---

*This institution is an Equal Opportunity Provider and Employer.*



## Comidas escolares gratuitas universales para todos los estudiantes en la escuela pública

**California ha adoptado permanentemente comidas escolares gratuitas**

**IMPORTANTE: ¡Necesitamos SU ayuda para CALIFICAR para el FINANCIAMIENTO DE EDUCACIÓN SUPLEMENTARIA!**

**Después del 1 de julio para el próximo año escolar:**

**Envía tu Encuesta Económica de Hogares\* - ¡Es sencillo!**



**\*\*EN LÍNEA en el Portal de Padres del Campus**

**Es seguro y protegido: toda la información es estrictamente**

**confidencial.** [https://www.calaverasusd.com/parents/infinite\\_campus\\_parent\\_portal](https://www.calaverasusd.com/parents/infinite_campus_parent_portal)

**Selecione More/Meal Benefits para comenzar el proceso de solicitud**

**\* O complete un formulario en papel:**

**El formulario de la encuesta está disponible para imprimir:**

**[https://www.calaverasusd.com/departments/nutritional\\_services/economic\\_survey](https://www.calaverasusd.com/departments/nutritional_services/economic_survey)**

Si su hijo tiene certificación directa a través del condado, se le notificará por correo de los Estados Unidos y por lo tanto no es necesario completar la Encuesta Económica. Puede usar su carta para calificar para el pase de autobús gratuito o de precio reducido, las tarifas de los exámenes de preparación para la universidad o para otros programas en la comunidad que respetan la elegibilidad de los estudiantes para recibir comidas escolares.

Necesitará una cuenta del Portal de Padres para enviar su encuesta económica en línea. No utilice una cuenta del portal de estudiantes o se rechazará el envío de datos. Comuníquese con la oficina de su escuela o los Servicios de tecnología para ayudarlo a configurar su cuenta. La información del Portal de Padres está disponible en [https://www.calaverasusd.com/parents/infinite\\_campus\\_parent\\_portal](https://www.calaverasusd.com/parents/infinite_campus_parent_portal)

Solo se necesita una encuesta por hogar. Devuelva las copias impresas a cualquier oficina o cocina de la escuela, o envíe por correo a Servicios de Nutrición a la dirección anterior. También puede escanear y enviar un archivo .pdf por correo electrónico o tomar una foto con su teléfono y enviar un correo electrónico a [mhernandez@calaveras.k12.ca.us](mailto:mhernandez@calaveras.k12.ca.us)

Un miembro adulto del hogar debe firmar el formulario.





## Calaveras Unified School District

P.O Box 788

San Andreas, CA 95249

(209) 754-2300

[www.calaverasusd.com](http://www.calaverasusd.com)

**We need **YOUR** help! After July 1<sup>st</sup>:**  
**Complete your Educational Benefits Economic Survey!**  
*Information is Confidential*



### **School Funding**

Increased funding to ensure students receive the educational support they need.



*Help CUSD qualify for supplemental and concentration grant funding under LCFF.*



### **SAT, ACT, AP Test Fees**

Get discounts on fees for college prep tests.

### **Option 1.**

#### **Submit Online**

- Log in to your Campus Parent Portal.
- Scroll to More/M meal Benefits and start the 'application' process.
- For help with portal access visit [www.calaverasusd.com](http://www.calaverasusd.com) and click on the Parent Portal Link.

### **Option 2.**

#### **Complete a Hard Copy**

- Available from any school office or,
- Print from [www.calaverasusd.com](http://www.calaverasusd.com)
- Go to Departments/Nutritional Services and click on Economic Survey
- Send via email or US Mail:
- Scan and email a .pdf or
- Take a picture with your phone and email to: [mhernandez@calaveras.k12.ca.us](mailto:mhernandez@calaveras.k12.ca.us)
- or Mail USPS: Melanie Hernandez  
PO Box 788  
San Andreas, CA 95249

### **Option 3.**

#### **Over the Phone**

- Parents can call and answer a few quick questions over the phone.
- Call (209) 754-2120  
Melanie Hernandez  
Student Eligibility  
Nutritional Services  
[mhernandez@calaveras.k12.ca.us](mailto:mhernandez@calaveras.k12.ca.us)

**2023/2024 CALAVERAS USD EDUCATIONAL BENEFIT FORM** (Complete one per Household)

In lieu of this form submit your information SECURELY ONLINE through your Campus Parent Portal under More/M meal Benefits.

<https://calaverasusd.infinitecampus.org/campus/portal/calaverasUnified.jsp>**UNIVERSAL FREE SCHOOL MEALS for ALL STUDENTS in CALIFORNIA'S PUBLIC SCHOOLS****DATA IS USED TO DETERMINE EDUCATION FUNDING UNDER LCFF - Completion of this form does not affect student's ability to receive no cost meals.****THIS INFORMATION IS KEPT STRICTLY CONFIDENTIAL.**

SECTION A. CHILDREN INFORMATION												
All Households Complete This Section. Enter all children's personal (earned) gross income, if any, and how often received.												
Circle the correct Income Codes: W=Weekly, E=Every 2 Weeks, T=Twice a Month, M=Monthly, Y=Yearly.												
Racial and Ethnic Identities (optional) 1. Circle one Ethnic Identity: N=Not Hispanic/Latino or H=Hispanic/Latino 2. Circle one or more racial identities: (Regardless of ethnicity)												
A=Asian, W=White, B=Black or African American, I=American Native or Alaska Native, P=Native Hawaiian or other Pacific Islander. A Foster Child is under the legal responsibility of a foster care agency or court.												
Racial and Ethnic Identities: (Optional)												
CHILDREN: LAST NAME, FIRST NAME	SCHOOL (Write "NONE" if not in school)	GRADE	Date of Birth (Optional)	Circle One Ethnic Identity	Circle one or more	MARK "X" If Foster Child	Mark "X" if No Income	Child's Personal Earned Income	Source of Income (Work)?	Paid How Often? (Circle)	Enter Benefit TYPE: CalFresh, CalWORKs or FDIPIR	Enter Benefit CASE NUMBER
①				N OR H	A W B I P	<input type="checkbox"/>	<input type="checkbox"/>	\$		W E T M Y		
②				N OR H	A W B I P	<input type="checkbox"/>	<input type="checkbox"/>	\$		W E T M Y		
③				N OR H	A W B I P	<input type="checkbox"/>	<input type="checkbox"/>	\$		W E T M Y		
④				N OR H	A W B I P	<input type="checkbox"/>	<input type="checkbox"/>	\$		W E T M Y		
⑤				N OR H	A W B I P	<input type="checkbox"/>	<input type="checkbox"/>	\$		W E T M Y		
⑥				N OR H	A W B I P	<input type="checkbox"/>	<input type="checkbox"/>	\$		W E T M Y		

If the child you are applying for is Homeless, Migrant, or Runaway, contact the school and CIRCLE appropriate letter: H M R

Households with a Benefit Case Number for CalFresh/CalWORKs for a child listed above: skip Section B and complete Section C.

SECTION B. ALL OTHER HOUSEHOLD MEMBERS:														
Enter Gross Income Under each Income Type that the Household Member Receives and how often the Income is Received.														
Use the following Income Codes for each amount: W=Weekly, E=Every 2 Weeks, T=Twice a Month, M=Monthly, Y=Yearly. If No Income, You MUST Mark the "No Income box." DO NOT Leave Blank.														
Adult's Full Name (Do not repeat names from Section A)	MARK "X" If No Income	Gross Earnings from Work Before Deductions, Include All jobs	Paid How Often?	Indicate Pay from Pensions, Retirement, Social Security, VA benefits	Income Source?	Paid How Often?	Welfare Benefits, Child Support, Alimony Payments	Income Source?	Paid How Often?	Any Other Income, Including Temporary Income	Income Source?	Paid How Often?	Enter Benefit Type: CalFresh, CalWORKs or FDIPIR	Enter Benefit Case Number
EXAMPLE: Richard Larath	<input type="checkbox"/>	\$ 199.98	W	\$ 141.65	Pension	Y	\$ 99.99	Child Support	M	\$ 550.00	Rental Income	M		
①	<input type="checkbox"/>	\$		\$			\$			\$				
②	<input type="checkbox"/>	\$		\$			\$			\$				
③	<input type="checkbox"/>	\$		\$			\$			\$				
④	<input type="checkbox"/>	\$		\$			\$			\$				
⑤	<input type="checkbox"/>	\$		\$			\$			\$				

**SECTION C. CONTACT INFORMATION, CERTIFICATIONS, AND SIGNATURE:**

I certify (promise) that all of the above information is true and correct and that all income is reported. I understand that this information is given in connection with the receipt of state funds and school officials may verify the information on the application at any time, and that deliberate misrepresentation of the information may subject me to prosecution under applicable State and federal laws.

Printed name of adult household member completing this form

Signature of adult household member completing this form

Date (complete after July 1st)

Street Address, Apt #, etc.

City

State

Zip

Home Phone Number

Cell Phone Number

E-mail Address

**DO NOT Write Below This Line - For District Use Only:****Application Status:**

HSLD Size: \_\_\_\_\_ HSLD Income: \$ \_\_\_\_\_

- ☐ Approved based on:
- ☐ Income ☐ Other

- ☐ Denied based on:
- ☐ Income Too High
- ☐ Incomplete

Annual Income Conversion Factors:

Weekly X 52

Every 2 Weeks X 26

Twice A Month X 24, Monthly X 12

Determining Official's Signature

Date

Confirming Official's Signature

Date

Verification Official's Signature

Date

51



TODOS LOS NIÑOS RECIBIRÁN COMIDAS ESCOLARES GRATUITAS EN LAS ESCUELAS PUBLICAS DE CALIFORNIA

LOS DATOS DE ESTA ENCUESTA SE UTILIZAN PARA FINANCIAR LA EDUCACIÓN

SECCIÓN A. INFORMACIÓN DE NIÑOS

Todas las Familias Completen Esta Sección. Anote el ingreso bruto (ganado) personal de todos los niños, por cantidad, y qué tan seguido es recibido al colocar un círculo alrededor de los Códigos de Ingresos correctos: S=Semanal, C=Cada 2 semanas, D=Dos veces al mes, M=Mensualmente, A=Anualmente.

Identidades Raciales y Étnicas (opcional) 1. Encierre en un círculo una Identidad Étnica: N=No Hispano/Latino o H=Hispano/Latino 2. Encierre en un círculo una o más identidades raciales: (Independientemente de la etnia) A=Asiático, B=Blanco, N=Negro o Afroamericano, I=Indígena Americano o Nativo Alaska, P=Nativo Hawaiano u otro Isleño Pacífico

APELLIDO, NOMBRE	ESCUELA (Escriba "NINGUNA" si no está en la escuela)	AÑO EN LA ESCUELA	Fecha de Nacimiento (Opcional)	Identidades Raciales y Étnicas: (Opcional)		MARQUE "X" si Niño Acogido	Marque "X" si No Hay Ingreso	Ingreso Ganado Personal del Niño	Fuente del Ingreso ¿(Trabajo)?	¿Qué Tan Seguido Se Le Paga? (Encierre)	ANOTE el Tipo de Beneficio: CalFresh, CalWORKs, Kin-GAP, FDIPIR	ANOTE el Número de Caso del Beneficio
				Encierre en un círculo Una Identidad Étnica	Encierre en un círculo una o más Identidades Raciales							
①				N o H	A B N I P	<input type="checkbox"/>	<input type="checkbox"/>	\$		S C D M A		
②				N o H	A B N I P	<input type="checkbox"/>	<input type="checkbox"/>	\$		S C D M A		
③				N o H	A B N I P	<input type="checkbox"/>	<input type="checkbox"/>	\$		S C D M A		
④				N o H	A B N I P	<input type="checkbox"/>	<input type="checkbox"/>	\$		S C D M A		
⑤				N o H	A B N I P	<input type="checkbox"/>	<input type="checkbox"/>	\$		S C D M A		

Si el niño por quien solicita Carece de Hogar, Migrante, o Egitivo, contacte la Familias presentando una solicitud con un Número de Caso del Beneficio para CalFresh/CalWORKs escuela y ENCIERRE en un círculo letra apropiada: C M F

para CADA niño o un miembro Adulto de la familia, por favor brinquense a la Sección C y complete.

Un Niño Acogido está bajo la responsabilidad legal de una agencia de cuidado de crianza temporal o del tribunal.

SECCIÓN B. TODOS LOS OTROS MIEMBROS DE FAMILIA:

Anote el Ingreso Bruto Bajo Cada Tipo de Ingreso Cada Miembro de la Familia Recibe y "Qué Tan Seguido" se Recibe el Ingreso al usar los siguientes Códigos de Ingreso: S=Semanal, C=Cada 2 semanas, D=Dos veces al mes, M=Mensualmente, A=Anualmente. Si No Hay Ingreso, Usted TIENE QUE Marcar la "caja Sin Ingreso". NO la Deje en Blanco.

Nombre y Apellido Completo del Adulto (No repita nombres de la Sección A)	MARQUE "X" Si No Hay Ingreso	Ganancias Brutas del Trabajo Antes de Deducciones, Incluya Todos los Trabajos	¿Qué Tan Seguido Se Le Paga?	Indique Pago de Pensiones, Jubilación, Seguro Social, Beneficios VA	¿Fuente del Ingreso?	¿Qué Tan Seguido Se Le Paga?	Beneficios de Asistencia Social, Manutención de Niños, Pagos de Pensión Alimenticia	¿Fuente del Ingreso?	¿Qué Tan Seguido Se Le Paga?	Cualquier Otro Ingreso Incluyendo Ingreso Temporal	¿Fuente del Ingreso?	¿Qué Tan Seguido Se Le Paga?	Anote el Tipo de Beneficio: CalFresh, CalWORKs, Kin-GAP, FDIPIR	Anote el Número de Caso del Beneficio
Richard, Larath	<input type="checkbox"/>	\$ 199.98	S	\$ 141.65	Pensión	A	\$ 99.99	Manutención de Niños	M	\$ 550.00	Ingreso por Rentas	M		
①	<input type="checkbox"/>	\$		\$			\$			\$				
②	<input type="checkbox"/>	\$		\$			\$			\$				
③	<input type="checkbox"/>	\$		\$			\$			\$				
④	<input type="checkbox"/>	\$		\$			\$			\$				
⑤	<input type="checkbox"/>	\$		\$			\$			\$				

SECCIÓN C. INFORMACIÓN DE CONTACTO, CERTIFICACIONES, Y FIRMA:

Este formulario puede ser entregado a cualquier hora del día escolar.

Yo certifico (prometo) que toda información antedicha es verídica y correcta y que todo ingreso es reportado. Tengo entiendo que esta información se da en conexión con el recibir fondos estatales y los funcionarios escolares pueden verificar la información en la solicitud a cualquier hora, y que falsedad intencionada de la informacion me puede sujetar a enjuiciamiento bajo las leyes aplicables Estatales y federales.

Nombre y apellido escrito en letra de molde del miembro adulto de la familia completando este formulario

Firma del miembro adulto de la familia completando este formulario

Fecha

X \_\_\_\_\_

Domicilio de Calle, # Apt., etc.

Ciudad

Estado

Zona Postal

Núm. Tel. de Casa

Núm. Tel. Celular

Domicilio Electrónico

NO Escriba Abajo de Esta Línea - Sólo Para Uso Escolar:

Estado de Solicitud:

No. de personas en fam.: \_\_\_\_\_ Ingreso anual de la fam.: \$ \_\_\_\_\_

Firma del Funcionario Determinando y Fecha

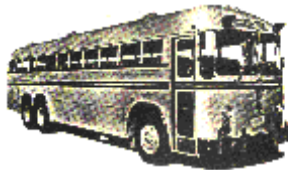
☐ Aprobada basado en:  
☐ Ingreso

☐ Negada basado en:  
☐ Ingreso muy elevado  
☐ Incompleta

Factores de Conversión del Ingreso Anual: Semanal X 52, Cada 2 semanas X 26, Dos veces al mes X 24, Mensualmente X 12

Firma del Funcionario Confirmando y Fecha

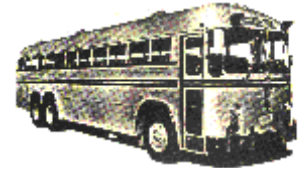
Firma del Funcionario Verificando y Fecha



**CALAVERAS UNIFIED  
SCHOOL DISTRICT  
TRANSPORTATION DEPARTMENT**

**P.O. Box 788**

**San Andreas, CA. 95249**



**Transportation Phone Numbers**

**(209) 754-2315**

**FAX (209) 754-2166**

**Transportation Rules and Agreement Form**

**Responsibilities While Riding on School Bus**

In order that all students in the Calaveras Unified School District who use school buses for home to school transportation as well as other trips understand the rules and regulations governing their conduct on school buses, it is requested that the student, his or her parent/guardian, and the District enter an agreement as a condition to bus riding privileges.

**5 CCR, Section 14103**

(a) Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation.

Violations of the following rules will be grounds for a citation if other corrective action is unsuccessful.

**Any violation of the law is grounds for immediate and/or complete suspension of bus riding privileges**

**Rules for Riding the Bus:**

1. Seatbelts are to be worn at all times.
2. There is to be no bullying on the bus.
3. CUSD is not responsible for lost, stolen, or broken electronic devices.
4. There is to be no tobacco products or nicotine delivery devices on the bus.
5. There is to be no unnecessary conversation with the bus driver.
6. There is to be no profanity, offensive, or abusive language or gestures.
7. There is to be no excessively loud talking, singing or whistling.
8. There is to be no eating, drinking, or gum chewing on the bus.
9. No glass containers are to be brought on the bus.
10. There is to be no spitting or throwing of objects.
11. All parts of the body must be kept inside the bus.
12. Students are to remain seated while on the bus unless directed to move by the driver.
13. There is to be no spiked or cleated footwear worn in the bus.
14. Feet must be kept off the seats.
15. No live animals are to be brought on the bus except for service dogs.
16. There is to be no abusive body contact (slapping, hitting, poking, shoving, pulling hair, fighting, etc.) in the bus or when loading or unloading the bus.
17. There are to be no unauthorized exits from the bus. Emergency doors and windows are not to be used to exit the bus except in the event of an emergency.
18. Students are not to engage in any activity on the bus that might be hazardous to the safety and welfare of themselves or other students and the driver or which might be distracting to the driver.
19. All riders will need to show their bus pass upon boarding and upon request by school staff member.
20. Students must arrive at their stop five minutes prior to the scheduled time.
21. Skate boards must be contained and placed under the bus or in the trunk.

**Special Note:** Students are subject to being recorded on video cameras at any time they are riding a school bus. These recordings may be used in disciplinary proceedings and matters captured by the camera may be referred to local law enforcement.

**Rules for Loading the Bus:**

- 1. Students must be at the designated bus stop 5 minutes before the bus is scheduled to arrive. The bus stop is designated by the Transportation Department.
- 2. Students who have an assigned Red Light pick-up shall wait for the bus to arrive, display proper warnings and be escorted by the driver across the road.
- 3. Students must cross the road in front of the bus, never behind the bus.
- 4. Students shall always stand a safe distance off the road and never in the road while waiting for the bus.
- 5. While at the bus stop, students should:
  - A. Conduct themselves in an orderly manner.
  - B. Avoid littering.
  - C. Respect nearby private property rights.

**Rules for Unloading the Bus:**

- 1. Students must use the service entrance door while unloading and not the emergency exit door. The emergency exit is to be used only in emergency situations.
- 2. Students who must cross the road after getting off the bus should cross at least twelve (12) feet in front of the bus while being escorted by the driver.
- 3. Students should walk across the road, never run.
- 4. Students should not ask to be let off at stops other than their assigned stop unless they have a note signed by their parent.

**Disciplinary Action:**

Following a verbal and a written warning the bus driver may issue a citation for breaking the rules. The driver will indicate the severity of the offense as A, B, or C on the citation form. Certain serious offenses, such as fighting, climbing out of a window or emergency exit, extreme profanity, bullying etc., will result in an automatic minimum “A” citation with or without the verbal or written warning. Offenses involving a serious violation of safety/ may result in immediate “C” offense and suspension of bus riding privileges.

**Message to Parents or Guardians of Children That Are Passengers on Buses**

Parents or guardians are ultimately accountable for the behavior of their minor children. The drivers need your cooperation and support in their efforts to enforce the rules that are essential to the safety and security of your children. While the drivers represent you in a parent-like role, the students must obey them regarding the rules for students the same as if you, the parents or guardians, were enforcing them.

\*\*\*\*\*

PARENTS OR GUARDIANS- Please sign and return to the bus driver or school office in order for your child to continue to be eligible for transportation with Calaveras Unified School District.

I have read, understood, and have explained this document to my child in terms of what is expected while riding a Calaveras Unified School Bus. We agree to do our part in creating a safe and secure environment on the bus.

STUDENT’S NAME \_\_\_\_\_

\_\_\_\_\_  
PARENT OR GUARDIAN’S SIGNATURE

\_\_\_\_\_  
DATE



**SCHOOL BUS PASS APPLICATION**

2023-2024 SCHOOL YEAR

**Must Be Filled Out Every Year**

P.O. Box 788 – San Andreas, CA 95249

Questions? Call us at 754-2315 or go to our website: [www.custudents.net](http://www.custudents.net)**E-mail notification to [transportation@calaveras.k12.ca.us](mailto:transportation@calaveras.k12.ca.us)**

Parent/Guardians Name: (print)			Processed Date	Fee
			Receipt #	
Home Phone	Cell Phone	Work Phone		
Address			Accepted By:	
Apt. #			Mail      Walk In      Online	
City/Zip			<b>REPLACEMENT PASSES</b>	
<p>By signing below I confirm I have read and will adhere to the CUSD transportation regulations concerning the transportation of students and the rules that are enforced on District buses for the safety of students. I also verify the information contained in this document is true and correct. I understand falsification of information is cause for the revocation of bus service without refund. I further understand the bus pass must be displayed when boarding the bus and a \$10.00 PROCESSING CHARGE will be assessed for replacement passes for any reason. I further understand that my signature commits me to paying the entire amount due.</p> <p><b>Signature of Parent/Guardian:</b> _____</p> <p style="text-align: right;"><b>Date</b> _____</p>			Request Date: _____	
			Name(s) of Student _____	
			Amt. Paid: _____	
			Pmt. Made By: _____	
			Check # _____ Cash: _____	
			<b>Notes:</b>	
<b>Student(s) Information</b>			All student(s) information must be completed. Students will be assigned a stop, relative to your home address, if one is not listed below.	
<b>NAME</b>		<b>GRADE</b>	<b>SCHOOL</b>	<b>BUS STOP/ROUTE #</b>
<b>Type of Service</b>				

**DENIED SERVICE** – Students will not be able to board the bus without the previous years pass or a receipt showing payment made for the current year pass.

