



Floyd I. Marchus School

Counseling Enriched Program Handbook



Principal, Stephanie Richards

Director of Student Programs, Special Education, Tom Scruggs

Updated 11/15/23

(Change in Emergency Procedures)

Contra Costa County Office of Education Mission Statement

The Contra Costa County Office of Education promotes success in learning and life through quality leadership, programs and services.

Values

Advocacy for all learners

We hold student achievement our highest priority, our ultimate goal, and our collective responsibility.

Safe schools and workplaces for all

We commit to solutions that create safe and healthy schools and communities.

Creativity and innovation

We welcome new ideas and creative thinking as we work toward continuous improvement.

Customer service

We provide quality customer service to all stakeholders.

Equity, inclusion and diversity

We lead with a focus on equity and value the inclusion of diverse perspectives to promote a learning community where all can succeed.