- All Bus Riders Are Required to fill out an Application EVERY year regardless of changes.
- As a condition to receive transportation ALL Riders MUST show and scan the RFID scan card when entering and exiting the bus.
- There will be only one stop allowed moving forward, no multiple stops, we are no longer allowing students to ride other buss in general. Notes are only to allow students off at a different stop within the assigned route.

- **Special Notes: Per Board Policy 5131.1- Bus Surveillance Systems.** Students are subject to being recorded via audio/video cameras while riding a school bus. These recordings may be use in disciplinary proceedings and matters captured by the camera may be refereed to local law enforcement.

RFID cards will be provided to students at the time that the pass is issued. These need not be replaced every year. There is a \$10.00 replacement fee for these cards if lost.

**Students will be required to show their transportation pass when boarding the bus (both a.m. and p.m.)**

The student must have the pass ready to show the driver before boarding the bus. The passes may be attached to the student's backpack for safety, but the student must show the pass when boarding the bus. Parents must select a bus stop from the District's approved list of bus stops. Possession of a current pass entitles a student to ride to and from the designated school and bus stop on the assigned bus. Reassignment to a different bus or a different stop can be accomplished through written request to the Transportation Department. If the parent does not indicate a bus stop location on the application, transportation staff will assign a bus stop. Per transportation rules and regulations, **students must have parent/guardian check with transportation, to get off the bus at a different stop within the same bus route. Please Do not ask to have your student go home with another student on a different route. Any TK or Kindergarten student Must have an adult meet them at the Bus stop.** Tk and Kindergarten students are not allowed to walk with older siblings Unless there is a note from the parent or guardian on file in the transportation office.

**Bus rules**

1. There is to be no marijuana or cannabis products on the bus.
2. Seatbelts are to be **worn at all times**.
3. There is to be no bullying on the bus.
4. CUSD is not responsible for lost, stolen, or broken electronic devices.
5. There is to be no tobacco products or nicotine delivery devices on the bus.(vapes)
6. There is to be no unnecessary conversation with the bus driver.
7. There is to be no profanity, offensive, or abusive language or gestures.
8. There is to be no excessively loud talking, singing or whistling.
9. There is to be **no eating, drinking, or gum** chewing on the bus.
10. No glass containers are to be brought on the bus.
11. There is to be no spitting or throwing of objects.
12. All parts of the body must be kept inside the bus.
13. Students are to remain seated while on the bus unless directed to move by the driver.
14. There is to be no spiked or cleated footwear worn in the bus.
15. Feet must be kept off the seats.
16. No live animals are to be brought on the bus except for service dogs.
17. There is to be no abusive body contact (slapping, hitting, poking, shoving, pulling hair, fighting, etc.) in the bus or when loading or unloading the bus. **(automatic 3 days off, both parties)** for fighting.
18. There are to be no unauthorized exits from the bus. Emergency doors and windows are not to be used to exit the bus except in the event of an emergency.
19. Students are not to engage in any activity on the bus that might be hazardous to the safety and welfare of themselves or other students and the driver or which might be distractive to the driver.
20. All riders will need to show their bus pass upon boarding and upon request by school staff member.
21. Students must arrive at their stop five minutes prior to the scheduled time.
22. Skate boards must be contained and placed under the bus or behind the driver seat.
23. **No SPEAKERS OF ANY KIND**
24. students must follow all of the loading and unloading procedures

Student Signature \_\_\_\_\_ Date:





# AND JUSTICE FOR ALL



In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), age, disability, and reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) should contact the responsible State or local Agency that administers the program or USDA's TARGET Center at **(202) 720-2600** (voice and TTY) or contact USDA through the Federal Relay Service at **(800) 877-8339**.

To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online, at [www.usda.gov/sites/default/files/documents/usda-program-discrimination-complaint-form.pdf](https://www.usda.gov/sites/default/files/documents/usda-program-discrimination-complaint-form.pdf), from any USDA office, by calling **(866) 632-9992**, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

**mail:**  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

**fax:**  
(833) 256-1665 or (202) 690-7442; or

**email:**  
[program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

Conforme a la ley federal y las políticas y regulaciones de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA), esta institución tiene prohibido discriminar por motivos de raza, color, origen nacional, sexo (incluyendo identidad de género y orientación de sexual), edad, discapacidad, venganza o represalia por actividades realizadas en el pasado relacionadas con los derechos civiles.

La información del programa puede estar disponible en otros idiomas además del inglés. Las personas con discapacidades que requieran medios de comunicación alternativos para obtener información sobre el programa (por ejemplo, Braille, letra agrandada, grabación de audio y lenguaje de señas americano) deben comunicarse con la agencia estatal o local responsable que administra el programa o con el TARGET Center del USDA al **(202) 720-2600** (voz y TTY) o comunicarse con el USDA a través del Servicio Federal de Transmisión de Información al **(800) 877-8339**.

Para presentar una queja por discriminación en el programa, el reclamante debe completar un formulario AD-3027, Formulario de queja por discriminación del programa del USDA, que se puede obtener en línea, en [https://www.usda.gov/sites/default/files/documents/USDAProgramComplaintForm-Spanish-Section 508 Compliant.pdf](https://www.usda.gov/sites/default/files/documents/USDAProgramComplaintForm-Spanish-Section%20508%20Compliant.pdf), en cualquier oficina del USDA, llamando al **(866) 632-9992**, o escribiendo una carta dirigida al USDA. La carta debe contener el nombre, la dirección y el número de teléfono del reclamante, y una descripción escrita de la supuesta acción discriminatoria con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR, por sus siglas en inglés) sobre la naturaleza y la fecha de la presunta violación de los derechos civiles. La carta o el formulario AD-3027 completado debe enviarse al USDA por medio de:

**correo postal:**  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; o´

**fax:**  
(833) 256-1665 o´ (202) 690-7442; o´

**correo electrónico:**  
[program.intake@usda.gov](mailto:program.intake@usda.gov).

Esta institución ofrece igualdad de oportunidades.



# Kids Place After School Programs

## After School Program

2:00-6:00 PM  
Monday through Thursday  
12:00-6:00 PM on Friday

## Spring and Fall Breaks:

7:15 AM-6:00 PM  
Monday through Friday  
At Jenny Lind Elementary  
only

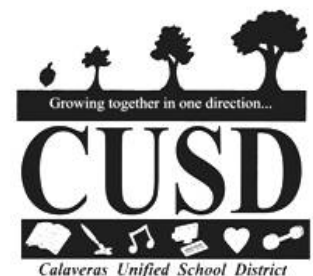


- **A safe environment for your children while you work**
- **Swimming offered during summer break program**
- **Homework Help**
- **Nutritious Snacks**
- **Arts & Crafts**
- **Service Projects**
- **Highly qualified staff**
- **Indoor/Outdoor Games**

## **CALAVERAS UNIFIED SCHOOL DISTRICT**

- For JLE, call Valerie at 754-2274
- For VSE, call Michelle at 754-2287
- For SAE, call Susan at 754-2366
- For WPE, call Beth at 754-2255

*Child care subsidies may be available  
through Resource Connection. Please  
call  
754-3048 for more information*





Calaveras Unified School District  
**GROWING TOGETHER**  
**PRESCHOOL**

**2023-2024 School Year**

**Preschool Sites:**

JLE—Part Day only 7:45-11:30AM

SAE—Part Day only 7:45-11:30AM

VSE—Part Day 7:45-11:30AM

State Preschool and Parent Fee are slots available. Packets for enrollment can be picked up from the school sites or the CUSD District Office Green Building. **Enrollment spaces STILL AVAILABLE.** Please call 754-2318 or 754-2327 for more information.

<b>State Preschool:</b> Enrollment minimum of 4 days a week	PART DAY Preschool <b>FREE</b> for <b>income eligible families</b>
Parent Fee: Enrollment requirement of 3 days a week	\$32.50 a day for part day

# Calaveras Unified School District

P.O. Box 788  
San Andreas, CA 95249

## **Authorization for Administration of Medication During School Hours**

THIS FORM MUST BE COMPLETED BEFORE ANY MEDICATION CAN BE ADMINISTERED AT SCHOOL

The California Education Code section 49423 permits the school nurse or other designated school personnel to assist students who are required to take medication during the school day. This service is provided to enable the student to be functional at school and participate in the educational program.

- Medication must be in the container in which it was purchased with the pharmacy label attached, and must be prescribed to the student to whom it will be administered. No medication (including over-the-counter medication) will be given at school without a current authorized health care provider prescription.
- Parent/guardian is responsible to ensure that the medication supply is delivered to school by an individual legally authorized to be in possession of the medication. Parent/guardian must pick up any outdated or unused medication.
- Parent/guardian is responsible to provide all necessary supplies and equipment.
- Parent/guardian may terminate this consent for administration of medication at any time.
- The renewal of this medication order is needed whenever the prescription changes and at the beginning of each school year.
- Please refer to Board Policy 5141.21 for additional information.

STUDENT: \_\_\_\_\_ DOB: \_\_\_\_\_ GRADE: \_\_\_\_\_ SCHOOL \_\_\_\_\_

**PHYSICIAN AUTHORIZATION** (all blanks **must** be completed by a California licensed physician, surgeon, dentist, optometrist, podiatrist, nurse practitioner, nurse midwife, or physician assistant – CA Code of Reg. Title 5, Sec 601[a]):

<b>Name of Medication:</b>		<b>Method of administration:</b>	
<b>Dosage (mg.):</b>		<b>Time(s) to be taken:</b>	
<b>Start Date:</b>		<b>End Date:</b>	
<b>Diagnosis / Justification:</b> (Nature of condition requiring medication during the regular school day)			
<b>Precaution – Possible reactions:</b>			
California Code of Regulations §605 states that a student with an existing medical condition that requires frequent monitoring, testing or treatment may be allowed to self-administer this service.			
<b>Student is authorized to carry, and is able to self-administered prescription for asthma or diabetes auto-injectable or epinephrine (authorized licensed healthcare provider initials: _____).</b>			
My signature below provides authorization for the above written order. I understand that the medication will be given in accordance with state laws and regulations by unlicensed designated school personnel under the training and supervision provided by the school nurse. This authorization is for a maximum of one year. If changes are indicated, I will provide new written authorization. Authorizations may be faxed.			
<b>Authorized Healthcare Provider's Signature:</b>		<b>Date:</b>	<b>License Number:</b>
<b>Authorized Healthcare Provider Name (please print):</b>		<b>Phone Number:</b>	<b>Fax Number:</b>

I the undersigned, the parent/guardian of the above named pupil, authorize the school nurse or other designated school personnel to administer the medication as directed by the delegating healthcare provider. I understand that the school nurse/designated employee has my permission to communicate with the prescribing licensed health care provider on matters related to this medication. I will: 1) Provide the necessary medication, supplies, and equipment; 2) notify the school nurse/designee if there are any changes to this order.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_ Phone Number \_\_\_\_\_

Reviewed by Credentialed School Nurse Signature \_\_\_\_\_ Date \_\_\_\_\_

## PARENT CONSENT AND AUTHORIZED HEALTH-CARE PROVIDER AUTHORIZATION for Management of Moderate to Severe Persistent or Poorly Controlled Asthma in Educational Settings and Sponsored Events

<b>Student:</b>	<b>DOB:</b>	<b>Date:</b>
<b>District/Site:</b>	<b>Teacher/Rm:</b>	<b>Grade:</b>

<p><b>1. Asthma Action Plan attached:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>2. Monitoring at school:</b></p> <p><input type="checkbox"/> Observation and/or pupil report of symptoms</p> <p><input type="checkbox"/> Peak flow meter and symptoms Measure peak flow when: _____ Personal best peak flow: _____</p> <p><input type="checkbox"/> Monitor peak flow on regular schedule: Times: _____</p> <p><b>3. Asthma symptoms are triggered by:</b></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Exercise</td> <td><input type="checkbox"/> Animal dander/feather</td> </tr> <tr> <td><input type="checkbox"/> Respiratory infection</td> <td><input type="checkbox"/> Dust mites</td> </tr> <tr> <td><input type="checkbox"/> Cold weather</td> <td><input type="checkbox"/> Cockroaches</td> </tr> <tr> <td><input type="checkbox"/> Sudden temperature change</td> <td><input type="checkbox"/> Molds</td> </tr> <tr> <td><input type="checkbox"/> Air pollution</td> <td><input type="checkbox"/> Smoke</td> </tr> <tr> <td><input type="checkbox"/> Perfumes</td> <td><input type="checkbox"/> Strong odors/fumes:</td> </tr> <tr> <td><input type="checkbox"/> Pollens:</td> <td><input type="checkbox"/> Food: _____</td> </tr> <tr> <td><input type="checkbox"/> grasses</td> <td></td> </tr> <tr> <td><input type="checkbox"/> trees</td> <td></td> </tr> <tr> <td><input type="checkbox"/> shrubs/flowers</td> <td></td> </tr> </table> <p><b>4. Medications to be taken <u>at school</u>:</b></p> <p><input type="checkbox"/> Quick-relief medication _____ Route: <input type="checkbox"/> Inhaler <input type="checkbox"/> Inhaler+spacer <input type="checkbox"/> Inhaler+spacer+ mask <input type="checkbox"/> Nebulizer (requires unit-dose vials); Monitor pulse &amp; respirations: <input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p><input type="checkbox"/> Quick-relief medication specified above to prevent exercise-induced asthma (EIA) _____ min. before exertion</p>	<input type="checkbox"/> Exercise	<input type="checkbox"/> Animal dander/feather	<input type="checkbox"/> Respiratory infection	<input type="checkbox"/> Dust mites	<input type="checkbox"/> Cold weather	<input type="checkbox"/> Cockroaches	<input type="checkbox"/> Sudden temperature change	<input type="checkbox"/> Molds	<input type="checkbox"/> Air pollution	<input type="checkbox"/> Smoke	<input type="checkbox"/> Perfumes	<input type="checkbox"/> Strong odors/fumes:	<input type="checkbox"/> Pollens:	<input type="checkbox"/> Food: _____	<input type="checkbox"/> grasses		<input type="checkbox"/> trees		<input type="checkbox"/> shrubs/flowers		<p><input type="checkbox"/> Emergency medication: _____ Route: _____ Administer when: _____</p> <p><input type="checkbox"/> Other medication: _____</p> <p><b>5. Actions when symptoms occur at school:</b></p> <p><input type="checkbox"/> Check peak flow reading unless pupil in severe distress</p> <p><input type="checkbox"/> Administer quick-relief medication: Medication: _____ Dose: _____</p> <p><input type="checkbox"/> Observe pupil for _____ min. after medication taken <input type="checkbox"/> Repeat peak flow measurement in _____ min.</p> <p><input type="checkbox"/> If peak flow <u>between</u> _____ OR symptoms <u>do not improve</u>: <input type="checkbox"/> Repeat quick-relief medication; dose: _____ <input type="checkbox"/> Administer emergency medication: _____ Dose: _____ Route: _____ <input type="checkbox"/> Call 9-1-1 Emergency Services <input type="checkbox"/> Emergency Action Plan attached <input type="checkbox"/> Take the following actions: _____</p> <p><b>6. Physical activity or environmental modifications required:</b> _____</p> <p><b>7. Other pertinent information or recommendations:</b></p>
<input type="checkbox"/> Exercise	<input type="checkbox"/> Animal dander/feather																				
<input type="checkbox"/> Respiratory infection	<input type="checkbox"/> Dust mites																				
<input type="checkbox"/> Cold weather	<input type="checkbox"/> Cockroaches																				
<input type="checkbox"/> Sudden temperature change	<input type="checkbox"/> Molds																				
<input type="checkbox"/> Air pollution	<input type="checkbox"/> Smoke																				
<input type="checkbox"/> Perfumes	<input type="checkbox"/> Strong odors/fumes:																				
<input type="checkbox"/> Pollens:	<input type="checkbox"/> Food: _____																				
<input type="checkbox"/> grasses																					
<input type="checkbox"/> trees																					
<input type="checkbox"/> shrubs/flowers																					

<p style="text-align: center;"><b>Authorized Health-Care Provider Authorization for Management in the Educational Setting</b></p> <p>My signature below provides authorization for the above written orders. I understand all procedures will be implemented in accordance with state laws and regulations.</p> <p>_____ (Initial here) I authorize unlicensed designated school personnel, under the training and supervision provided by the credentialed school nurse, may provide this procedure. This authorization is for a maximum of one year. If changes are indicated, I will provide new written authorization. Authorizations may be faxed.</p>	
<p><b>*Authorized Health-Care Provider Name</b> _____</p> <p><b>Signature</b> _____</p> <p><b>Phone</b> _____</p> <p><b>Supervising Physician Name</b> _____</p> <p><b>Phone</b> _____</p>	<p><b>*NPI Number</b> _____</p> <p><b>Date</b> _____</p> <p><b>Address</b> _____</p> <p><b>City</b> _____ <b>Zip</b> _____</p> <p><b>NPI Number</b> _____</p> <p><b>City</b> _____ <b>Zip</b> _____</p>
<p><input type="checkbox"/> I request that the credentialed school nurse provide me with a copy of the completed Individualized Health-Care Plan (IHP).</p>	

**PARENT CONSENT AND AUTHORIZED HEALTH-CARE PROVIDER AUTHORIZATION for Management of  
Moderate to Severe Persistent or Poorly Controlled Asthma in Educational Settings and Sponsored Events**

<b>Student:</b> _____	<b>DOB:</b> _____	<b>Date:</b> _____
-----------------------	-------------------	--------------------

<b>Authorization to Carry and Self-administer Quick- Relief (albuterol) Inhaler</b>	
It is my opinion that the student may carry on their person and self-administer prescribed quick-relief inhaler to treat acute asthma symptoms, as needed, in accordance with health-care provider's orders.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Health-Care Provider Signature:</b> _____	<b>Date:</b> _____
<b>Parent Signature:</b> _____	<b>Date:</b> _____

<b>Parent Consent for Authorization and Management in the Educational Setting</b>	
I (we) the undersigned, the parent(s)/guardian(s) of the above-named student, request that the specialized physical health-care service be administered to my (our) child in accordance with state laws and regulations.	
I (we) will:	
1. provide the necessary supplies and equipment; 2. notify the credentialed school nurse if there is a change in child's health status or attending authorized health-care provider; and 3. notify the credentialed school nurse immediately and provide new written consent/authorization for any changes in the above authorization.	
I (we) give consent for the school nurse to communicate with the authorized health-care provider when necessary.	
I (we) understand that I (we) will be provided a copy of my child's completed Individualized Health-Care Plan (IHP).	
<b>Parent(s)/Guardian(s) Signature:</b> _____	<b>Date</b> _____
_____	<b>Date</b> _____

**Reviewed by credentialed school nurse (signature)** \_\_\_\_\_ **Date** \_\_\_\_\_

☐ **Credentialed school nurse has informed principal about health-care services provided for this student.**



# CUSD EPI

## PARENT CONSENT AND AUTHORIZED HEALTH-CARE PROVIDER AUTHORIZATION for Administration of Epinephrine Auto-Injector (EAI) in Educational Settings and Sponsored Events

<b>Student:</b>	<b>DOB:</b>	<b>Date:</b>
<b>District/Site:</b>	<b>Teacher/Rm:</b>	<b>Grade:</b>

<p>1. Allergens or factors causing anaphylactic reaction:</p> <p>_____</p> <p>_____</p> <p>2. Student's most common signs and symptoms:</p> <p>_____</p> <p>3. Student's typical reaction time after allergen exposure:</p> <p><input type="checkbox"/> &lt;10 min.   <input type="checkbox"/> &lt;30 min.   <input type="checkbox"/> &lt;hour   <input type="checkbox"/> &gt; an hour</p> <p>4. History of anaphylactic reaction: <input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p>5. Student has asthma: <input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p>6. Administer EAI when:</p> <p><input type="checkbox"/> Student has <u>any</u> of the following severe symptoms after eating their allergen or being stung:</p> <ul style="list-style-type: none"> <li>• Short of breath/wheezing/coughing</li> <li>• Pale/bluish color skin</li> <li>• Tight/hoarse throat</li> <li>• Trouble breathing/swallowing</li> <li>• Hives (many) / redness over body</li> <li>• Vomiting/diarrhea (combined with other symptoms)</li> <li>• Confusion/altered consciousness/agitation/ feeling of impending doom</li> <li>• Weak pulse</li> <li>• Fainting/dizziness</li> </ul> <p><input type="checkbox"/> Student has more than one <u>mild</u> symptom.</p> <p><input type="checkbox"/> Student has definite exposure to allergen; no immediate symptoms noted.</p> <p><input type="checkbox"/> Student has one mild symptom</p> <ul style="list-style-type: none"> <li>• Itchy nose, sneezing, itchy mouth.</li> <li>• A few hives.</li> <li>• Mild stomach nausea or discomfort.</li> </ul>	<p>7. Medication: Epinephrine Auto-injector (EAI) IM:</p> <p><input type="checkbox"/> 0.3 mg (adult: &gt;66 pounds)</p> <p><input type="checkbox"/> 0.15 mg (Jr: 33 to &lt;66 pounds)</p> <p>8. Administer 2<sup>nd</sup> dose 15 minutes after 1<sup>st</sup> dose if symptoms persist or recur:   <input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p>9. Administer the following medication after EAI:</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Antihistamine:</p> <p>    Name: _____</p> <p>    Dose: _____</p> <p>    Route: _____</p> <p><input type="checkbox"/> Other:</p> <p>    Name: _____</p> <p>    Dose: _____</p> <p>    Route: _____</p> <p>10. Administer antihistamine if student has <u>one mild</u> symptom:</p> <ul style="list-style-type: none"> <li>• Itchy nose, sneezing, itchy mouth.</li> <li>• A few hives.</li> <li>• Mild stomach nausea or discomfort.</li> </ul> <p>    Name: _____</p> <p>    Dose: _____</p> <p>    Route: _____</p>
---	---

<p align="center"><b>Authorized Health-Care Provider Authorization for Management in the Educational Setting</b></p> <p>My signature below provides authorization for the above written orders. I understand all procedures will be implemented in accordance with state laws and regulations.</p> <p>_____ (Initial here) I authorize unlicensed designated school personnel, under the training and supervision provided by the credentialed school nurse, may provide this procedure. This authorization is for a maximum of one year. If changes are indicated, I will provide new written authorization. Authorizations may be faxed.</p> <p>*Authorized Health-Care Provider Name _____ *NPI Number _____</p> <p>Signature _____ Date _____</p> <p>Phone _____ Address _____ City _____ Zip _____</p> <p>Supervising Physician Name _____ NPI Number _____</p> <p>Phone _____ Address _____ City _____ Zip _____</p> <p><input type="checkbox"/> I request that the credentialed school nurse provide me with a copy of the completed Individualized Health-Care Plan (IHP).</p>	
--	--

**PARENT CONSENT AND AUTHORIZED HEALTH-CARE PROVIDER AUTHORIZATION for Management of  
Epinephrine Auto-Injector (EAI) in Educational Settings and Sponsored Events**

<b>Student:</b>	<b>DOB:</b>	<b>Date:</b>
-----------------	-------------	--------------

<b>Authorization to Carry and Self-administer Epinephrine Auto-injector (EAI)</b>	
It is my opinion that the student may carry on their person and self-administer prescribed EAI to treat anaphylactic reaction, as needed, in accordance with health-care provider's orders.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Health-Care Provider Signature: _____	Date: _____
Parent Signature: _____	Date: _____

<b>Parent Consent for Authorization and Management in the Educational Setting</b>	
I (we) the undersigned, the parent(s)/guardian(s) of the above-named student, request that the specialized physical health-care service be administered to my (our) child in accordance with state laws and regulations.	
I (we) will:	
1. provide the necessary supplies and equipment; 2. notify the credentialed school nurse if there is a change in child's health status or attending authorized health-care provider; and 3. notify the credentialed school nurse immediately and provide new written consent/authorization for any changes in the above authorization.	
I (we) give consent for the credentialed school nurse to communicate with the authorized health-care provider when necessary.	
I (we) understand that I (we) will be provided a copy of my child's completed Individualized Health-Care Plan (IHP).	
Parent(s)/Guardian(s) Signature: _____	Date _____
_____	Date _____

Reviewed by credentialed school nurse (signature) \_\_\_\_\_ Date \_\_\_\_\_

☐ Credentialed school nurse has informed principal about health-care services provided for this student.

1. School or Agency	2. Site Name	3. Site Phone Number	
4. Name of Child or Participant		5. Age or Date of Birth	
6. Name of Parent or Guardian		7. Phone Number	
8. Description of Child or Participant's Physical or Mental Impairment Affected:			
9. Explanation of Diet Prescription and/or Accommodation to Ensure Proper Implementation:			
10. Indicate Food Texture for Above Child or Participant:			
<input type="checkbox"/> Regular <input type="checkbox"/> Chopped <input type="checkbox"/> Ground <input type="checkbox"/> Pureed			
11. Foods to be Omitted and Appropriate Substitutions:			
Foods To Be Omitted		Suggested Substitutions	
<hr/>		<hr/>	
<hr/>		<hr/>	
<hr/>		<hr/>	
<hr/>		<hr/>	
<hr/>		<hr/>	
<hr/>		<hr/>	
<hr/>		<hr/>	
12. Adaptive Equipment to be Used:			
13. Signature of State Licensed Healthcare Professional*	14. Printed Name	15. Phone Number	16. Date

**The information on this form should be updated to reflect the current medical and/or nutritional needs of the participant.**

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW Washington, D.C. 20250-9410; fax: (202) 690-7442; or email: [program.intake@usda.gov](mailto:program.intake@usda.gov). This institution is an equal opportunity provider.

## INSTRUCTIONS

1. **School or Agency:** Print the name of the school or agency that is providing the form to the parent.
2. **Site:** Print the name of the site where meals will be served.
3. **Site Phone Number:** Print the phone number of site where meal will be served.
4. **Name of Child or Participant:** Print the name of the child or participant to whom the information pertains.
5. **Age of Child or Participant:** Print the age of the child or participant. For infants, please use date of birth.
6. **Name of Parent or Guardian:** Print the name of the person requesting the child or participant's medical statement.
7. **Phone Number:** Print the phone number of parent or guardian.
8. **Description of Child or Participant's Physical or Mental Impairment Affected:** Describe how the physical or mental impairment restricts the child or participant's diet.
9. **Explanation of Diet Prescription and/or Accommodation to Ensure Proper Implementation:** Describe a specific diet or accommodation that has been prescribed by the state healthcare professional.
10. **Indicate Texture:** If the child or participant does not need any modification, check "Regular".
11. **Foods to be Omitted:** List specific foods that must be omitted (e.g., exclude fluid milk).  
**Suggested Substitutions:** List specific foods to include in the diet (e.g., calcium-fortified juice).
12. **Adaptive Equipment to be Used:** Describe specific equipment required to assist the child or participant with dining (e.g., sippy cup, large handled spoon, wheel-chair accessible furniture, etc.).
13. **Signature of State Licensed Healthcare Professional:** Signature of state licensed healthcare professional requesting the special meal or accommodation.
14. **Printed Name:** Print name of state licensed healthcare professional.
15. **Phone Number:** Phone number of state licensed healthcare professional.
16. **Date:** Date state licensed healthcare professional signed form.

### **Citations are from Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA) of 1990, and ADA Amendment Act of 2008:**

**A person with a disability** is defined as any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment.

**Physical or mental impairment** means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; speech; organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or (b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

**Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

**Major bodily functions** have been added to major life activities and include the functions of the immune system; normal cell growth; and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

**"Has a record of such an impairment"** means a person has, or has been classified (or misclassified) as having, a history of mental or physical impairment that substantially limits one or more major life activities.

# Type 1 Diabetes Information

Pursuant to California Education Code Section 49452.6, this type 1 diabetes information is for local educational agencies to provide to parents and guardians of incoming elementary school students beginning January 1, 2023.

---

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

## Description

### **Type 1 diabetes usually develops in children and young adults but can occur at any age**

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

### **Type 1 diabetes affects insulin production**

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

## Risk Factors Associated with Type 1 Diabetes

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

### **Risk Factors**

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

## Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

## Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

## Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

### *References*

[Centers for Disease Control and Prevention](#)

[KidsHealth](#)

[Mayo Clinic](#)

[National Library of Medicine and National Institutes of Health's MedLine](#)

Questions: Office of School-Based Health Programs | [schoolnurse@cde.ca.gov](mailto:schoolnurse@cde.ca.gov)

Last Reviewed: Tuesday, January 24, 2023

## Type 2 Diabetes Information

Pursuant to California *Education Code* Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010.

---

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County. Also see [available translations](#) of this information.

### Description

#### Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

#### Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

### Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

#### Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

### Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination

- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

## Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

## Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

## References

[American Diabetes Association Clinical Journal](#)  
[Helping Children with Diabetes Succeed: A Guide for School Personnel](#)  
[KidsHealth](#)  
[Mayo Clinic](#)  
[National Library of Medicine and National Institutes of Health's MedLine](#)  
[Centers for Disease Control and Prevention](#)

Questions: School Health and Safety Office | 916-319-0914  
 Last Reviewed: Tuesday, August 2, 2022



# INFORMACIÓN SOBRE LA DIABETES TIPO 2

## Descripción:

**La diabetes tipo 2 es la forma más común de diabetes en los adultos.**

- Algunos años atrás, la diabetes tipo 2 era poco frecuente en los niños, pero se está haciendo cada vez más común, especialmente en adolescentes con sobrepeso.
- Según los Centros para el Control y la Prevención de Enfermedades de los EE. UU. (conocidos en inglés como CDC), uno de cada tres niños estadounidenses nacidos después del año 2000 desarrollará diabetes tipo 2 en algún momento de su vida.

**La diabetes tipo 2 afecta la capacidad del cuerpo para usar el azúcar (glucosa) como fuente de energía.**

- El cuerpo convierte los carbohidratos de los alimentos en glucosa, que es el combustible básico de las células del cuerpo.
- La insulina, una hormona que se produce en el páncreas, transporta la glucosa desde la sangre hacia las células.
- En el caso de la diabetes tipo 2, las células del cuerpo resisten los efectos de la insulina y se elevan los niveles de glucosa en la sangre.
- Con el tiempo, la glucosa alcanza niveles peligrosamente altos en la sangre, lo que se denomina hiperglicemia.
- La hiperglicemia puede causar problemas de salud tales como enfermedad cardíaca, ceguera e insuficiencia renal.

## Factores de riesgo asociados con la diabetes tipo 2:

**Se recomienda que a los alumnos que presenten o posiblemente experimenten factores de riesgo y signos de advertencia relacionados con la diabetes tipo 2, se les realicen estudios (pruebas) para detectar esta enfermedad.**

## Factores de riesgo:

Los investigadores no comprenden totalmente por qué algunas personas desarrollan diabetes tipo 2 y otras no. Sin embargo, los siguientes factores de riesgo se asocian con un aumento de los riesgos de desarrollar diabetes tipo 2 en niños:

- **Sobrepeso.** El factor de riesgo más importante de la diabetes tipo 2 en los niños es el exceso de peso. En los EE. UU., aproximadamente uno de cada cinco niños tiene sobrepeso. Las posibilidades de que un niño con sobrepeso desarrolle diabetes tipo 2 son más del doble.

- **Antecedentes familiares de diabetes.** Muchos niños y jóvenes que se ven afectados por esta enfermedad tienen al menos uno de sus padres con diabetes o tienen antecedentes familiares significativos de la enfermedad.
- **Inactividad.** La falta de actividad reduce aún más la capacidad del cuerpo de responder a la insulina.
- **Determinados grupos raciales o étnicos.** Los indios nativos americanos, los afroamericanos, los hispanos/latinos o los asiáticos/nativos de las islas del Pacífico son más propensos a desarrollar diabetes tipo 2 que otros grupos étnicos.
- **Pubertad.** Los jóvenes en la etapa de la pubertad tienen más posibilidades de desarrollar diabetes tipo 2 que los niños, quizás debido al aumento normal de los niveles de hormonas que puede causar resistencia a la insulina durante esta etapa de rápido crecimiento y desarrollo físico.

### **Signos de advertencia y síntomas asociados con la diabetes tipo 2:**

En los niños, los signos de advertencia y los síntomas de la diabetes tipo 2 se desarrollan lentamente, y al comienzo puede que no se presente ningún síntoma. Sin embargo, no todas las personas con resistencia a la insulina o con diabetes tipo 2 presentan los siguientes signos de advertencia, y no todas las personas que presentan los siguientes síntomas tienen necesariamente diabetes tipo 2.

- **Mayor apetito, aun después de comer.**
- **Pérdida de peso inexplicable.**
- **Más sed, boca seca y necesidad de orinar frecuentemente.**
- **Mucho cansancio.**
- **Visión borrosa.**
- **Cicatrización lenta de llagas o cortes.**
- **Zonas de piel arrugada u oscura, aterciopelada, especialmente detrás del cuello o debajo de los brazos.**
- **Periodos irregulares o desaparición del periodo, y/o crecimiento excesivo de vello en el rostro y en el cuerpo, en el caso de las niñas.**
- **Presión sanguínea alta o niveles anormales de grasa en la sangre.**

### **Tratamientos y métodos de prevención de la diabetes tipo 2:**

Un estilo de vida saludable puede ayudar a prevenir y tratar la diabetes tipo 2. Aun en caso de tener antecedentes familiares de diabetes, el consumo de alimentos sanos en cantidades adecuadas y el ejercicio regular pueden ayudar a los niños a alcanzar o mantener un peso y un nivel de glucosa en la sangre normales.

- **Consumir alimentos sanos.** Realice buenas elecciones de los alimentos. Consuma alimentos bajos en grasa y calorías.
- **Realizar más actividad física.** Aumente su actividad física hasta llegar, al menos, a 60 minutos diarios.
- **Tomar medicamentos.** Si la dieta y el ejercicio no son suficientes para controlar la enfermedad, quizá sea necesario tratar la diabetes tipo 2 con medicamentos.

El primer paso para tratar esta enfermedad es visitar a un médico. El médico puede determinar si el niño tiene sobrepeso según su edad, peso y estatura. Además, el médico puede solicitar pruebas de glucosa en sangre para analizar si el niño tiene diabetes o pre-diabetes (una afección que puede causar diabetes tipo 2).

#### **Tipos de pruebas disponibles de detección de la diabetes:**

- **Prueba de la hemoglobina glicosilada (A1C).** Es una prueba de sangre que mide el nivel promedio de azúcar en sangre durante dos o tres meses. Un nivel de A1C de 6.5 por ciento o mayor en dos pruebas diferentes es señal de diabetes.
- **Prueba de azúcar en sangre aleatoria (no en ayunas).** Se extrae una muestra de sangre en cualquier momento. Un nivel de azúcar en sangre aleatoria de 200 miligramos por decilitro (mg/dL) o mayor puede indicar diabetes. Esta prueba debe confirmarse con un examen de glucosa en sangre en ayunas.
- **Prueba de azúcar en sangre en ayunas.** Se extrae una muestra de sangre luego de una noche de ayuno. Un nivel de azúcar en sangre en ayunas menor que 100 mg/dL se considera normal. Un nivel que varíe entre 100 y 125 mg/dL se considera pre-diabetes. Un nivel de 126 mg/dL o mayor en dos pruebas distintas es indicador de diabetes.
- **Prueba de tolerancia oral a la glucosa.** Es un examen que mide el nivel de azúcar en sangre después de una noche de ayuno y se realizan pruebas periódicas durante unas horas después de haber tomado un líquido azucarado. Un nivel de más de 200 mg/dL después de dos horas es señal de diabetes.

**La diabetes tipo 2 en los niños es una enfermedad que puede prevenirse y tratarse. La información de este folleto tiene como objetivo crear conciencia acerca de esta enfermedad. Si tiene alguna pregunta, comuníquese con el proveedor de servicios de salud, el administrador de la escuela o la enfermera de la escuela del estudiante.**

#### **Referencias en línea en inglés:**

American Diabetes Association Clinical Journal (Publicación clínica de la Asociación Estadounidense para la Diabetes)

<http://clinical.diabetesjournals.org/content/23/4/181.full>

Helping Children with Diabetes Succeed: A Guide for School Personnel (Cómo ayudar a que los niños con diabetes vivan satisfactoriamente: Guía para el personal de la escuela)

[http://www.ndep.nih.gov/media/Youth\\_NDEPSchoolGuide.pdf](http://www.ndep.nih.gov/media/Youth_NDEPSchoolGuide.pdf)

KidsHealth.Org

<http://kidshealth.org/parent/medical/endocrine/type2.html>

The Mayo Clinic (Clínica Mayo)

<http://www.mayoclinic.com/health/type-2-diabetes-in-children/DS00946>

National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine (Medline de los Institutos Nacionales de Salud [conocidos en inglés como NIH] y la Biblioteca Nacional de Medicina [conocida en inglés como NLM])

<http://www.nlm.nih.gov/medlineplus/ency/article/000313.htm>

US Centers for Disease Control and Prevention (Centros para el Control y la Prevención de Enfermedades de los EE. UU.)

<http://www.cdc.gov/diabetes/projects/cda2.htm>

# Administrative Regulation

## Immunizations

AR 5141.31

### Students

#### Required Immunizations

Upon a student's registration at a district school, the Superintendent or designee shall provide the student's parents/guardians a written notice summarizing the state's immunization requirements.

The Superintendent or designee shall not unconditionally admit any student to a district school, preschool, or child care and development program for the first time nor admit or advance any student to grade 7, unless the student has been fully immunized. The student shall present documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases: (Health and Safety Code 120335; 17 CCR 6025)

1. Measles, mumps, and rubella
2. Diphtheria, tetanus, and pertussis (whooping cough)
3. Poliomyelitis (polio)
4. Hepatitis B
5. Varicella (chickenpox)
6. Haemophilus influenza type b (Hib meningitis)
7. Any other disease deemed appropriate by CDPH

(cf. 5141.22 - Infectious Diseases)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6170.1 - Transitional Kindergarten)

However, full immunization against hepatitis B shall not be a condition by which the Superintendent or designee shall admit or advance any student to grade 7. (Health and Safety Code 120335)

A student who qualifies for an individualized education program (IEP), unless otherwise exempt, shall be fully immunized in accordance with Health and Safety Code 120335 and this regulation. However, the district shall continue to implement the student's IEP and shall not prohibit the student from accessing any special education and related services required by the student's IEP

regardless of whether the student is fully immunized. (Health and Safety Code 120335)

(cf. 6159 - Individualized Education Program)

School personnel shall record information for each student regarding all doses of required immunizations and the status of all requirements in accordance with 17 CCR 6070. The school records shall be based on the student's immunization record provided by the student's health care provider, from the student's previous school immunization record, or through the California Immunization Registry (CAIR). (17 CCR 6070)

### Exemptions

Exemption from one or more immunization requirements shall be granted under any of the following circumstances:

1. A medical exemption is submitted using the standardized form developed by CDPH and transmitted using CAIR which includes, but is not limited to, a description of the medical basis for which the exemption for each individual immunization is sought and whether the medical exemption is permanent or temporary. (Health and Safety Code 120372)

A student who has a medical exemption issued prior to January 1, 2020 shall be allowed to continue enrollment until the next grade span, except that after July 1, 2021, a student may not be admitted or advanced to grade 7 unless the student has been immunized or a medical exemption form filed as stated above. (Health and Safety Code 120370)

A temporary exemption shall not exceed one year, and all medical exemptions shall not extend beyond the grade span. (Health and Safety Code 120372)

If a student's medical exemption is revoked by CDPH on the basis that the exemption does not meet applicable criteria for medical exemptions, the student shall continue in attendance and, within 30 calendar days of the revocation, commence the immunization schedule required for conditional admittance pursuant to 17 CCR 6050, as described below. (Health and Safety Code 120372)

The student's parent/guardian may appeal a revocation to the Secretary of California Health and Human Services. If a revocation is appealed, the student shall continue in attendance and shall not be required to commence the immunization schedule required for conditional admittance provided the appeal is filed within 30 calendar days of the revocation. (Health and Safety Code 120372, 120372.05)

2. The student's parent/guardian filed with the district, before January 1, 2016, a letter or written affidavit stating that an immunization is contrary to the student's personal beliefs, in which case the student shall be exempted from the immunization until the student enrolls in the next applicable grade span requiring immunization (birth to preschool, grades K-6, grades 7-12). (Health and Safety Code 120335)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

When a student transfers to a different school within the district or transfers into the district from another school district in California, the student's personal beliefs exemption filed before January 1, 2016, shall remain in effect until the next applicable grade span. A student transferring from a school outside the district shall present a copy of the personal beliefs exemption upon enrollment. When a student transfers into the district from outside California and presents a personal beliefs exemption issued by another state or country prior to January 1, 2016, the Superintendent or designee may consult with legal counsel regarding the applicable immunization requirements.

3. The student is enrolled in an independent study program pursuant to Education Code 51745-51749.6 and does not receive classroom-based instruction. (Health and Safety Code 120335)

(cf. 6158 - Independent Study)

#### Conditional Enrollment

The Superintendent or designee may conditionally admit a student with documentation from an authorized health care provider that the student has not received all the immunizations required for the student's age group, but has commenced receiving doses of all required vaccines and is not due for any other doses at the time of admission. The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses as specified in 17 CCR 6035. (Health and Safety Code 120340; 17 CCR 6035)

(cf. 5145.6 - Parental Notifications)

In addition, a transfer student may be conditionally admitted for up to 30 school days while the student's immunization records are being transferred from the previous school. If such documentation is not presented within 30 days, the student shall be excluded from school until the required immunizations have been administered. (17 CCR 6035)

The Superintendent or designee shall immediately enroll homeless students, foster youth, and students of military families even if their immunization records are missing or unavailable at the time of enrollment. School or district staff shall work with the student's prior school to obtain the student's immunization records or shall ensure that the student is properly immunized. (Education Code 48853.5, 49701; Health and Safety Code 120341; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, the student

shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR 6040, 6070)

#### Exclusions Due to Lack of Immunizations

If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission, the Superintendent or designee shall notify the parent/guardian that evidence of proper immunization or an appropriate exemption must be provided within 10 school days. This notice shall refer the parent/guardian to the student's usual source of medical care or, if the student has no usual source of medical care, then to the county health department or school immunization program, if any. (Education Code 48216; 17 CCR 6040)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.6 - School Health Services)

The Superintendent or designee shall exclude from further attendance an enrolled student who fails to obtain the required immunization within 10 school days following the parent/guardian's receipt of the notice specified above. The student shall remain excluded from school until documentation is provided indicating that the student has received a dose of each required vaccine due at that time. (17 CCR 6040, 6055)

The student shall also be reported to the attendance supervisor or principal.

#### Exclusion Due to Exposure to Disease

If the district has good cause to believe that a student has been exposed to a disease listed in the section "Required Immunizations" above and the student's documentation of immunization does not show proof of immunization against that disease, that student may be temporarily excluded from the school until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 120370)

#### Records

Each student's immunization record shall be retained as part of the student's mandatory permanent student record. District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

(cf. 5125 - Student Records)

The district shall also retain in the mandatory student record any physician or health officer statement, personal beliefs letter or affidavit, reason for conditional enrollment, or any other documentation related to the student's immunization record or exemptions.



At least annually, the Superintendent or designee shall file a written report on the immunization status of new students with CDPH and the local department of public health on forms prescribed by CDPH. (Health and Safety Code 120375; 17 CCR 6075)

#### Audits

If an audit reveals deficiencies in the district's reporting procedures, the Superintendent or designee shall present the Board with a plan to remedy such deficiencies.

Adoption: February 16, 2021

CALAVERAS UNIFIED SCHOOL DISTRICT  
San Andreas, CA 95249

# CUSD COVID Guidelines for Staff & Students

## I'm Sick, Now What?

### STAY HOME!

Test immediately.

- a fever greater than 100.4
- cough
- shortness of breath or difficulty breathing

- headache
- chills
- fatigue
- muscle aches or body aches
- new loss of taste or smell
- sore throat
- congestion or runny nose
- nausea or vomiting
- diarrhea

## Home RAPID Test for COVID-19

Pick up a FREE home testing kit from any school site in Calaveras County or at the District Office located at: 3304 Hwy 12 (white building).

Follow the directions inside the test box.

Upload test results link available on COVID19 tab at:

<https://www.calaverasusd.com/>

### POSITIVE COVID-19 TEST

Isolate at home for at least **5 days**

If there is NO fever, nausea, vomiting, or diarrhea for 24 hours, THEN return on Day 6.

Wear a mask until Day 11.

Students (*not* employees) may remove mask sooner than Day 11, if they have two negative tests, one day apart.

There is no need to retest, if a mask is worn through Day 11.

### Negative COVID-19 TEST

(sick with flu and other illnesses)

**STAY HOME** until symptoms improve and 24 hours after you no longer have a fever or signs of a fever (chills, feeling very warm, flushed appearance, or sweating) without the use of fever-reducing medication.

Note: Days are counted as: Day 0 = day person tests positive or symptoms start. Day 1 = the day after testing positive

### Exposure / Close Contact

Stay in school.  
Wear a mask until Day 11.  
Test on Day 5

## are you eligible for financial help?

Most likely, yes! Approximately 90% of Covered California enrollees get financial help. How much financial help depends on your household income, family size and where you live.

**You could pay as little as \$0/month for your plan, and you won't pay more than 8.5% of your income for our benchmark Silver plan. You may also qualify for low or no-cost Medi-Cal.**



To estimate your monthly payment with our calculator tool, scan the QR code or visit [CoveredCA.com/#quick-calculator](https://CoveredCA.com/#quick-calculator)

## AM I REQUIRED TO HAVE HEALTH INSURANCE?

In California, most people are required by law to have health insurance or pay a tax penalty: \$850/adult + \$425/child under 18, up to \$2,550/household, or 2.5% of your annual household income over your California tax filing threshold, whichever is higher.

### Other questions?

Visit [CoveredCA.com/support](https://CoveredCA.com/support)

Covered California complies with applicable Federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex.  
Atención: si habla español, tiene a su disposición servicios gratuitos de asistencia lingüística. Llame al 1.800.300.0213 (TTY: 1.888.889.4500).  
注意: 如果您使用繁體中文, 您可以免費獲得語言援助服務。請致電 1.800.300.1533 (TTY 1.888.889.4500)。

## what you need to enroll.

The following is needed for every household member who is applying for coverage:

- Home ZIP code
- Birth date
- Proof of current household income\*
- California ID or driver's license
- Social Security no. or Individual Taxpayer Identification Number, if you have one
- Proof of citizenship or lawful presence (e.g., U.S. passport, certificate of citizenship or naturalization document, green card, or a valid visa)\*\*

## FOR MORE INFORMATION AND FREE IN-PERSON HELP, CONTACT:

[CoveredCA.com](https://CoveredCA.com) | 800.300.1506



\*Proof of current income of all members in the tax household, such as a recent tax return, W-2, or pay stub. A dependent's income should only be included if their income level requires them to file a tax return. A household is defined as the person who files taxes as the primary tax filer and all the dependents claimed on that person's taxes. If you don't file taxes, you can still qualify for free or low-cost insurance through Medi-Cal.

\*\*You can apply for your eligible child or spouse even if you are not eligible. Households that include members who are not lawfully present can also apply.

# this way to health insurance.

## WHEN, WHERE & HOW TO ENROLL





To get started,  
visit [CoveredCA.com](https://CoveredCA.com)  
or call 800.300.1506.

## explore your coverage options.

### WE'VE GOT YOU COVERED.

Covered California was created to help Californians compare, afford and enroll in brand-name health insurance plans. Most people who enroll receive financial help, and everyone is guaranteed the same, high-quality coverage.

### WE'RE HERE TO HELP.

Covered California offers free, expert assistance online, in person, and over the phone in 13 languages as well as for the hearing-impaired.

## OPEN ENROLLMENT IS November 1 — January 31

Medi-Cal and Special Enrollment are available year-round. Special Enrollment allows Californians to get coverage within 60 days of a qualifying life event, such as losing health insurance, a change in household size, or moving to or within California. For more information, visit [CoveredCA.com/special-enrollment](https://CoveredCA.com/special-enrollment).

Covered California offers four levels of coverage: Bronze, Silver, Gold and Platinum. Insurance companies pay a portion of covered services, and the benefits offered within each level are the same no matter which insurance company you choose.

**Visit [CoveredCA.com](https://CoveredCA.com) and choose “Shop and Compare” to see which brand-name health plans are right for you.**

Choose **Platinum** or **Gold** and you'll pay a higher monthly premium, but you'll pay less for medical services when you need them.

Choose **Silver** or **Bronze** and you'll pay a lower monthly premium, but you'll pay more for medical services when you need them.

A **minimum coverage plan** is available to those under 30, or those 30 and over who receive a hardship exemption.

### STANDARD COVERAGE BENEFITS BY LEVEL —

KEY BENEFITS	BRONZE Covers 60% of average annual cost	SILVER Covers 70% of average annual cost	GOLD Covers 80% of average annual cost	PLATINUM Covers 90% of average annual cost
Individual / family deductible	\$6,300 / \$12,600	\$4,750 / \$9,500**	No deductible	No deductible
Annual preventive care visit	No cost	No cost	No cost	No cost
Primary care visit copay	\$65*	\$45	\$35	\$15
Urgent care visit copay	\$65*	\$45	\$35	\$15
Emergency room copay	40% up to deductible	\$400	\$350	\$150
Generic medication copay	\$18	\$16	\$15	\$5
Annual out-of-pocket max for one	\$8,200 /year	\$8,750 /year	\$8,550 /year	\$4,500 /year
Annual out-of-pocket max for family**	\$16,400 /year	\$17,500 /year	\$17,100 /year	\$9,000 /year

Chart does not include all medical copays and coinsurance rates. For complete information, visit [CoveredCA.com](https://CoveredCA.com).

\*For Bronze Plans, the deductible is waived for the first three primary care or urgent care visits. Additional visits are charged at full cost until deductible is met.

\*\*Silver is the only level where your deductible and other costs may be lower based on your household income.

## ¿calificas para recibir ayuda económica?

¡Lo más probable es que sí! Aproximadamente el 90% de las personas que se inscribieron en Covered California obtuvieron ayuda económica. La cantidad de ayuda económica que recibas dependerá del ingreso de tu hogar, el tamaño de tu familia y en donde vivas.

**Podrías pagar desde \$0 al mes por tu plan, y no pagarás más de 8.5 % de tus ingresos con nuestro popular plan Silver. También puedes calificar para recibir Medi-Cal sin costo alguno o por un costo mínimo.**



Para calcular tu pago mensual con nuestra calculadora de costos, escanea el código QR o visita [CoveredCA.com/espanol/#quick-calculator](https://CoveredCA.com/espanol/#quick-calculator)

## ¿ES OBLIGATORIO TENER SEGURO MÉDICO?

En California, la mayoría de las personas tienen la obligación legal de tener seguro médico o pagar una multa fiscal: \$850 por adulto + \$425 por niño menor de 18 años, hasta \$2,550 por hogar o 2.5% del ingreso anual de tu hogar que sobrepase el límite de declaración de impuestos de California, el que sea más alto.

## ¿Tienes más preguntas?

**Visita [CoveredCA.com/espanol/support](https://CoveredCA.com/espanol/support)**

Covered California complies with applicable Federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex.  
Atención: si habla español, tiene a su disposición servicios gratuitos de asistencia lingüística. Llame al 1.800.300.0213 (TTY: 1.888.889.4500).  
注意: 如果您使用繁體中文, 您可以免費獲得語言援助服務。請致電 1.800.300.1533 (TTY 1.888.889.4500).

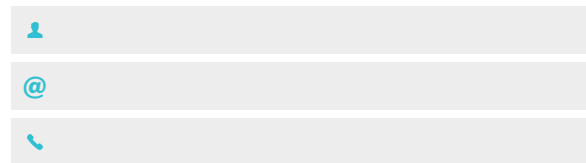
## lo que necesitas para inscribirte.

Esto es lo que necesita cada miembro de tu hogar que esté solicitando cobertura:

- **Código postal de la casa**
- **Fecha de nacimiento**
- **Prueba actual de ingresos del hogar\***
- **Identificación o licencia de manejo de California**
- **Número de seguro social o número de identificación para el pago de impuestos, si lo tienes**
- **Comprobante de ciudadanía o presencia legal (por ejemplo, pasaporte, certificado de ciudadanía o documento de naturalización, tarjeta de residencia (“green card”) o una visa válida)\*\***

## PARA MÁS INFORMACIÓN Y AYUDA GRATUITA EN PERSONA, CONTÁCTANOS EN:

**[CoveredCA.com/espanol](https://CoveredCA.com/espanol) | 800.300.0213**



\*Comprobante de ingresos de todos los miembros del hogar, por ejemplo, una declaración de impuestos reciente, W-2 o talón de pago. El ingreso de un dependiente solo debe incluirse si su nivel de ingresos requiere que presente una declaración de impuestos. Un hogar se define como la persona que declara impuestos como el contribuyente principal y todos los dependientes incluidos en la declaración de impuestos de esa persona. Incluso si tú no declaras impuestos, podrías calificar para recibir un seguro gratuito o de bajo costo a través de Medi-Cal.

\*\* Puedes solicitar cobertura para tu hijo o cónyuge que cumpla con los requisitos incluso si tú no calificas. Los hogares que incluyen miembros que no están presentes legalmente también pueden solicitar cobertura.

SPA-1022

## tu seguro médico empieza aquí.

## CUÁNDO, DÓNDE Y CÓMO INSCRIBIRTE





Para comenzar,  
visita [CoveredCA.com/espanol](https://CoveredCA.com/espanol)  
o llama al 800.300.0213

## explora tus opciones de cobertura.

### TENEMOS LA COBERTURA QUE NECESITAS.

Covered California fue creado para ayudar a los californianos a comparar e inscribirse en planes de seguro médico de renombre asequibles. La mayoría de las personas que se inscriben reciben ayuda económica, y a todos se les garantiza la misma cobertura de alta calidad.

### ESTAMOS AQUÍ PARA AYUDARTE.

Covered California ofrece ayuda gratuita de expertos en línea, en persona y por teléfono en 13 idiomas, así como para personas con impedimentos auditivos.

**EL PERIODO DE INSCRIPCIÓN ABIERTA ES desde el 1 de noviembre hasta el 31 de enero.**

Medi-Cal y la inscripción especial están disponibles todo el año. La inscripción especial permite que los californianos obtengan cobertura dentro de los 60 días después de un evento calificado de vida, como haber perdido el seguro médico, un cambio en el número de personas en el hogar o haberse mudado a California o dentro del estado. Para más información, visita [CoveredCA.com/espanol/special-enrollment](https://CoveredCA.com/espanol/special-enrollment).

Covered California ofrece cuatro niveles de cobertura: Bronze, Silver, Gold y Platinum. Las compañías de seguro pagan una porción de los servicios cubiertos, y los beneficios que se ofrecen dentro de cada nivel son los mismos sin importar qué compañía de seguro elijas.

**Visita [CoveredCA.com/espanol](https://CoveredCA.com/espanol) y dale clic a “Buscar y Comparar” para ver qué planes de seguro médico de renombre son los mejores para ti.**

Si eliges **Platinum** o **Gold** pagarás una cuota mensual más alta cada mes, pero pagarás menos por los servicios médicos cuando los necesites.

Si eliges **Silver** o **Bronze** pagarás una cuota mensual más baja cada mes, pero pagarás más por los servicios médicos cuando los necesites.

Existe un **plan de cobertura mínima** para las personas menores de 30 años, o para los de 30 años o mayores que hayan recibido una exención de dificultad económica.

### BENEFICIOS ESTÁNDAR DE LA COBERTURA POR NIVEL –

BENEFICIOS CLAVE	BRONZE Cubre el 60% del costo promedio anual	SILVER Cubre el 70% del costo promedio anual	GOLD Cubre el 80% del costo promedio anual	PLATINUM Cubre el 90% del costo promedio anual
Deducible individual / familiar	\$6,300 / \$12,600	\$4,750 / \$9,500**	Sin deducible	Sin deducible
Visita anual de cuidado preventivo	Sin costo	Sin costo	Sin costo	Sin costo
Copago por visita de cuidado primario	\$65*	\$45	\$35	\$15
Copago por visita de cuidado de urgencia	\$65*	\$45	\$35	\$15
Copago de sala de emergencias	40% hasta llegar al deducible	\$400	\$350	\$150
Copago de medicamento genérico	\$18	\$16	\$15	\$5
Máximo de gastos de bolsillo para una persona	\$8,200	\$8,750	\$8,550	\$4,500
Máximo de gastos de bolsillo para una familia**	\$16,400	\$17,500	\$17,100	\$9,000

La tabla no incluye todos los copagos médicos ni cuotas de coseguro. Para ver la información completa, visita [CoveredCA.com/espanol](https://CoveredCA.com/espanol).

\*Para los planes Bronze, no se paga el deducible de las primeras tres visitas con el médico primario o de cuidado urgente. Se cobra el costo completo de las visitas adicionales hasta cubrir el deducible.

\*\*Silver es el único nivel de cobertura en donde tu deducible y otros costos pueden ser menores con base al ingreso de tu hogar.



School is not a spectator sport. From hopping and skipping to an active campus life, our commitment to protecting kids starts as early as kindergarten.

That’s why we’re here!



Self-Insured Schools of California

Mail Payments and Claims to:  
SISC Student Accident Coverage  
P.O. Box 1847  
Bakersfield, CA 93303-1847

Questions? Call (661) 636-4736

**POLICY EXCLUSIONS AND LIMITATIONS FOR ACCIDENT PLAN**

Benefits will not be paid for: a) loss or expense caused by, contributed to, or resulting from: or b) treatment, services or supplies for, at, or related to:

1. Disease or illness.
2. Participation in the practice or play of tackle football.
3. Self-inflicted injury or injuries.
4. Orthodontics (braces or retainers) for any reason or damage to or loss of orthodontics or retainers.
5. Artificial aids such as eyeglasses, contact lenses, hearing aids, or refraction examinations or prescriptions for the same.
6. Services or treatment rendered by a Physician, nurse or any other person who is: (a) employed or retained by the Beneficiary, or (b) a member of the Beneficiary’s immediate family.
7. Injury sustained where the Beneficiary is the operator of any motorized vehicle.
8. Injury sustained in the course of work while job shadowing or working for wages or profit.
9. Injury from any poison, gas or fumes voluntarily taken, administered, absorbed or inhaled; or while being intoxicated, or from the use of any controlled substance or drug unless that drug is prescribed by a physician
10. Injury due to war, act of war, taking part in a riot or from fighting (except in self-defense).
11. Injury sustained from any act or forbearance to act by the student while he or she is committing or attempting to commit a felony.
12. Injury sustained while (or participating in) animal riding, ballooning, club bicycle riding, bob-sledding, boxing, bungee jumping, flight in an ultra-light aircraft, glider flying, hang gliding, martial arts, parachuting, parasailing, riding in a rodeo, roller blading, sail planing, skate boarding, scuba diving, shooting firearms, skydiving or surfing of any kind.

continued

13. Injury where the student is attending, as a spectator, a non-required, after-regular-school-hours, school sponsored activity including but not limited to back to school nights, dances, open houses and sports activities.

**EXCESS PROVISION**

Even if you have other insurance, the Plan may cover unpaid balances, deductibles and pay those eligible medical expenses not covered by other insurance. Benefits will be paid on the unpaid balances after your other insurance has paid. No benefits are payable as primary for any expense incurred for Injury which has been paid or is payable by other valid and collectible insurance. Covered Medical Expenses exclude amounts not covered by the primary carrier due to penalties imposed as a result of the Covered Person’s failure to comply with policy provisions or requirements.

**UNDERWRITTEN BY SISC**

SISC Supplemental Student Accident Coverage  
P.O. Box 1847  
Bakersfield, CA 93303-1847

Questions? Call (661) 636-4736

A joint powers authority administered by the Kern County  
Superintendent of Schools, Mary C. Barlow, Superintendent

Rev. 05/2023

**SISC SUPPLEMENTAL  
STUDENT ACCIDENT  
COVERAGE**



Kids will  
be kids.

Coverage that pays up  
to \$25,000 for accidental  
injury while attending school  
and while participating in school  
sponsored activities.



**SISC**  
Self-Insured Schools of California  
Schools Helping Schools



# SISC Supplemental Student Accident Coverage

SISC provides a Self-Insured Basic Plan that provides up to \$2,500 for accidental injury, at no cost to you, while attending school and participating in school sponsored activities and athletics. High school tackle football is excluded. **The coverage outlined in this brochure will pay in excess of the \$2,500 paid under the basic plan provided by SISC.**

## ONE TIME PAYMENT: \$25.00

### SISC SUPPLEMENTAL STUDENT ACCIDENT COVERAGE:

- During the regular school term, on school premises while school is in session
- Direct and uninterrupted travel to and from home and scheduled classes in a school furnished vehicle
- School sponsored and supervised sports excluding high school tackle football
- Travel to and from school sponsored and supervised sports while in a school furnished vehicle
- Coverage is effective from the date the application and premium are received by SISC until June 30
- Coverage can be purchased any time throughout the year
- Checks and money orders accepted (**DO NOT SEND CASH**)

### FACTS ABOUT THE POLICY:

1. TRANSFERABILITY: The policy continues in force anywhere in the US if the beneficiary should relocate to another SISC II member district prior to the expiration of coverage.
2. Coverage is only available to enrolled students in SISC II member districts.
3. CANCELLATION: Coverage under the Policy will not be cancelled, and accordingly, premiums may not be refunded after acceptance by SISC.
4. The Master Policy on file with the SISC office is a non-renewable one year term policy.
5. This is a limited benefit policy.
6. INITIAL ENROLLMENT: Coverage is effective the date correct application and premium are received by SISC.
7. LATE ENROLLMENT: There is no premium reduction for any individual who enrolls late in the year.
8. Your cancelled check or money order stub is your only receipt and notification of coverage. A wallet card is provided as a convenience but is not proof of coverage.
9. Return of check by the bank for any reason will immediately invalidate insurance coverage.

### DEFINITIONS:

Injury means bodily injury which is: 1) directly and independently caused by specific accidental contact with another body or object; 2) unrelated to any pathological, functional, or structural disorder; 3) a source of loss; and 4) sustained while the Covered Person is covered under this policy. All injuries sustained in one accident, including all related conditions and recurrent symptoms of these injuries will be considered one injury. Injury does not include loss which results wholly or in part, directly or indirectly, from disease or other bodily infirmity.

### PRIVACY POLICY:

We know that your privacy is important to you and we strive to protect the confidentiality of your non public personal information. We do not disclose any non public personal information to anyone, except as permitted or required by law. We believe we maintain appropriate physical, electronic and procedural safeguards to ensure the security of your non public personal information.

Direct questions and Mail Payments and Claims to:  
SISC Student Accident Coverage  
P.O. Box 1847  
Bakersfield, CA 93303-1847  
(661) 636-4736

Keep this brochure for future reference.  
Individual policies and ID cards will **not**  
be sent to you.



## MAXIMUM BENEFITS PAID AS SPECIFIED BELOW:

### Usual & Customary (U&C)

The Policy provides benefits for loss due to a covered Injury up to the Maximum Benefit specified below for each Injury. Provided that treatment by a qualified, licensed Physician begins within 30 days from the date of Injury, benefits will be paid for Covered Medical Expenses incurred within 52 weeks from the date of Injury. Any supply or service not specifically listed is not covered. Policy benefits are not payable as primary for any expenses incurred which are paid or payable by other valid and collectible insurance.

MAXIMUM BENEFIT	\$25,000 per injury
Coinsurance (Plan Pays)	80% of U&C except as noted below
Coinsurance (You Pay)	20% of U&C except as noted below
Hospital Room & Board/ Miscellaneous	80% of U&C / \$1,250 aggregate per day
Emergency Room Use of room and supplies, initial treatment must be rendered within 72 hours of the injury.	80% of U&C, up to \$1,000 maximum
Surgeon	80% of U&C
1. Assistant Surgeon	20% of surgeons allowance
2. Anesthetist	20% of surgeons allowance
Surgical Facility	80% of U&C / \$2,500 maximum
Doctor Charges Not including surgery or Chiropractic. Benefits are limited to one visit per day.	80% of U&C, up to \$50
Physiotherapy/Chiropractic Benefits are limited to one visit per day.	80% of U&C/maximum 15 visits aggregate
X-Rays	80% of U&C
MRI/CT	80% of U&C to \$750 Aggregate
Orthopedic Braces & Appliances	80% of U&C up to \$1,000 maximum
Land Ambulance to nearest hospital	80% of U&C
Lab	80% of U&C
Prescription drugs (accident related)	80% of U&C
Injections (accident related)	80% of U&C
Dental Benefits are paid on injury to sound and natural teeth only. (No orthodontia or dental implant benefits of any kind).	80% of U&C / \$2,500 maximum

Details of these benefits may be found in the Master Policy on file at the SISC office.

## Application for SISC Supplemental Student Accident Coverage

STUDENT'S LAST NAME	FIRST NAME	MI
DATE OF BIRTH		GRADE
ADDRESS		
CITY	STATE	ZIP
PHONE		
NAME OF SCHOOL DISTRICT (REQUIRED TO PROCESS)		
NAME OF SCHOOL		
SIGNATURE OF PARENT OR GUARDIAN		DATE

### APPLICATION PROCEDURE

- Complete and detach the enrollment form
- Make check or money order for \$25 payable to SISC. **DO NOT SEND CASH.**
- Mail Application and payment to:  
SISC Student Accident Coverage  
P.O. Box 1847  
Bakersfield, CA 93303-1847
- Your cancelled check or money order stub will be your receipt

## SISC Supplemental Student Accident Coverage

STUDENT'S NAME
Coverage is effective from the date the application and premium are received by SISC until June 30
SCHOOL DISTRICT:
(THIS CARD IS FOR APPLICANT'S CONVENIENCE ONLY AND IS NOT PROOF OF COVERAGE)



La escuela no es un deporte para espectadores. De dar saltitos a brincos y hasta tener una vida escolar activa en el plantel escolar, nuestro compromiso de proteger a los niños empieza desde la edad pre-escolar.

Es por eso que estamos aquí!



**SISC**

Self-Insured Schools of California

Envíe Pagos y Reclamos a:  
SISC Student Accident Coverage  
P.O. Box 1847  
Bakersfield, CA 93303-1847

¿Preguntas? Llame al (661) 636-4736

**EXCUSIONES Y LIMITACIONES DEL PLAN PARA ACCIDENTES**

Los beneficios no se pagarán por: a) la pérdida o un gasto ocasionado por, contribuido a, o que haya resultado debido a: o b) tratamiento, servicios o suministros por, en, o relacionados con:

1. Enfermedad o dolencia.
2. Participación en la práctica o juego de fútbol Americano de tackleo (tackle football).
3. Lesión o lesiones auto-infligidas.
4. Tratamiento de Ortodoncia (frenos o retenedores) por cualquier motivo o daño a o pérdida de los frenos o retenedores.
5. Ayuda artificial, tales como lentes de aumento, pupilentes, audífonos, exámenes de refracción o recetas médicas para los mismos.
6. Servicios o tratamientos proveídos por un médico, una enfermera o cualquier otra persona quien sea (a) empleado o contratado por el Beneficiario, o (b) un miembro de la familia inmediata del Beneficiario.
7. Una lesión que se sufre cuando el Beneficiario es el conductor de cualquier automóvil.
8. Una lesión que se sufre durante el transcurso de trabajo al estar como aprendiz observando un trabajo o al estar trabajando para recibir un salario o ganancias.
9. Una lesión ocasionada por envenenamiento, gas, o vapores ingeridos voluntariamente, ya sea suministrados, absorbidos o inhalados; o al estar intoxicado, o debido al consumo de cualquier sustancia regulada, o droga al menos de que esa droga sea recetada por un médico.
10. Una lesión ocasionada debido a una guerra, acto de guerra, ocasionada por participar en un motín o debido a una pelea (salvo en defensa propia).
11. Una lesión sufrida debido a un acto de renuncia a actuar por parte del estudiante mientras el o ella está cometiendo o intentando cometer un delito mayor.
12. Una lesión sufrida al estar: (o al estar participando en) cabalgando, montando en globo aerostático, andando en bicicleta con un club en grupo, deslizándose sobre la nieve, boxeando, participando en un salto de bungee (salto de caída libre), volando en una aeronave ultra ligera, volando en planeador, volando en un deslizador, practicando artes marciales, lanzándose en paracaídas, practicando paravelismo, cabalgando en una charreada,

continued

patinando sobre ruedas en línea, andar volando sin motor, buceando, disparando armas de fuego, practicando paracaidismo o surf de cualquier tipo.

13. Cualquier lesión que sufra algún estudiante que esté como espectador de alguna actividad escolar que no sea obligatoria, patrocinada por la escuela, después del horario de clases, incluyendo la noche de orientación para padres (al reinicio de las clases), la recepción para padres y estudiantes, bailes y actividades deportivas, entre otros.

**DISPOSICIÓN ADICIONAL**

Aunque tenga otro seguro médico, el Plan podrá cubrir saldos pendientes, deducibles y los gastos médicos que sean elegibles que no cubra otro seguro. Después de que su compañía aseguradora haya pagado lo que le corresponde, este plan cubrirá el saldo pendiente. Debido a que este es un plan suplementario, a este plan no se le considerará ser el plan principal ni se hará responsable de pagar ningún gasto ocasionado por lesiones las cuales haya cubierto el seguro médico principal en vigor. Este plan no pagará ninguna cantidad por gastos médicos que no cubra la compañía aseguradora principal debido a recargos pendientes cuando la persona asegurada no cumplió con las disposiciones o los requisitos de la póliza.

**PLAN GARANTIZADO POR SISC**

SISC Supplemental Student Accident Coverage  
P.O. Box 1847  
Bakersfield, CA 93303-1847

¿Preguntas? Favor de comunicarse  
al (661) 636-4736

Una agencia conjunta administrada por el Superintendente de Escuelas,  
Mary C. Barlow, Superintendente

Rev. 05/2023

**COBERTURA SUPLEMENTARIA PARA ACCIDENTES ESTUDIANTILES SISC**



Los niños  
niños son.

Cobertura que paga  
hasta \$25,000 por cada lesión  
accidental al estar asistiendo a  
clases y participando en actividades  
patrocinadas por la escuela.



**SISC**

Self-Insured Schools of California  
Schools Helping Schools



# Cobertura Suplementaria Para Accidentes Estudiantiles Sisc

SISC provee un Plan Básico Auto-asegurado que proporciona hasta \$2,500 por lesión accidental, sin costo a usted, siempre y cuando el estudiante esté asistiendo a la escuela y participando en actividades escolares y deportivas patrocinadas por la misma. Se excluye el fútbol Americano de tackleo de la escuela preparatoria (tackle football). La cobertura que se describe en este folleto pagará en exceso de los \$2,500 pagados bajo el plan básico que proporciona SISC.

## UN SOLO PAGO: \$25.00

### COBERTURA SUPLEMENTARIA SISC PARA ACCIDENTES ESTUDIANTILES:

- Durante el plazo escolar regular, en el plantel escolar mientras las clases estén en sesión
- Viajes directos e ininterrumpidos a, y entre la casa y clases programadas dentro de un auto proporcionado por la escuela
- Deportes patrocinados y supervisados excluyendo el fútbol Americano de tackleo de la escuela preparatoria
- Mientras este viajando hacia, durante o después de tales actividades dentro de un auto proporcionado por la escuela
- La cobertura estará vigente a partir de la fecha en que SISC reciba la solicitud y el pago de la prima hasta el 30 de junio
- La cobertura se puede adquirir en cualquier momento durante el año
- Se aceptan cheques y giros postales (FAVOR DE NO MANDAR DINERO EN EFECTIVO)

### DATOS DE LA PÓLIZA:

1. CAPACIDAD DE TRANSFERENCIA: La póliza sigue en vigor en cualquier parte de los Estados Unidos si el beneficiario se muda a otro distrito que sea miembro del SISC II, siempre y cuando sea antes de que caduque la cobertura.
2. La cobertura solo es disponible para estudiantes matriculados en distritos que sean miembros del SISC II.
3. CANCELACIÓN: La cobertura de la Póliza no se cancelará, y según corresponda, los pagos de primas no se reembolsarán después de que SISC los acepte.
4. La Póliza Maestra archivada con la oficina de SISC es una póliza no renovable de un año de duración.
5. Es una póliza de beneficios limitados.
6. INSCRIPCIÓN INICIAL: La cobertura entra en vigor en la fecha en que la SISC reciba la solicitud y el pago de la prima.
7. INSCRIPCIÓN TARDÍA: No habrá reducción del pago de la prima para cualquier persona que se inscriba tarde en el año.
8. Su cheque cancelado o talón de giro postal es su único recibo y notificación de cobertura. Se le proporciona una tarjeta para su cartera pero no es prueba de cobertura.
9. La devolución de un cheque por parte del banco, por cualquier motivo, resultará en que la cobertura del seguro se cancele.

### DEFINICIONES:

Una lesión corporal es aquella que sea: 1) directa e independientemente ocasionada por un contacto accidental específico con otro cuerpo u otro objeto; 2) no relacionada a un trastorno patológico, funcional o estructural; 3) el origen de una pérdida; y 4) se sufrió mientras la persona con cobertura esté cubierta por ésta póliza. Se considerará que una sola lesión equivale a todas las que se hayan sostenido en un accidente, incluyendo todas las enfermedades relacionadas y síntomas recurrentes de las mismas. Una lesión no incluye una pérdida que sea el resultado total o parcial, directo e indirecto de una enfermedad u otra dolencia corporal.

### POLÍTICA DE CONFIDENCIALIDAD:

Sabemos que su privacidad es importante para usted y nos esforzamos para proteger la privacidad de sus datos personales confidenciales. No divulgamos ningún dato personal confidencial a nadie, salvo como lo permita o requiera la ley. Mantenemos medidas apropiadas físicas, electrónicas y previsiones procesales para garantizar la seguridad de sus datos personales confidenciales.

### Envíe preguntas, pagos y reclamos a:

SISC Student Accident Coverage  
P.O. Box 1847  
Bakersfield, CA 93303-1847  
(661) 636-4736

**Favor de guardar este folleto para consultarlo en el futuro. No recibirá pólizas individuales del seguro o tarjetas de identificación.**



## BENEFICIOS MÁXIMOS SE PAGARÁN SEGÚN LO INDICADO:

### Normal & Habitual (N&H)

La Póliza brinda beneficios en caso de una pérdida debido a una lesión siempre y cuando esté cubierta, hasta alcanzar el Beneficio Máximo indicado (véase la gráfica) para cada una. Los beneficios por los Gastos Médicos Cubiertos realizados 52 semanas a partir de la fecha de la lesión los pagará el plan si el tratamiento lo proporciona un médico acreditado y calificado comenzando en un plazo de 30 días a partir de la fecha en que sufrió la lesión. No se cubrirá ningún suministro o servicio que no esté listado específicamente. Debido a que este es un plan suplementario, a este plan no se le considerará ser el plan principal ni se hará responsable de pagar ningún gasto ocasionado por lesiones las cuales haya cubierto el seguro médico principal en vigor.

BENEFICIO MAXIMO	\$25,000 por cada lesión
Coseguro (El plan paga)	80% de N&H salvo como se indique abajo
Coseguro (Usted paga)	20% de N&H salvo como se indique abajo
Habitación dentro del Hospital & Comida/Otros	80% de N&H/\$1,250 pago total por día
Sala de Urgencias El uso del cuarto y suministros, el tratamiento inicial se debe proveer dentro de un plazo de 72 horas comenzando cuando sostuvo la lastimadura.	80% de N&H, hasta un máximo de \$1,000
Cirujano	80% de N&H
1. Cirujano Auxiliar	20% de la cantidad permitida para el cirujano
2. Anestesiólogo	20% de la cantidad permitida para el cirujano
Instalación Quirúrgica	80% de N&H/\$2,500 máximo
Cobros del Doctor Sin incluir cirugía o quiropráctico. Los beneficios se limitan a una cita por día.	80% de N&H, hasta \$50
Fisioterapia/Quiropráctico	80% de N&H/un máximo de 15 citas en total
Rayos X	Rayos X
MRI/CT (Imágen de resonancia magnética/tomografía computarizada)	80% de N&H hasta un total de \$750
Férulas & Aparatos Ortopédicos	80% de N&H, un máximo de \$1,000
Ambulancia en carretera al hospital más cercano	80% de N&H
Laboratorio	80% de N&H
Medicamentos recetados (relacionados al accidente)	80% de N&H
Injections (accident related)	80% de N&H
Servicios dentales: Beneficios se pagan únicamente por dientes naturales sanos. El Plan no cubre beneficios de ortodoncia de ningún tipo.	80% de N&H/\$2,500 máximo

Los detalles acerca de estos beneficios los puede encontrar en la Póliza Maestra archivada en la oficina SISC.

## Application for SISC Supplemental Student Accident Coverage

APPELLIDO DEL ESTUDIANTE / NOMBRE / INICIAL DEL SEGUNDO NOMBRE

FECHA DE NACIMIENTOGRADO ESCOLAR

DOMICILIO

CIUDADESTADOCODIGO POSTAL

NUMERO DE TELEFONO

NOMBRE DEL DISTRITO ESCOLAR (SE REQUIERE PARA PROCESAR LA SOLICITUD)

NOMBRE DE LA ESCUELA

FIRMA DEL PADRE O GUARDIANFECHA

### PROCEDIMIENTO DE LA SOLICITUD

- Llene la solicitud y despegue el formulario de inscripción
- Extienda el cheque o el giro postal por \$25 dólares a SISC. FAVOR DE NO MANDAR DINERO EN EFECTIVO.
- Envíe la Solicitud y el pago a:  
SISC Student Accident Coverage  
P.O. Box 1847  
Bakersfield, CA 93303-1847
- Su cheque cancelado o el talón del giro postal serán su recibo

## SISC Supplemental Student Accident Coverage

NOMBRE DEL ESTUDIANTE

La cobertura entra en vigor a partir de la fecha en que SISC reciba la solicitud y el pago de la prima hasta el 30 de junio

DISTRITO ESCOLAR

**(ESTA TARJETA ES SOLO PARA EL SOLICITANTE Y NO ES PRUEBA DE COBERTURA)**



**LIMITATIONS AND EXCLUSIONS**

POLICY COVERAGE DATES: 7/1 TO 6/30

Medical expense benefits are limited as shown in the Summary of Benefits and may not pay all bills in their entirety. Benefits are payable only for expenses incurred for treatment, services and supplies rendered within 52 weeks of the accident. Treatment must commence within 30 days of the date of the accident. In-patient hospitalization must commence within 26 weeks of the date of the accident. The following limitations apply to the maximum benefits payable for charges incurred as the result of one accident.

**MOTOR VEHICLE ACCIDENTS**

*Maximum Amount - \$1,500*

**ATHLETIC AIR TEAM TRAVEL ACCIDENT**

*Maximum Amount - \$1,500*

**NON-DUPLICATION OF BENEFITS PROVISION**

If the student has other valid and collectible coverage, including pre-paid health plans, a claim must be filed with the other insurance company. However, SISC is primary to Medi-Cal and TriCare. After the primary insurance has paid, SISC will pay allowable benefits on the balance of the bills.

**EXCLUSIONS**

The policy does not cover and no payment will be made as a result of injury sustained prior to the effective date of insurance; intentionally, self-inflicted injury; suicide or any attempt there at; injury sustained while under the influence of alcohol or non-physician prescribed drugs; or while traveling in or on any aircraft or vehicle for air navigation except while as a passenger in a civilian aircraft operated by a scheduled airline; or while traveling in or on a motor vehicle (except to or from games away from the school under direct school supervision). No benefits are payable for hernia, illness or disease, eye examinations, eye glasses (except as specified in the Summary of Benefits), contact lenses, dental work (except prompt repair of injury to natural teeth) including orthodontic procedures, appliances and dentures; reconstructive or cosmetic surgery except as necessary for repair of injury; or injuries which are not accidental; C.P.M. machines, any type of bone growth stimulating device or machine; injuries as a result of fighting. No insurance is provided for injuries covered by workers' compensation or similar legislation; or care, treatment services or supplies not recommended and approved by a physician or which are not necessary; or to the extent that charges exceed reasonable and customary amounts; or charges that would not have been made if no insurance was in force.

**TACKLE FOOTBALL**  
COVERAGE PROGRAM



**SISC**  
Self-Insured Schools of California

P.O. Box 1847  
Bakersfield, CA 93303-1847  
Phone (661) 636-4736  
FAX (661) 636-4418

A joint powers authority administered by the  
Kern County Superintendent of Schools Office  
Mary C. Barlow, Superintendent

**Designed Especially for  
SISC II Member Districts**



**SISC**  
Self-Insured Schools of California  
*Schools Helping Schools*



SUMMARY OF BENEFITS

The policy will pay up to \$15,000 for covered medical expenses due to accidental bodily injury sustained in any one accident which occurs on or after the effective date of coverage. The covered treatment, care, services must be rendered within 52 weeks of the accident and benefits for covered expenses shall not exceed the specified amounts shown below. Accidental Death benefits of \$2,500 and Dismemberment Benefits up to \$15,000 are payable for loss resulting from accidental bodily injury within 30 days of the injury. The policy is secondary to all other valid and collectible insurances with the exception of Medi-Cal and Tricare.

Coverage and Benefits		
POLICY MAXIMUM per covered accident		\$15,000
DEDUCTIBLE		None
PHYSICIAN FEES - NON-SURGICAL (Excluding physical therapy/chiropractic)		\$45 Initial Visit \$75 Initial ER Visit \$25 Subsequent Visit
X-RAYS in or out of hospital including reading or interpretation thereof but excluding dental X-rays, not to exceed the amount specified below as the result of any one accident.		\$200
SURGEON		100% to \$1,000
ASSISTANT SURGEON		Up to \$250
ANESTHESIOLOGIST		Up to \$250
IN-PATIENT HOSPITAL	Room Rate Intensive Care	Semi-Private 2 x Semi-Private
HOSPITAL MISCELLANEOUS	Inpatient expense	80% to \$5,000
EMERGENCY ROOM CARE		Up to \$500
OUT-PATIENT SURGERY FACILITIES (room and supplies)		80% to \$2,000
DIAGNOSTIC IMAGING (MRI/CAT Scan)	Aggregate	\$750
LAND AMBULANCE SERVICE		Usual and Customary
PHYSICAL THERAPY/CHIROPRACTIC SERVICES		15 Visits @ \$25
DENTAL TREATMENT (per tooth)		\$500
ORTHOPEDIC APPLIANCES (prescribed by a physician)		Usual and Customary
OUT-PATIENT DRUGS		Usual and Customary
CASTING SUPPLIES		Usual and Customary
OUT-PATIENT LAB BENEFIT		\$75
EYEGLASS REPLACEMENT (Replacement of broken eyeglasses or lenses resulting from a covered accident requiring medical treatment. Routine refractions or eye exams are not covered.)		\$100

HIGH SCHOOL FOOTBALL COVERAGE

**Note:** Tackle Football is not covered under the SISC Student Accident Coverage Program.

SISC Tackle Football Coverage provides protection from an accident which occurs while practicing for, participating in a regularly scheduled and school sponsored tackle football game or traveling as a team member on school transportation to or from games not on the school grounds.

The accident must occur while the policy is in force and applies only to those parties where an application has been received and for whom the required premium has been paid.

Coverage becomes effective for the participant when the school district or SISC receive both the completed application and the premium.

No refunds or credits can be allowed for players who fail to make the squad or fail to complete the season.

Premium Rates - Single one time payment.

Football Coverage: \$60.00

Application Procedures

- 1. Complete the detachable application form and return it to the appropriate staff person at your school site.
- 2. Provide the premium payment to your school in the form of check or money order.
- 3. Retain the summary of benefits for future reference.
- 4. Claims are processed by SISC. If you have any questions, please call the number listed on the application.

Retain this Summary of Benefits

This summary of benefits is not a policy or certificate. Individual policies or certificates are not issued. Payment of benefits will be made in accordance with the policy terms. If any statement in the Summary of Benefits and any policy provisions differ, the policy will govern. Direct questions regarding the Master Policy to SISC.

APPLICATION FOR TACKLE FOOTBALL COVERAGE (ONLY)

STUDENT'S LAST NAME

FIRST NAME

DATE OF BIRTHGRADEAGE

SCHOOL NAME

SCHOOL DISTRICT

NAME OF PARENT OR GUARDIAN

ADDRESS

CITYSTATEZIP

SIGNATURE OF PARENT OR GUARDIANDATE

PLEASE RETURN THIS APPLICATION AND PREMIUM PAYMENT TO SCHOOL OFFICIAL.

TO BE COMPETED BY SCHOOL DISTRICT

NAME OF SCHOOL DISTRICT

DATE RECEIVED

STUDENT NAME (PLEASE PRINT)

SIGNATURE OF SCHOOL DISTRICT OFFICIAL

PREMIUM RECEIVED \$





## Calaveras Unified School District

P.O. Box 788  
San Andreas, CA 95249  
(209) 754-2300  
[www.calaveras.k12.ca.us](http://www.calaveras.k12.ca.us)

### Office of the Superintendent

July 2023

Subject: Asbestos Activities, 2023-2024

Dear Parents/Guardians, Students and Staff:

In 1987 Congress enacted the Asbestos Hazard Emergency Response Act (AHERA) to establish requirements for management of asbestos in public and nonprofit elementary and secondary schools. The act set standards for training, maintenance, abatement, inspections, surveillance, notifications and recordkeeping. A compliance program was initiated by the district in 1989. For all schools containing asbestos, periodic surveillance of known or assumed asbestos containing materials is conducted at six month intervals to determine any change in condition. Deterioration or damage is corrected through the AHERA operations and maintenance program, and preventative maintenance is routinely performed. AHERA requires this annual notice be promulgated to advise parents, students and staff of the status of the asbestos program.

In the previous 12 months, no areas were noted at any site accessible to students and staff that required any action other than normal maintenance and custodial care. No asbestos abatement activities are planned for the coming year.

Jesse Walsh is the AHERA designated person for Calaveras Unified School District. Documents kept in school administrative offices include the asbestos management plans, inspection reports and records of surveillance, training, maintenance and abatement. Copies of the plan may be obtained for a nominal charge. If you have any questions about the asbestos program or the AHERA legislation, please contact Jesse Walsh, Supervisor of Maintenance & Operations, at (209) 754-2331. This letter is being sent to parents, guardians and students in the Back-to-School packet as well as to the President of the PTA at each school, the President of the Teachers Association and the President of the Classified Employees Association for dissemination teachers and classified employees.

Sincerely,

Mark Campbell  
Superintendent

## Calaveras Unified School District INTEGRATED PEST MANAGEMENT PLAN

Calaveras Unified School District expects the following pesticides (pesticide products and active ingredients to be applied during the year. (This list includes pesticides that will be applied by Calaveras Unified School District staff or licensed pest control businesses.):

Pesticide Name	US EPA ID Number	Active Ingredient
Gly Star Pro	42750-MO-001	Glyphosate
Ranger Pro Herbicide	524-517	Isopropylamine Salt of Glyphosate
Hi-Yield KillZall II Weed and Grass Killer RTU	42750-66-7401	Isopropylamine Salt of Glyphosate
Impede	48498	Glyphosate
The End Wasp and Hornet Spray	11694-109	Tetramethrin, Permethrin, Piperonyl butoxide
Zep	1270-256	Delthmethrin
Terro ant bait	149-8	Sodium tetraborate
Raid Wasp & Hornet Spray	4822-553	Prallethrin Cypermethrin
Essentria IC3	Exempt	Exempt
Cy-Kick CS	499-304	Cyfluthrin
Tengard	70506-6	Permethrin
Kaput	72500-2	3-(alpha-Acetonilbenzyl-4-hydroxycoumarin
ZP Rodent Bait	12455-18	Zinc Phosphide
Ace Wasp & Hornet Killer	9688-325	Prallethrin, Cypermethrin
NexGen Vinilla Killa	1088-92-68909	Piperonyl Butoxide, Permethrin, Tetramethrin
Hot Shot Fogger	9688-254-8845	Tetramethrin, Cypermethrin
Combat Quick Kill Bait	64240-34	Fipronil
Spectracide - Weed Stop for Lawns	478-121-8845	2,4-D, dimethylamine salt, Mecoprop-p, dimethylamine salt, Dichlorprop-p, dimethylamine salt

### Healthy Schools Act

Calaveras Unified School District complies with the notification, posting, recordkeeping, and all other requirements of the Healthy Schools Act. (Education Code Sections 17608-17613, 48980.3; Food & Agricultural Code Sections 13180-13188)

### Training

Every year, Calaveras Unified School District employees who make pesticide applications receive the following training prior to pesticide use: Pesticide specific safety training (Title 3 California Code of Regulations 6724) and School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food & Agricultural Code Section 13186.5) and located at: <http://apps.cdpr.ca.gov/schoolipm/training/main.cfm> .

# CALAVERAS UNIFIED SCHOOL DISTRICT

**Mark Campbell, Superintendent**  
**July 2023**

The California Education Code (Section 48980) requires school districts annually to notify parents and guardians of their rights and responsibilities with regard to the following areas:

## **NOTE:**

To look up CUSD Board Policy (BP) go to [www.calaverasusd.com](http://www.calaverasusd.com), click on School Board Info, then Board Policy. Copies of Board Policy may be requested at any CUSD school site or the District Office.

### **Ed Code 221.5: Sex Equity in Education Act**

Elementary and high schools shall offer classes and courses to pupils without regard to the sex of the student and shall provide counseling in career, vocational or higher education opportunities without regard for the sex of the student counseled, if such counseling or school program guidance is provided. Notification of parents or guardians of the pupil shall be given in advance to encourage their participation in such counseling sessions and decisions.

### **Ed. Code 231.5: Educational Institutions; Written Policy on Sexual Harassment**

The district's policy prohibiting sexual harassment is attached to this notice as is set forth fully herein. (See Board Policy 5145.7)

### **Ed. Code 262.3 Appeals;**

Information re: Availability of Civil Remedies (see Board Policy 5145.7)

### **Ed. Code Sec 310: Parental Exceptions**

Parents or legal guardians of students who are placed in a structured English immersion program may waive the requirements of Ed Code Section 305 with written informed consent.

### **Ed. Code Sec 32255: Pupils' Rights to Refrain from the Harmful or Destructive Use of Animals**

A pupil's moral objection to dissection or otherwise harming or destroying animals must be

substantiated by a note from the pupil's parent or guardian. Each teacher whose instruction utilizes live or dead animals must also notify pupils of their right to refrain from such activity.

### **Ed. Code Sec. 32390: Fingerprinting Program**

The governing board of any school district may offer a Fingerprint Program for all children enrolled in Kindergarten or newly enrolled in that District. Each parent or guardian shall be informed of the school fingerprinting program when he or she first enrolls the child in the public schools. At that time, the parent or guardian shall declare, in writing, whether or not he/she consents to the program. If the parent or guardian does consent, he/she shall pay the applicable fee.

### **Ed. Code Sec 35256: School Accountability Report Card**

The governing board shall annually issue a School Accountability Report Card for each school in the district, publicize such reports, post them on the District's website, and provide parents or guardians with a copy upon request.

### **Ed. Code Sec 35291: District Rules Regarding Student Discipline BP 5144, AR 5144.1**

The governing board of each school district maintaining grades one through twelve shall notify the parents or guardians of the availability of rules regarding student discipline.

### **Ed. Code 39831.5: School Bus Rider Rules & Information**

All pupils who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety. Upon registration, parents or guardians of all pupils not previously transported in a school bus or school pupil activity bus and who are in grades prekindergarten, kindergarten, and grades 1 to 6 inclusive, shall be provided with written information on school bus safety.

### **Ed. Code Sec. 46010.1/AB 1541:**

#### **Absence for Confidential Medical Purposes BP 5113**

Requires school districts to notify the parents and/or guardians of all pupils in grades 7 to 12 that these pupils may be excused

from school for the purpose of obtaining confidential medical services without the consent of pupil's parent/guardian.

### **Ed. Code Sec 46014: Absence for Religious Purposes**

Pupils, with written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or receive moral or religious instruction for four or fewer days per month, provided the pupil attends school at least the minimum day for his grade.

### **Ed. Code Sec. 48204 (f): Compliance with Residency Requirements; Parent or Guardian Employment**

An elementary school pupil has complied with school attendance residency requirements if the pupil attends school in a district in which one or both of the pupil's parents, or guardians, is employed. The number of such interdistrict transfer requests can be limited based on the District's average daily attendance.

### **Ed. Code Sec. 48205: Absence for Justifiable Personal Reasons**

A student shall be excused from school for justifiable personal reasons, including, but not limited to, illness, quarantine, medical appointments, an appearance in court or jury duty, attendance at a funeral service (one day for a service conducted in California and three days if the service is outside California), observance of a holiday or religious ceremony of his/her religion, attendance at religious retreats (up to four hours per semester), or an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or designated representative. A pupil shall also be excused from school when he or she is the custodial parent of a child who is ill or has a medical appointment during school hours. No student may have his or her grade reduced or lose academic credit for absences excused under Section 48205, when missed assignments and tests can reasonably be provided and are satisfactorily completed within a reasonable period of time. A copy of Education Code 48205 follows.

**Ed. Code Sec 48205.**

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, opt metrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization 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.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (b) 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 therefor. 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.

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

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

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

**Ed. Code Sec. 48206.3: Pupils with Temporary Disabilities - Individual Instruction**

A pupil with a temporary disability which makes attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable shall receive individual instruction provided by the district in which the pupil is deemed to reside.

**Ed. Code Sec. 48207 & 48208: Pupils with Temporary Disabilities - Residency Requirements**

A pupil with a temporary disability, who is in a hospital or other health facility, excluding a state hospital, which is outside the school district in which the parent or guardian resides, shall have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the primary responsibility of the parent or guardian of the pupil with the temporary disability to notify the school district of the pupil's presence in a qualifying hospital.

The pupil shall be provided with instruction no later than 5 working days after a determination is made that he or she qualifies for individual instruction.

**High School Exit Exam**

The California High School Exit Examination is suspended through the 2017-18 school year pursuant to Education Code 60851.5, as added by SB 172

(Ch. 572, Statutes of 2015), and therefore the notice is not currently required. There is a possibility the suspension of the exam could be subsequently reinstated.

**Ed. Code Sec 48980(i): Attendance Options**

Enclosed with this notice is a list of the District's current statutory attendance options and local attendance options available on both an intradistrict and interdistrict basis, together with a description of each option, a description of the application procedure, an application form, and a description of the appeal procedure available, if any. Enclosed is an explanation of the current statutory attendance options prepared by the State Department of Education.

**Ed. Code Sec 48901: Smoking or Use of Tobacco or Tobacco or Nicotine Products Prohibited**

Students, employees or visitors shall not be allowed to smoke, chew or possess tobacco or nicotine products, including nicotine delivery devices such as electronic cigarettes on district owned or leased buildings, in district vehicles, at school-sponsored events, held on or off district property. Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any playground. (Health and Safety Code 104495).

**Ed. Code Sec 49063-49070, 49070: Pupil Records; Right to Access**

Parents of currently enrolled or former pupils have an absolute right to access to any and all pupil records related to their children which are maintained by school districts or private schools. The custodial parent/guardian of any student may submit a written request to correct or remove from his/her child's records any information concerning the child for reasons outlined in Administrative Regulation 5125.3. (See Board Policy 5125, Student Records, and Administrative Regulation 5125.3 Challenging Student Records)



**Ed. Code Sec 49063-49070, 49070: Pupil Records; Right to Access** Parents of currently enrolled or former pupils have an absolute right to access to any and all pupil records related to their children which are maintained by school districts or private schools. The custodial parent/guardian of any student may submit a written request to correct or remove from his/her child's records any information concerning the child for reasons outlined in Administrative Regulation 5125.3. (See Board Policy 5125, Student Records, and Administrative Regulation 5125.3 Challenging Student Records)

**Ed. Code Sec 49073: Directory Information**

The Superintendent or designee may authorize the release of student directory information to representatives of the news media, prospective employers or non-profit organizations and military recruiters as provided by law. No directory information shall be released regarding any pupil if a parent has notified the school district in writing that the information shall not be released. (BP 5125.1, Release of Directory Information)

**Notice of Privacy Policy (Education Code 51513, AR 5022, BP 6162.8)**

These policies and administrative regulation refer to the district's policy regarding student privacy; the process to opt your child out of participating in any activity described in this policy, as well as the district's responsibility to provide the approximate dates during the school year when these activities are scheduled.

**Ed. Code Sec 49091.14: The Education Empowerment Act of 1998; Parental Review**

The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, shall be compiled at least once annually in a prospectus.

Each school site shall make its prospectus available for review upon request. When requested, the prospectus shall be reproduced and made available. School officials may charge for the prospectus an amount not to exceed the cost of duplication.

**Ed. Code Sec. 49403, 48216: Immunizations**

In accordance with the age/grade and dose required by the California Department of Public Health (Health and Safety Code 120335; 17 CCR 6020), as of July 1, 2019, students entering school or advancing to the 7th grade must have: 4 doses of Polio, 5 doses of DTaP, 3 doses of Hepatitis B, 2 doses of MMR, and 2 doses of Varicella. Additionally, students advancing to 7<sup>th</sup> grade must have one dose of Tdap. For additional information see [shotsforschool.org](http://shotsforschool.org).

**School Health Services (AR 5141.6)**

Pursuant to Health and Safety Code 104830-104865, the District shall notify all parents/guardians of the opportunity to receive the topical application of fluoride, including fluoride varnish, or other decay-inhibiting agent to the teeth during the school year. This notification may be returned by the parent/guardian to consent to the treatment or to indicate that the student shall not receive treatment because he/she has received the treatment from a dentist or the treatment is not desired.

**Ed. Code Sec. 49423: Administration of Medication at School**

Upon written request from the parent and written instructions from a physician, medication may be administered to a child at school by a designated school employee. Additionally, a trained employee may administer an epinephrine auto-injector to provide emergency medical aide to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school. (See Board Policy 5141.21)

**Ed. Code Sec. 49451: Exemption from Physical Examination**

Upon receipt of a written request, the parent can exempt a child from all physical examinations. However, the child may be sent home if there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease.

**Ed. Code Sec. 49470-49473: Availability or Unavailability of Insurance Plan**

Individual pupil policies for accident insurance are available through the school district for injuries to pupils of the district arising out of accidents occurring while in or on buildings and other premises of the district during the time such pupils are required to be therein or thereon by reason of their attendance upon a regular day of school or while being transported by the district to and from school or other place of instruction, or while at any other place as an incident to school-sponsored activities and while being transported to, and from and between such places. Cost of such insurance is to be borne by the parent.

**Ed. Code Sec. 49480: Continuing Medication**

Parents/guardians of any student on a daily medication is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effectives, omission, or overdose.

**Ed. Code Sec 51930-51939: CA Healthy Youth Act**

A parent/guardian has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. A school district shall not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

At the beginning of each school year, the District shall: (a) notify the parent/guardian about instruction; (b) advise the parent/guardian that written and audiovisual educational materials used are available for inspection;

(c) advise the parent/guardian whether education will be taught by school district personnel or by outside consultants' (d) advise the parent/guardian that they have the right to excuse their child from all or part of instruction and that in order to excuse their child, they must state their request in writing to the school district.

This section does not apply to descriptions/illustrations of human reproductive organs which may appear in any science, hygiene or health textbook.

**Ed. Code Sec. 51240: Excuse from Instruction on Religious (Moral) Grounds**

Whenever any part of the instruction in health, family life education or sex education conflicts with the beliefs of the parent or guardian of any pupil, the pupil, upon written request, shall be excused from the part of the training which conflicts with such religious training and beliefs.

**Special Education**

Federal law requires that a free and appropriate education in the least restrictive environment be offered to qualified handicapped pupils. (IDEA)

**Ed. Code Sec 56040: Special Education for Handicapped Pupils**

Any pupil with exceptional needs, who is eligible to receive educational and related services, shall receive such instruction or services, or both, at no cost.

**Ed. Code Sec 56301: Child Find System; Policies and Procedures**

Each district, special education local plan area, or county office shall establish written policies and procedures for a continuous child-find system which addresses the relationships among identification, screening, referral, assessment, planning, implementation, review and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs.

**Ed. Code Sec 58501: Notice of Alternative Schools** California Law

authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines an alternative school as a school or separate class group within a school 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 his desire to learn.

(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.

(d) Maximize the opportunity for the students, teachers and parents 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 this district, and the pupil's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

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

**Ed. Code Sec 60641, 5 CCR 863: Test Results, Purpose and Use**

Within 20 working days of receiving results of standardized achievement tests, the District shall report results of tests, test purpose, individual score and intended use.

**Calaveras Unified School District Drug Free Policy:**

The Calaveras Unified School District Board of Trustees is committed to having drug-free schools and wishes to send a clear message that drug use or trafficking will not be tolerated on or near any school campus.

Calaveras Unified School District will address this problem by:

- 1) Providing and encouraging participation in drug-free activities.
- 2) Providing a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline.
- 3) Supporting intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.
- 4) Training personnel to identify symptoms which may indicate use of alcohol and other drugs.
- 5) Students possessing, selling and/or using alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion.

It is the desire of our staff to work in cooperation with students, parents, and community in an effort to keep our school drug and alcohol free. (Legal Reference: Board Policy and Administrative Regulation 5131.6, Alcohol and Other Drugs)

## **Calaveras Unified School District Policy - Tobacco-Free Schools**

The Calaveras Unified School District Board of Trustees is committed to providing a healthy, safe and productive environment for its employees and students.

Therefore, the Governing Board believes it is in the best interests of students, employees and the general public to prohibit smoking and the use of all tobacco products anywhere, anytime on property that is owned, leased or rented by the district and in district vehicles or private vehicles that are used to transport students. This ban includes all school buildings, school sites, and school vehicles, by all persons, including employees, students, and visitors attending any activities, athletic events or meetings. (Legal Reference: Board Policy 3513.3 - Tobacco Free Schools)

### **Ed. Code 51870.5, Pupil Internet Access**

A school district that provides pupils with access to the Internet and on-line services shall adopt a policy regarding such access and inform parents of "harmful matter" as defined in Penal Code Section 313 subd. (a). Such policy shall be attached to the annual notification required by Ed Code section 48980.

All students shall receive training in the proper use of each school's technological resources and shall receive copies of related district policies and regulations (see Board Policy and Administrative Regulation 6163.4 attached).

Before using on-line services, students will be provided with a Use of Electronic Information Resources Agreement. Each student and parent/guardian shall sign the user contract indicating that the student understands and agrees to abide by the specified user obligations and responsibilities. Once established, a student user account will remain active at his/her school site unless revoked by district administration or staff.

### **Section 504 of the Rehabilitation Act of 1973: Handicapped Pupils**

No pupil will be discriminated against on the basis of sex, handicap, race, color, national origin, or lack of English skills. Reasonable accommodation is available for handicapped students if necessary.

(Board Policy 0410 - Nondiscrimination in District Programs and Activities; Board Policy 6178 -Vocational Education.)

**Code of Regulations, Title 5, 4622: Uniform Complaint Procedures**  
Board Policy (BP 1312.3) regarding Uniform Complaint Procedures is included in this packet.

### **Federal Register 40 CFR 763.93: Asbestos Management Plan**

An updated management plan for asbestos-containing material in school buildings is available at the District Office.

### **HSC 324.2-324.3: Child Health and Disabilities Prevention Program**

All kindergarten pupils are required to have a physical examination prior to enrollment in first grade. Free health screening may be available through the local health department. Failure to comply with this requirement or sign a waiver may result in up to five days exclusion from first grade.

### **Ed Code 51550, WIC 18976.5: Child Abuse Prevention Training Program**

Parents have the right to refuse to allow their children to participate in a child abuse primary prevention program.

### **Ed. Code 48980(c): Minimum Days and Pupil-Free Staff Development Days**

Parents / guardians will be informed of the District's schedule of minimum days and pupil-free staff development days. A copy of the District's ensuing school calendar is included. If additional minimum days are scheduled following circulation of this notice, parents/guardians must be notified of those dates no later than one month before the scheduled pupil-free staff development day(s).

### **Calif. Vehicle Code 21204/21212: Bicycle Helmets**

The Governing Board recognizes that bicycle helmets lessen the seriousness of head injuries. The Board expects students who ride bicycles to and from school will

consistently wear bicycle helmets, observe safety laws and rules, and display courtesy toward other riders and pedestrians. (Board Policy 5142.3, Student Use of Bicycles)

### **34 Code of Federal Regulations 106.9: Nondiscrimination on Basis of Sex, Disability, Ethnicity or Lack of English Skills**

As required by law, the Superintendent or designee shall notify students and parents/guardians of the district's policy on nondiscrimination on the basis of sex, disability, ethnicity or lack of English skills and related complaint procedures. (Board Policy 0410, Nondiscrimination in District Programs and Activities; BP 1312.3, Uniform Complaint Procedures)

### **Megan's Law, Section 290.4 of the Penal Code): Availability of Information Regarding Registered Sex Offenders**

In accordance with Assembly Concurrent Resolution No. 72, parents/guardians are advised that the Department of Justice provides to local law enforcement agencies a CD-ROM or other electronic medium containing information regarding registered sex offenders, as required by Megan's Law, as specified. Local law enforcement agencies are required to make the CD-ROM or other electronic medium available for public viewing.

### **Forwarding Education Records, 34 CFR 99.34**

The district forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.

**Discrimination, 42 USC 6000** No pupil will be discriminated against on the basis of sex, race, color or national origin.

### **Grant Program for Payment of Advanced Placement Examination Fees, Education Code 52244**

The State has established a grant program for the purpose of awarding grants to cover the costs of advanced placement examination fees. This program is administered by the State Department of Education. Any economically disadvantaged pupil who is enrolled in an advanced placement course may apply to the District staff for a grant pursuant to Education Code.

Any economically disadvantaged pupil who is enrolled in an advanced placement course may apply to the District staff for a grant pursuant to Education Code section 52244.

### **Pesticide Notification, Education Code 17612**

Enclosed with this Notice is a notification of the name and active ingredients of all pesticide products expected to be applied at District schools during the upcoming year. Parents may register with the District if they wish to receive notification of individual pesticide applications at the school facility.

### **Photographing and Videotaping by the Media**

It is often advantageous to illustrate and publicize school activities in newspapers or on television by use of photographs or videotape of students at work, studying, or pursuing recreational interests.

Requests by the media to photograph or videotape students are well screened in advance by school district administration. Teachers may take pictures of students for School District use for public affairs or for our web site. If you do not wish your student to be photographed or videotaped by the media, please notify the school office in writing.

### **5 CCR 11523, Notice of Proficiency Exam:**

Students in grades 11 and 12 shall be notified, early enough to enable registration for the current California High School Proficiency Examination, provided under Education Code 48412.

### **CSIS Participation Notification**

This District is participating with the California School Information Services (CSIS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to districts and/or public postsecondary institutions to which the student is transferring or applying for admission. All data maintained by the CSIS Program is in compliance with federal and state privacy and confidentiality requirements.

Student information is encoded such that no personally identifiable

information is retained by CSIS. The data being transferred is specific to the state reports and records transfer requirements and no additional data is reported. The benefits of participation to the student and parent are that student records can be transferred much more promptly, and that information about student assessment and academic placement will be available at the time of transfer. Schools and district s will benefit from the streaming and reduction of required state reporting.

### **Ed. Code 49455, 17CCR 2951 Vision and Hearing Screening**

In accordance with the California Education Code 49455 and CCR Title 17 Section 2951, student vision and hearing screening will be provided at school entry TK/K, 2, 5 and 8th grades and to all students enrolled in special education as required for their Individualized Education Plan (IEP). Additionally, vision/hearing screening may be provided to any student who exhibits signs and symptoms of eye or vision/hearing problems. Parents may opt their child out of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, including hearing or vision screenings, or any physical exam or screening permitted or required under State law. Parents have the right to have their child's vision tested outside of school (at the parent's expense), California Education Code 49455, to meet the State law requirement.

### **Ed. Code (35186): Williams Case Notice**

Parents and Guardians, you are hereby notified that:

1. There should be sufficient textbook and instructional materials. That means each pupil, including English Learners, must have a textbook or instructional materials, or

both, to use in the classroom and to take home to complete required homework assignments.

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

3. A complaint form may be obtained at the school office, district office or downloaded from the school website at: [www.calaverasusd.com](http://www.calaverasusd.com).

### **Mandatory Annual Notice Changes**

#### ***Firearm Safety and Safe Storage of Firearms Information (Assembly Bill 452 and Senate Bill 906)***

Beginning with the 2023-2024 school year, local educational agencies are required to include information in their Annual Notices related to the safe storage of firearms and California's child access prevention laws, which establish liability for parents and guardians who should have known that their child could gain access to a firearm at home. The information included in the Annual Notice must be informed by model content developed by the California Department of Education (CDE), which will be updated annually.

#### ***Anti-Seizure Medication (Assembly Bill 1810)***

As of January 1, 2023, parents may authorize school districts to have trained volunteers administer anti-seizure medication to their children.

#### ***Excused Absences for Political or Civic Events (Senate Bill 955)***

Middle and high school students may attend political or civic events for one day per year as an excused absence. Schools may authorize more time off for these purposes. Annual Notice excused absence provisions must be updated to include this new type of excused absence.

#### ***Educational Rights of High Mobility High School Students (Senate Bill 532)***

SB 532 took effect on January 1, 2023, as a measure to improve educational outcomes for "high mobility" high school students who transfer between schools after their second year of high school.

“High mobility” includes students in foster care, students experiencing homelessness, recent immigrants, migrant students, former juvenile court school students, and students from a military family. SB 532 seeks to provide efficient transfer procedures for these students.

You may also download a copy of the California Department of Education complaint form from the following Web site:  
<http://www/cde/ca/gov/re/cp/uc/index.asp>

To look up CUSD Board Policy, go to [www.calaverasusd.com](http://www.calaverasusd.com) and click onto School Board Information then Board Policy.

To look up California Education Code go to <http://www.leginfo.ca.gov> click onto California Law and select Education Code.



## **Calaveras Unified School District**

3304-C Highway 12  
P.O. Box 788  
San Andreas, CA 95249  
(209) 754-2300  
[www.calaveras.k12.ca.us](http://www.calaveras.k12.ca.us)

---

### **Parent Rights to Request Teacher Qualifications**

If your child is attending a school receiving Title 1 federal funds, Federal Law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

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

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

If you would like to request this information, please contact Calaveras Unified School District, Personnel Dept. at 209-754-2302.

# **Board Policy**

## **Parent Involvement**

BP 6020

### **Instruction**

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

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

(cf. 5020 - Parent Rights and Responsibilities)

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

(cf. 0460 - Local Control and Accountability Plan)

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

(cf. 0500 - Accountability)

### **Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the

district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC



6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

#### Non-Title I Schools

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

#### Legal Reference:

##### EDUCATION CODE

11500-11505 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 School plan for student achievement, consolidated application programs

##### LABOR CODE

230.8 Time off to visit child's school

##### CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

##### UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

7241-7246 Family engagement in education programs

##### CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

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

California Department of Education, Family, School, Community Partnerships:

<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

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

Adoption: June 30, 2020

CALAVERAS UNIFIED SCHOOL DISTRICT

San Andreas, CA 95249

# Administrative Regulation

## Parent Involvement

AR 6020

### Instruction

#### District Strategies for Title I Schools

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

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6171 - Title I Programs)

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the district's local control and accountability plan (LCAP) in accordance with the review schedule established by the Governing Board
- b. Invite input on the plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
- d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
- f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
  - b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
  - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
  - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
  - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
  - c. Schedule joint meetings with representatives from related programs and share data and information across programs
  - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
- 4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
  - a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
  - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
  - c. Strategies to support successful school and family interactions

(cf. 0500 - Accountability)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
  - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
  - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

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

In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)

#### School-Level Policies for Title I Schools

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

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
  - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
  - (2) Frequent reports to parents/guardians on their children's progress
  - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
  - (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
- 7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:
  - a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)



- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between

parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation

- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

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

- j. Provide a master calendar of district/school activities and meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
  - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
- p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
- q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

#### District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
- c. Provide parents/guardians with information about students' class assignments and homework assignments

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
  - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
  - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues
- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing

translation or interpreter services, transportation, and/or child care

4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
  - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

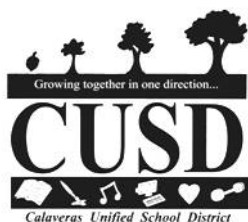
Adoption: June 30, 2020

CALAVERAS UNIFIED SCHOOL DISTRICT  
San Andreas, CA 95249

## **Notification of Rights under FERPA for Elementary and Secondary Schools**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day any school in the Calaveras Unified School District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.



## Calaveras Unified School District

3304-C Highway 12  
P.O. Box 788  
San Andreas, CA 95249  
(209) 754-2300  
[www.calaveras.k12.ca.us](http://www.calaveras.k12.ca.us)

---

Date July 2023

Dear Parents and Community Members,

The Calaveras Unified School District wishes to inform you of a recent change to the California Education Code, SEC. 2. Section 48986 under California Assembly Bill 452:

1. (a) (1) A local educational agency shall inform, through a notice in the manner prescribed in this section, the parents or guardians of each enrolled pupil of California's child access prevention laws and laws relating to the safe storage of firearms, including, but not limited to, Division 4 (commencing with Section 25000) of Title 4 of Part 6 of the Penal Code.

"There is no such thing as being too careful with children and guns. Never assume that simply because a toddler may lack finger strength, they can't pull the trigger. A child's thumb has twice the strength of the other fingers. When a toddler's thumb "pushes" against a trigger, invariably the barrel of the gun is pointing directly at the child's face. NEVER leave a firearm lying around the house".

**Question:** Why are you sending me this information & what does it mean for me?

**Answer:** Every family in the district will receive this information on an annual basis. In addition to updating you about changes to the law, Calaveras Unified School District believes that information on keeping kids safe and providing details to you about gun safety and proper storage in the home is not just the law, it's also the right thing to do for the community we serve.

For More Info on AB 452

visit: [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB452](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB452)

*You Cannot Be Too Careful with Children and Guns*

Child safety precautions still apply even if you have no children or if your children have grown to adulthood and left home. A nephew, niece, neighbor's child or a grandchild may come to visit. Practice gun safety at all times.

To prevent injury or death caused by improper storage of guns in a home where children are likely to be present, you should store all guns unloaded, lock them with a firearms safety device and store them in a locked container. Ammunition should be stored in a location separate from the gun."

<https://oag.ca.gov/firearms/tips#:~:text=To%20prevent%20injury%20or%20death,location%20separate%20from%20the%20gun>

Sincerely,

Mark Campbell  
Superintendent---Calaveras Unified School District



## INFINITE CAMPUS PARENT PORTAL



Calaveras Unified School District, Nutritional Services

[www.calaverasusd.com](http://www.calaverasusd.com)

### Set up your *Infinite Campus Parent Portal Account!*

- **YOU GET:** Access to your student's school information; Meal Accounts, Assignments, Attendance, Grades, Transportation, Fees, and.... *Submit your Educational Benefit Economic Survey!*

- **Online Payments to Meal Accounts** (Visa, MasterCard or echeck)

You can view all account transactions, purchases and payment history.

**PLUS: There's an app for that!**

The Portal is also available as an app for Android, iPhones, iPads and iPad Touch devices.

(Select the appropriate application button from the Portal Family Messages page to download the app.)



# MEALS ARE FREE



**\$ Ala Carte items and second meals available for purchase \$**

**PREFERRED: PURCHASE WITH FUNDS ON ACCOUNT / Cash NOT preferred ☹**

**NO CHANGE WILL BE GIVEN at the register.**

Change will be deposited on student's account for future use.



### Activating your Parent Portal:

- Visit <https://www.calaverasusd.com> and click on the Parent Portal quick link.
  - Or to go directly to the Portal log-in page:  
<https://calaverasusd.infinitecampus.org/campus/portal/calaverasUnified.jsp>
- Once set-up is complete and you are logged in; you have several options within the Portal.
- **TO MAKE ON-LINE MEAL ACCOUNT PAYMENTS:**  
Select **Food Service** (from the list on the left) then, **My Accounts** (upper right)  
Then select **Payment Methods>** to enter your credit/debit card or echeck information. Follow instructions to enter the payment amount you desire and add to Cart. From the Cart verify and click on Submit Payment.  
You can also set up **Recurring Payments>**  
or **Optional Payments>** to access Bus Pass, After School Program and Pre-School payment options.
- **TO VIEW MEAL ACCOUNT TRANSACTIONS:** Select **Food Service** (from the list on the left) and select the account you want to view (if you have multiple students).
- **TO COMPLETE YOUR EDUCATIONAL BENEFIT ECONOMIC SURVEY:**  
On the left side of the screen scroll down and select **More**, then select **Meal Benefits**.  
Then select: "[click here to start the application process](#)". *This data submission is 100% confidential.*

For questions, or to transfer funds between accounts, contact: CUSD Nutritional Services (209) 754-2120 or email: [mhernandez@calaveras.k12.ca.us](mailto:mhernandez@calaveras.k12.ca.us) *This Institution is an Equal Opportunity Provider and Employer*





# INFINITE CAMPUS PARENT PORTAL



## Calaveras Unified School District

[www.calaverasusd.com](http://www.calaverasusd.com)

### ¡Configure su cuenta del Portal para Padres de Infinite Campus!

- USTED OBTIENE: Acceso a la información de la escuela de sus estudiantes; Cuentas de comidas, asignaciones, asistencia, calificaciones, transporte, tarifas, envíe su encuesta económica del hogar y MÁS ...
- Pagos en línea a cuentas de comidas (Visa, MasterCard or echeck)  
Puede ver todas las transacciones de la cuenta, las compras y el historial de pagos.

#### **ADEMÁS: ¡Hay una aplicación para eso!**

El Portal también está disponible como aplicación para dispositivos Android, iPhone, iPad y iPad Touch.

(Seleccione el botón de la aplicación correspondiente en la página Mensajes familiares del Portal para descargar la aplicación).



## LAS COMIDAS SON GRATIS



**\$ Artículos a la carta y segundas comidas disponibles para comprar \$**

**Preferida: Compra con dinero a cuenta 😊 / no se prefiere efectivo ☹️**

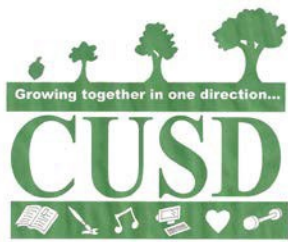


### Activando su Portal de Padres:

- Visite <https://www.calaverasusd.com> y haga clic en el enlace rápido del Portal para padres.  
O para ir directamente a la página de inicio de sesión del Portal:  
<https://calaverasusd.infinitecampus.org/campus/portal/calaverasUnified.jsp>
- Una vez que se complete la configuración y haya iniciado sesión; tienes varias opciones dentro del Portal.
- PARA REALIZAR PAGOS EN LÍNEA DE COMIDAS EN CUENTA:  
Seleccione Servicio de alimentos (de la lista de la izquierda) y luego, Mis cuentas (arriba a la derecha) Luego seleccione Métodos de pago> para ingresar la información de su tarjeta de crédito/débito o cheque electrónico. Siga las instrucciones para ingresar el monto del pago que desea y agregar al carrito. Desde el carrito verifique y haga clic en Enviar pago. También puede configurar pagos recurrentes> o Pagos opcionales> para acceder a las opciones de pago de Pase de autobús, Programa extracurricular y Preescolar.
- PARA VER LAS TRANSACCIONES DE LA CUENTA DE COMIDAS:  
seleccione Servicio de alimentos (de la lista de la izquierda) y seleccione la cuenta que desea ver (si tiene varios estudiantes).
- PARA COMPLETAR SU ENCUESTA ECONÓMICA DEL HOGAR:  
En el lado izquierdo de la pantalla, desplácese hacia abajo y seleccione Más, luego seleccione Beneficios de comidas. Luego seleccione: "haga clic aquí para iniciar el proceso de solicitud". Esta presentación de datos es 100% confidencial.

CUSD Nutritional Services (209) 754-2120 or email [mhernandez@calaveras.k12.ca.us](mailto:mhernandez@calaveras.k12.ca.us)

**Esta Institución es un Proveedor y Empleador de Igualdad de Oportunidades**



July 1, 2023

Dear Families:

We are pleased to inform you that your child will have the opportunity to participate in the *Teen Talk Middle School* course in their 8<sup>th</sup> Grade Science class during 2<sup>nd</sup> Semester. *Teen Talk Middle School* is a comprehensive sexuality education program developed by trained professionals in the field of sexuality education at Health Connected.

*Teen Talk Middle School* is a comprehensive sexuality education course designed to provide an open forum for teenagers to ask questions and get medically-based, accurate, and unbiased information. *Teen Talk Middle School* complies with California Education Codes 51930-51939 (California Healthy Youth Act of 2015) and meets the California *Health Education Content Standards* under *Growth, Development, and Sexual Health*.

*Teen Talk Middle School* covers the following areas:

- Values Clarification
- Sexual and Reproductive Anatomy
- Abstinence/Not Having Sex
- **Parent/Guardian Communication \* BE PREPARED FOR A HOMEWORK ASSIGNMENT WHICH INVOLVES YOUR CHILD DISCUSSING THESE ISSUES WITH YOU.**
- Healthy Relationships
- Birth Control, including a condom demonstration
- Pregnancy Options
- Sexually Transmitted Infections, including HIV
- Sexual Safety, Consent, and the Law
- Sexuality Identity & Gender
- Sex in the Media
- Communication and Decision-Making
- Human Trafficking

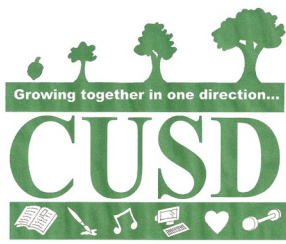
A pre-/post-assessment will be administered at the beginning and end of the course. The assessment tests sexual health knowledge that will be covered during the course as well as questions about student comfort and confidence in communicating about sexual health topics with peers, partners, and trusted adults.

You can examine instructional materials, including assessments, at the school office. If you have questions, please see your child's teacher or principal. State law allows you to remove your student from any portion of a comprehensive sexual health education course. If you do not want your student to participate in this sexual health course, please provide a note to your student's 8<sup>th</sup> Grade Science class teacher by January 8<sup>th</sup>.

The goal of a comprehensive sexual health education program is to help students learn the facts and use their knowledge to make good decisions now and later in life.

Sincerely,

Mark Campbell  
Superintendent



July 1, 2023

Dear Families:

We are pleased to inform you that your student will have the opportunity to participate in the *Teen Talk High School* course in their Physical Education class during 2<sup>nd</sup> Semester. *Teen Talk High School* is a comprehensive sexuality education program developed by trained professionals in the field of sexuality education at Health Connected ([www.health-connected.org](http://www.health-connected.org)).

*Teen Talk High School* is a comprehensive sexuality education course, designed to provide an open forum for teenagers to ask questions and get medically-based, unbiased, and accurate information. *Teen Talk High School* complies with California Education Codes 51930-51939 (California Healthy Youth Act of 2015) and meets the California Health Education Content Standards under “Growth, Development and Sexual Health.”

*Teen Talk High School* covers the following topics:

- Values Clarification
- Sexual and Reproductive Anatomy
- Abstinence/Not Having Sex
- **Parent/Guardian Communication \*BE PREPARED FOR A HOMEWORK ASSIGNMENT WHICH INVOLVES YOUR CHILD DISCUSSING THESE ISSUES WITH YOU.**
- Healthy Relationships
- Birth Control, including a condom demonstration
- Pregnancy Options
- Sexually Transmitted Infections, including HIV
- Sexual Safety, Consent, and the Law
- Sexual Identity & Gender
- Sex in the Media
- Communication and Decision-Making
- Human Trafficking

A pre/post-assessment will be administered at the beginning and end of the course. The assessment covers sexual health knowledge that will be covered during the course as well as questions about student comfort and confidence in communicating about sexual health topics with peers, partners, and trusted adults.

You can examine instructional materials, including assessments, at the school office. If you have questions, please see your child's teacher or principal. State law allows you to remove your student from any portion of a comprehensive sexual health education course. If you *do not want your student to participate* in this sexual health course, please give a note to your student's 9<sup>th</sup> Grade Physical Education teacher by January 8<sup>th</sup>.

The goal of a comprehensive sexual health education program is to help students learn the facts and to make good decisions now, and later in life.

Sincerely,

Mark Campbell  
Superintendent

# Statewide Testing Notification

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

## **The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:**

- **Smarter Balanced Assessment Consortium Assessments**

The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

- **California Science Tests (CAST)**

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

- **California Alternate Assessments (CAAs)**

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019.

- **California Spanish Assessment (CSA) for Reading/Language Arts**

The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards en Español. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics.

Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

## **English Language Proficiency Assessments for California**

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

## **Physical Fitness Test**

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

## Notificación de Exámenes Estatales

Los estudiantes de California presentan varios exámenes estatales requeridos. Estos exámenes brindan a los padres/tutores, maestros y educadores información sobre qué tan bien los estudiantes están aprendiendo y preparándose para ingresar a la universidad o ejercer una profesión. Los resultados de los exámenes podrían usarse con fines de rendición de cuentas locales, estatales y federales.

### **Los Exámenes del Rendimiento y Progreso de los Estudiantes de California (CAASPP) consisten en lo siguiente:**

- **Exámenes del Smarter Balanced Assessment Consortium**

Los exámenes adaptables mediante computadora de Smarter Balanced están alineados con los Estándares Académicos Fundamentales Estatales (CCSS). Los exámenes de artes del lenguaje inglés y lectoescritura (ELA) y matemáticas se aplican desde el tercero al octavo y undécimo grado para medir si los estudiantes están en vías a su preparación para ingresar a la universidad o ejercer una profesión. En el undécimo grado, los resultados de los exámenes de ELA y matemáticas se pueden utilizar como un indicador de la preparación para el ingreso a la universidad.

- **Exámenes de Ciencias de California (CAST)**

Los nuevos CAST basados en la computadora miden el logro de los estudiantes de los Estándares de las Ciencias de la Siguierte Generación de California (CA NGSS) mediante la aplicación de sus conocimientos y habilidades en las prácticas de ciencias e ingeniería, ideas básicas disciplinarias y conceptos transversales. Los CAST se aplican a todos los estudiantes en el quinto y octavo grado y una vez en la escuela preparatoria (es decir en décimo, undécimo o duodécimo grado).

- **Exámenes Alternativos de California (CAA)**

Sólo los estudiantes que cumplen los requisitos —estudiantes cuyos programas de educación individualizados (IEP) identifican el uso de los exámenes alternativos— podrán participar en los CAA. Los examinadores aplican los CAA basados en la computadora en ELA, matemáticas y ciencias de forma individual a los estudiantes. Los estudiantes desde el tercero al octavo y undécimo grado presentarán los CAA de ELA y matemáticas. Los elementos de los exámenes elaborados para ELA y matemáticas están alineados con los CCSS y se basan en los Conectores del Contenido Básico.

Los estudiantes en el quinto y octavo y una vez en la preparatoria (es decir, en el décimo, undécimo o duodécimo grado) presentarán los CAA de ciencias. Las tareas de desempeño integradas de los CAA de ciencias tienen como base los estándares de logro alternativos derivados de los CA NGSS. Los estudiantes

que presentan los CAA de ciencias presentarán tres tareas de desempeño integradas en la primavera de 2019.

- **Examen de Español de California (CSA) para Lectura/Artes del Lenguaje**

El CSA opcional para lectura/artes del lenguaje en español está alineado con los Estándares Académicos Fundamentales de California en Español. Este examen basado en la computadora permite a los estudiantes demostrar sus habilidades de español en comprensión auditiva, lectura y mecanismo de la escritura.

De conformidad con la sección 60615 del *Código de Educación* de California, los padres o tutores pueden presentar anualmente ante la escuela una petición por escrito para excusar a su hijo de uno o todos los exámenes de CAASPP.

## **Exámenes del Dominio del Idioma Inglés para California**

Los ELPAC están alineados con los Estándares del Desarrollo del Idioma Inglés de California de 2012. Constan de dos exámenes separados de Dominio del Idioma Inglés (ELP): uno para la identificación inicial de los estudiantes como estudiantes de inglés como segundo idioma y el otro para la evaluación sumativa anual para identificar el nivel de dominio del inglés de los estudiantes y para medir su progreso en el aprendizaje del inglés

## **Examen de Aptitud Física**

El examen de aptitud física para los estudiantes de las escuelas de California es el FitnessGram®. El principal objetivo de este examen es ayudar a los estudiantes a que inicien su adquisición de hábitos de actividad física regular para toda la vida. Los estudiantes en el quinto, séptimo y noveno grado participan en el examen de aptitud.

# Calaveras Unified School District

## Available Language Programs and Language Acquisition Programs

Calaveras Unified School District offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (*EC* Section 310[a]).

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which students receive designated and integrated ELD instruction along with core content instruction in English. *Education Code (EC)* sections 305(a)(2) and 306(c)(3).

Questions about enrolling in language acquisition programs should be directed to your child's principal.

### **How to Request the Establishment of a New Program at a School:**

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].) Anyone interested in requesting a new language acquisition program should contact Jeff Crane, Director Educational Services at 209-754-2333.



## About Language Acquisition Programs and Language Programs

Program Type	Characteristics
<b>Language Acquisition Program (English Learners)</b>	<p><b>The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:</b></p> <ul style="list-style-type: none"> <li>• Be designed using evidence-based research and include both Designated and Integrated English Language Development;</li> <li>• Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and</li> <li>• Within a reasonable period of time, lead to: <ul style="list-style-type: none"> <li>✓ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and</li> <li>✓ Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.</li> </ul> </li> </ul>
<b>Language Program (non-English Learners)</b>	<ul style="list-style-type: none"> <li>• Language programs offer students who are not English learners opportunities to be instructed in languages other than English</li> <li>• May lead to proficiency in languages other than English</li> </ul>

### Parent and Community Engagement

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (EC Section 52062.) If interested in a different program from those listed above, please contact Jeff Crane, Director Educational Services, at 209-754-2333 to ask about the process.

# Exhibit

## Release of Directory Information

E 5125.1

### Students

#### PARENT/GUARDIAN NOTICE RELEASE OF DIRECTORY INFORMATION

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

- \* a playbill, showing your child's role in a drama production
- \* the annual yearbook
- \* honor roll or other recognition lists
- \* graduation programs
- \* sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to provide military recruiters, upon request, with students' names, addresses, and telephone listings, unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by September 30. The district has designated the following information as directory information:

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study

7. Participation in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

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

Directory information does not include your child's citizenship status, immigration status, place of birth, or any other information indicating national origin. The district will not disclose such information without your consent or a court order.

Adoption: August 21, 2018

CALAVERAS UNIFIED SCHOOL DISTRICT  
San Andreas, California



## Annual Notice of Uniform Complaint Procedures 2023-2024

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 Calaveras Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs.

Calaveras 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, and bullying, and 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 Adult Education, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Training Programs, Child Care and Developmental Programs, Child Nutrition Programs, Special Education Programs, and Safety Planning Requirements. Complaints must be filed in writing with the compliance officer:

Erika Cotta, Director of Personnel  
3304 Highway 12  
Valley Springs, CA 95252  
209-754-2311

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

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

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

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, and 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 Calaveras Unified School District's UCP policy and complaint procedures shall be available free of charge.

### Education for juvenile court school students

If a student is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or if he/she transfers to another school or school district. (Education Code 51225.1) If the Superintendent or designee determines that a former juvenile court school student is reasonably able to complete the district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if the student is under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements.

### Notification and complaints

Information regarding the educational rights of former juvenile court school students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parent/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2) Any complaint that the district has not complied with requirements regarding the education of former juvenile court school students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 – Uniform Complaint Procedures.



## Calaveras Unified School District

3304-B Highway 12  
P.O. Box 788  
San Andreas, CA 95249  
(209) 754-2300  
[www.calaveras.k12.ca.us](http://www.calaveras.k12.ca.us)

### Office of the Superintendent

---

#### Nondiscrimination Statement

The Calaveras Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

For questions or complaints, contact one of the following as applicable

#### Equity Compliance Officer:

Erika Cotta  
Director of Personnel  
3304 Hwy 12  
Valley Springs, CA 95252  
(209) 754-2300  
[ecotta@calaveras.k12.ca.us](mailto:ecotta@calaveras.k12.ca.us)

#### Title IX Coordinator:

Erika Cotta  
Director of Personnel  
3304 Hwy 12  
Valley Springs, CA 95252  
(209) 754-2300  
[ecotta@calaveras.k12.ca.us](mailto:ecotta@calaveras.k12.ca.us)

#### Section 504 Coordinator:

Educational Services Department  
Jeff Crane (Elementary)  
[jcrane@calaveras.k12.ca.us](mailto:jcrane@calaveras.k12.ca.us)  
Kathy Griggs (Secondary)  
[kgriggs@calaveras.k12.ca.us](mailto:kgriggs@calaveras.k12.ca.us)  
3304 Hwy 12  
Valley Springs, CA 95252  
(209) 754-2327

# **Board Policy**

## **Nondiscrimination/Harassment**

### **BP 5145.3**

#### **Students**

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.

The Governing Board desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
 (cf. 5131 - Conduct)  
 (cf. 5131.2 - Bullying)  
 (cf. 5137 - Positive School Climate)  
 (cf. 5145.7 - Sexual Harassment)  
 (cf. 5145.9 - Hate-Motivated Behavior)  
 (cf. 5146 - Married/Pregnant/Parenting Students)  
 (cf. 6164.6 - Identification and Education Under Section 504)

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

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

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.

#### **Title IX Coordinator/Equity Compliance Officer**

Erika Cotta  
3304 Hwy 12  
Valley Springs, CA 95252  
(209) 754-2311  
[ecotta@calaveras.k12.ca.us](mailto:ecotta@calaveras.k12.ca.us)

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 1330 - Use of Facilities)  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6164.2 - Guidance/Counseling Services)

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

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



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

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
 (cf. 4119.21/4219.21/4319.21 - Professional Standards)  
 (cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
 (cf. 5144 - Discipline)  
 (cf. 5144.1 - Suspension and Expulsion/Due Process)  
 (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
 (cf. 5145.2 - Freedom of Speech/Expression)

### Record-Keeping

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

(cf. 3580 - District Records)

### Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination  
 48900.3 Suspension or expulsion for act of hate violence  
 48900.4 Suspension or expulsion for threats or harassment  
 48904 Liability of parent/guardian for willful student misconduct  
 48907 Student exercise of free expression  
 48950 Freedom of speech  
 48985 Translation of notices  
 49020-49023 Athletic programs  
 49060-49079 Student records  
 51500 Prohibited instruction or activity  
 51501 Prohibited means of instruction  
 60044 Prohibited instructional materials

#### CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

#### GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

#### PENAL CODE

422.55 Definition of hate crime  
 422.6 Crimes, harassment

#### CODE OF REGULATIONS, TITLE 5

432 Student record  
 4600-4670 Uniform complaint procedures  
 4900-4965 Nondiscrimination in elementary and secondary education programs

#### UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

## UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

## UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

12101-12213 Title II equal opportunity for individuals with disabilities

## CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

## CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Prohibition of discrimination based on age

## COURT DECISIONS

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

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

## Management Resources:

## CSBA PUBLICATIONS

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

## CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

## FIRST AMENDMENT CENTER PUBLICATIONS

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

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

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

Dear Colleague Letter: Title IX Coordinators, April 2015

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

## U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

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

## WEB SITES

CSBA: <http://www.csba.org>California Department of Education: <http://www.cde.ca.gov>California Office of the Attorney General: <http://oag.ca.gov>

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

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

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

Adoption: September 6, 2022

CALAVERAS UNIFIED SCHOOL DISTRICT  
San Andreas, CA 95249

CUSD

# Administrative Regulations

Students

AR 5145.3

## Nondiscrimination/Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, 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, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

### Title IX Coordinator/ Equity Compliance Officer

Erika Cotta  
3304 Hwy 12  
Valley Springs, CA 95252  
(209) 754-2311  
[ecotta@calaveras.k12.ca.us](mailto:ecotta@calaveras.k12.ca.us)

### Measures to Prevent Discrimination

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

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

4. site in a manner that is easily accessible to parents/guardians and students Education Code 234.6)
5. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
  - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
  - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
  - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
    - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
    - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
    - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
  - d. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any

individual student's interests and concerns in private.

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

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

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.
10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

### **Enforcement of District Policy**

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

### **Process for Initiating and Responding to Complaints**

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

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

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

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

### **Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students**

*Gender identity of a student* means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

*Gender expression* means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

*Gender transition* refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

*Gender-nonconforming student* means a student whose gender expression differs from stereotypical expectations.

*Intersex student* means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

*Nonbinary student* means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

*Transgender student* means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression



The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, transgender, and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's gender identity, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

**Right to privacy:** A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information. The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

1. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
2. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
3. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
4. **Student Records:** Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

5. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
6. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

Adopted: September 6, 2022

CALAVERAS UNIFIED SCHOOL DISTRICT  
San Andreas, CA 95249

## Summary of Student Rights (Ed Code 221.8)

- You have the right to fair and equitable treatment and to be free from discrimination based on your sex.
- You have the right to an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- You have the right to ask the athletic director of your school about the athletic opportunities offered by the school.
- You have the right to apply for athletic scholarships.
- You have the right to equitable treatment and benefits in:
  - Equipment and supplies
  - Scheduling of games and practices
  - Transportation and daily allowances
  - Access to tutoring
  - Coaching
  - Locker rooms
  - Practice and competitive facilities
  - Medical and training facilities and services
  - Publicity
- You have access to a gender equity coordinator to answer questions about gender equity laws.
- You have the right to contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) for information on gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights (OCR) or CDE if you believe you have been discriminated against or received unequal treatment on the basis of your sex.
- You have the right to pursue civil remedies if you have been discriminated against.
- You have the right to be protected from retaliation if you file a discrimination complaint.

- Equipment and supplies
- Scheduling of games and practices
- Transportation and daily allowances
- Access to tutoring
- Coaching
- Locker rooms
- Practice and competitive facilities
- Medical and training facilities and services
- Publicity

- You have access to a gender equity coordinator to answer questions about gender equity laws.
- You have the right to contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) for information on gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights (OCR) or CDE if you believe you have been discriminated against or received unequal treatment on the basis of your sex.
- You have the right to pursue civil remedies if you have been discriminated against.
- You have the right to be protected from retaliation if you file a discrimination complaint.

# **CALAVERAS UNIFIED SCHOOL DISTRICT 2023-2024 Back to School Information**

**All CUSD Schools Begin on July 26, 2023**

**Calaveras High School  
Gold Strike High School  
Jenny Lind Elementary  
Mokelumne Hill Elementary  
San Andreas Elementary  
Sierra Hills Education Center  
Toyon Middle School  
Valley Springs Elementary  
West Point Elementary**

**Please visit Calaveras Unified School District's web page  
where you will have access to:**

**District Calendars  
Announcements  
Board Meeting Agendas and Minutes  
Board Policies  
CUSD's Local Control Accountability Plan  
CUSD Budget  
School Accountability Report Cards  
School Site Web Pages  
Links to Legislation and the California Department of Education  
CUSD Departments  
Job Postings  
Links to Web Sites for Kids and Parents**

**OUR INTERNET ADDRESS IS: <http://www.calaverasusd.com>**

July [4]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August [23]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September [20]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October [12]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November [17]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December [11]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## Calaveras Unified School District 2023-2024

Dec. 18 - Jan. 5: Winter Break  
Jan. 15: Martin Luther King Day

July 21: New Teacher Prep Day  
July 24: CORE Development Day  
July 25: Teacher Prep Day  
July 26: First Day of School

Feb. 12: Lincoln's Birthday  
Feb. 19: Presidents' Day  
Feb. 29 - End of 2nd Trimester - Elementary

Sept. 4: Labor Day

March 4: CORE Development Day  
March 18 - 22: SHEC Intersession  
March 18 - March 29: Spring Break

Oct. 2 - Oct. 13 Fall Break  
Oct. 9 - 13: SHEC Intersession  
Oct. 31 End of 1st Trimester - Elementary

Nov. 1: CORE Development Day  
Nov. 3-9: Elem. Parent/Teacher Conferences  
Nov. 10: Veterans Day Holiday  
Nov. 22: Non-Instructional Day  
Nov. 23-24: Thanksgiving Holidays

May 16-17: Frog Jump  
May 27: Memorial Day

Dec. 18-Jan. 5: Winter Break

June 7: Last Day of School  
\*School Closure Make-Up Days: 6/10 & 6/11(if needed)  
\* June 10: Teacher Prep Day (or following last day of school)

■ No School	△ Teacher Prep Day
* Early Release 9-12	◇ CORE Day
/ Early Release K-6	○ Holiday
<sup>T</sup> Early Release TMS	▭ Non-Instructional Day
◻ SHEC Intersession	× Non-Work Days

January [17]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February [19]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March [10]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April [22]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May [20]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June [5]						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

# CALAVERAS UNIFIED SCHOOL DISTRICT

## BOARD OF EDUCATION

3304-B Highway 12, P. O. Box 788  
San Andreas, CA 95249  
Telephone: (209) 754-2300  
Fax: (209) 754-2215



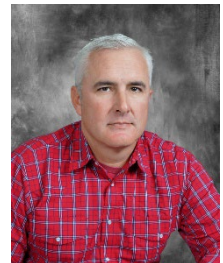
BOARD TRUSTEE, AREA 1  
SHERRI REUSCHE  
Email: [sreusche@calaveras.k12.ca.us](mailto:sreusche@calaveras.k12.ca.us)



BOARD TRUSTEE, AREA 2  
LORRAINE ANGEL  
Email: [langel@calaveras.k12.ca.us](mailto:langel@calaveras.k12.ca.us)



BOARD TRUSTEE, AREA 3  
BRYAN PORATH  
Email: [bporath@calaveras.k12.ca.us](mailto:bporath@calaveras.k12.ca.us)



BOARD TRUSTEE, AREA 4  
MATT BROCK  
Email: [mbrock@calaveras.k12.ca.us](mailto:mbrock@calaveras.k12.ca.us)



BOARD TRUSTEE, AREA 5  
SCOTT CRISP  
Email: [scrisp@calaveras.k12.ca.us](mailto:scrisp@calaveras.k12.ca.us)



## TECHNOLOGY TOOLS IN THE CLASSROOM

As you may have heard, our district is engaged in an exciting technology initiative that will allow us to better instill our students with 21st century skills and provide greater differentiation in instruction. As part of this initiative we are piloting new technology tools including iPads and Chromebooks in many of our classrooms. Combined with the proper framework of software and curricular content, these mobile devices have great potential to be an effective, collaborative classroom tool.

As part of this implementation, our students in grades two through twelve have been provided with restricted "Google Apps for Education" accounts. These accounts allow students to communicate and collaborate with their teachers and fellow students in a variety of ways. One of these ways is through a limited email account using the Google Mail system. A student Google Mail account allows the student to send and receive emails to staff members and fellow students, but does not allow them to send email to any email address outside of the district or to receive email from outside of the district. Should the student attempt to email anyone outside of the district, it simply does not get sent. Should someone outside the district attempt to email the student, it is not received.

Rules for student network use are found in the Acceptable Use Policy (AUP) included in the "Annual Notice to Parents," (Back to School Packet) distributed at the start of each school year.

Another collaborative tool included in the Google Apps for Education suite is Google Drive, which allows students to create, share and collaboratively edit a variety of documents. Using Google Drive, students can simultaneously edit a document needed for a class project and collaborate with each other online while doing so. These tools allow teachers to make a variety of learning materials available to students online, as well as to deliver quizzes and exams on the computer. All of these online tools are available to students when they are using devices in the classroom and when they have Internet access at home; however, no student is required to have Internet access at home in order to complete assignments. Whether they are using the accounts at school or at home, all the restrictions on email still apply.

As stated in the Acceptable Use Policy (AUP), student email is not guaranteed to be private. All email from students is electronically monitored for violations of the Acceptable Use Policy, and student email is automatically archived. In the event that a violation of the AUP is suspected, district network staff can retrieve archived emails and provide them to school administrators for review. We have also had some inquiries about parent access to these accounts. If you want to review your student's account, we encourage you to have your student provide you with the password. If this is a problem, the district can always reset the password, prevent the student from being able to change it, and share the password with both parent and student.

We believe these Internet applications and others, such as MobyMax, Renaissance Learning, NewsELA, and EduTyping will be beneficial to our students, and we are combining this initiative with classroom training on responsible Internet use. If you have any questions about this program, please feel free to contact your school. If you no longer wish your child to have access to these tools, please send a written notice to your child's school indicating that you do not want him or her to have access to Internet based software tools.

Calaveras Unified School District  
<http://www.calaverasusd.com>

The Calaveras Unified School District currently discloses student information to the following vendors performing services for the district and/or providing online instructional software for students and staff at school sites:

Adobe, Inc.  
CEDR Special Education Information Systems (SEIS) Classdojo.com Clever.com  
Desmos.com Edpuzzle.com Edulastic Edutyping.com G Suite for Education (Google)  
Geogebra.com Houghton Mifflin Harcourt Intervention and Assessment  
Infinite Campus, Inc.  
Carnegie Learning  
Curriculum Associates  
FlexPoint Education Cloud  
Flipgrid  
Get Epic  
Go Formative  
Infinite Campus, Inc.  
Khan Academy  
Math Learning  
McGraw Hill Education  
Microsoft Education  
MobyMax.com  
Naviance  
Nearpod.com  
Newsela  
Padlet.com  
Peardeck.com  
Quizizz.com  
Renaissance Learning  
Senorwooly.com  
Spelling City  
TurnItIn.com.  
Xello

Individual school sites may use apps not included on this list and will disclose those directly to parents.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

1. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202



## Calaveras Unified School District

### Acceptable Use Policy (AUP) for District Computer Systems

#### Information for all Staff and Students

**The District's Acceptable Use Policy ("AUP")** is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network"). Only current students or employees are authorized to use the network.

**The District will use technology** protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

#### **Acceptable Uses of the District Computer Network or the Internet**

**Each year the District must** verify that a student has signed the acknowledgment page of this policy in order for the student to use the computer network and to have Internet Access. Each school site must keep this page on file. A student who is under 18 must have a parent or guardian sign this page and schools must keep it on file. Once signed the permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the District's network due to violation of this policy or is no longer a CUSD student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. By using the network, users have agreed to this policy. If a user is uncertain about whether a particular use is acceptable or appropriate, the user should consult a teacher, supervisor or other appropriate District personnel.

**In addition**, each year a student must pass a basic Netiquette class verified by the school site at which the student attends. Netiquette, or network etiquette, is the contemporary term for the proper way to communicate and interact with each other using email over the Internet. Netiquette training will include but is not limited to:

- Becoming familiar with CUSD's AUP
- Common courtesy in written communication
- Asking permission to forward attachments or emails

#### **Unacceptable Uses of the Computer Network or Internet**

**These are examples** of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

**Violating any state** or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;

- **Criminal activities** that can be punished under law;
- **Selling or purchasing** illegal items or substances;
- **Obtaining and/or** using anonymous email sites; spamming; spreading viruses;
- **Causing harm** to others or damage to their property, such as:
  1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
  2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
  3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
  4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
  5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".
- **Engaging in uses that** jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:
  1. Using another's account password(s) or identifier(s);
  2. Interfering with other users' ability to access their account(s); or
  3. Disclosing anyone's password to others or allowing them to use another's account(s).



## Calaveras Unified School District

### Acceptable Use Policy (AUP) for District Computer Systems

Information for all Staff and Students

- **Using the network** or Internet for Commercial purposes:
  1. Using the Internet for personal advertising, promotion, or financial gain; or
  2. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

#### **Student Internet Safety**

1. Students under the age of eighteen should only access District accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

#### **What Cyberbullying is and NOT allowed**

- **Flaming.** Online fights using electronic messages with angry or vulgar language.
- **Harassment.** Repeatedly sending nasty, mean, an insulting messages.
- **Denigration.** "Dissing" someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
- **Impersonation.** Pretending to be someone else and sending or posting material to get that person in trouble or damage their reputation.
- **Outing.** Sharing someone's secrets or embarrassing information or images online.
- **Trickery.** Tricking someone into revealing secrets or embarrassing information and then sharing it online.
- **Exclusion.** Intentionally and cruelly excluding someone.
- **Cyberstalking.** Repeated, intense harassment and denigration that includes threats or creates significant fear.

#### **Penalties for Improper Use**

The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

- **Software:** CUSD laptops are provided with district standard software (e.g., operating system, Microsoft Office Professional, site licensed software) and access to CUSD networks only for work-related projects. All installations of software **MUST** go through the tech department, with a copy of the license agreement.
- **Privacy:** System users should have no expectation of privacy in the contents of files and records maintained on district equipment. Do not use equipment for personal use.
- **Negligence:** Staff members may be held personally responsible for abuse or negligence. Staff members are to report any instance of theft or vandalism to the immediate supervisor within twenty-four (24) hours.
- **Network Security:** The district uses network management technology to protect equipment and systems from viruses and related security violations. Users may not use *types of knowledge* to bypass the district filter and/or firewall.
- **Technical Assistance:** The District cannot provide technical assistance and maintenance for applications or hardware not identified in the standard CUSD image for laptops.
- **Data Security:** The district provides secured, encrypted access to student records across the Internet. Some of the data stored in our student, fiscal, and employee information systems are sensitive. Personal data that could be used in identity theft such as social security numbers or addresses, whether for students or adults, **may never be stored on computers.**

#### **Disclaimer**



## Calaveras Unified School District

Acceptable Use Policy (AUP) for District Computer Systems  
Information for all Staff and Students

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

### Student Information

I have read, understand, and agree to abide by the provisions of the  
Acceptable Use Policy of the Calaveras Unified School District.

<b>Site Location:</b>		
	<i>Student Name</i>	<i>Parent Name</i>
<b>Name (print clearly):</b>		
<b>Signature:</b>		

### Employee Information

I have read, understand, and agree to abide by the provisions of the  
Acceptable Use Policy of the Calaveras Unified School District.

<b>District Site Location:</b>					
<b>Staff Type:</b>		<i>Circle one:</i>	<i>CUSD</i>	<i>CCOE</i>	<i>District Contracted</i>
<b>Name (print clearly):</b>					
<b>Signature:</b>					

**Parents/Students:** Please return this form to the school or office where it will be kept on file. It is required for all staff and students that will be using a computer network and/or Internet access.

**Employees:** Please return to the Personnel Department

## DIRECTORY OF SCHOOLS AND OFFICES

### DISTRICT ADMINISTRATIVE OFFICES

**(209) 754-2300 FAX: (209) 754-2215**

Superintendent, Mark Campbell, 754-2301

Executive Assistant to the Superintendent, Kimberly Hayes, 754-2339

Interim Chief Business Official, Elaine Neilsen, 754-2332

Director of Personnel, Erika Cotta, 754-2311

Director of Educational Services, Grades K-5, Jeff Crane, 754-2333

Director of Educational Services, Grades 6-12, Kathy Griggs, 754-2336

Technology Coordinator, Michael Ramaley 754-2306

Welfare & Attendance Administrator, Rene Malamed, 754-2124

Maintenance/Operations Supervisor, Jesse Walsh, 754-2331

Transportation Supervisor, Raleen Kountz, 754-2303

Health Services Coordinator/Credentialed Nurse, Belinda Brager, 754-2322

Child Development Coordinator, Alissa Bain, 754-2318

Manager, Food Service, Judy Mossa 754-2122; FAX 754-2142

---

### **CALAVERAS HIGH SCHOOL/ GOLD STRIKE HIGH SCHOOL**

350 High School Street, P.O. Box 607

San Andreas, CA 95249

(209) 754-1811

**Amy Hasselwander, Principal**

**Seamus Eddy, Assistant Principal**

**Sean Smiley, Assistant Principal**

**Cynthia Warmerdam, Assistant Principal**

Kristie Cathcart, Academic Counselor

Alissa Clifton, Academic Counselor

### **JENNY LIND ELEMENTARY**

5100 Driver Road

Valley Springs, CA 95252

(209) 754-2350

**Kassandra Meeks, Principal**

### **MOKELUMNE HILL ELEMENTARY**

850 Hwy 26

Mokelumne Hill, CA 95245

(209) 754-2140

**Tracy Terry, Teaching Principal**

### **SAN ANDREAS ELEMENTARY**

255 Lewis Avenue P.O. Box 67

San Andreas, CA 95249

(209) 754-2365

**Dan Mayers, Principal**

### **SIERRA HILLS EDUCATION CENTER**

501 Gold Strike Road P.O. Box 178

San Andreas, CA 95249

(209) 754-2123

**Rene Malamed, Principal (Alternative Education)**

### **TOYON MIDDLE SCHOOL**

3412 Double Springs Road & Hwy 12

Valley Springs, CA 95255

(209) 754-2137

**Heather James, Principal**

**Sean Moffatt, Assistant Principal**

### **VALLEY SPRINGS ELEMENTARY**

240 Pine Street

Valley Springs, CA 95252

(209) 754-2141

**Gary Grace, Principal**

### **WEST POINT ELEMENTARY**

54 Bald Mountain Road P.O. Box 96

West Point, CA 95255

(209) 754-2255

**Katherine Hood, Teaching Principal**

# **CALAVERAS UNIFIED SCHOOL DISTRICT**

P.O. Box 788, 3304 Highway 12  
San Andreas, CA 95249  
Phone: 209-754-2300, Fax: 209-754-2215

## **EMERGENCY INFORMATION**

**Tune to 92.7 FM after 5:30 a.m.  
(KVML Sonora) 736-9350**

**Tune to 93.5 FM after 5:30 a.m.  
(KKBN Sonora) 736-9350**

**Tune to 1340 AM or 96.5 FM  
(KVGJ Jackson) 754-3745**

**KVGJ Hometown Radio**

**KXTV Channel 10**

**KCRA-TV Channel 3**

**Please see the following websites where any emergency  
announcements will be posted:**

[www.calaverasusd.com](http://www.calaverasusd.com)

[www.kvgjradio.com](http://www.kvgjradio.com)

[www.calaverasenterprise.com](http://www.calaverasenterprise.com)

[www.MyMotherLode.com](http://www.MyMotherLode.com)

**If bus routes are going to be delayed or altered due to weather, you will  
receive an automated phone call to the number that you have on file  
with the school.**

### **EARLY DISMISSAL BECAUSE OF SEVERE WEATHER:**

**Because of the difficulty in contacting parents, early dismissal will take place  
only in extreme emergency. Every effort will be made to contact parents by  
telephone. Parents may wish to notify the school of an alternate or emergency  
shelter in case of early dismissal and parent absence from home *before* such a  
situation occurs. Please contact school to make special arrangements.**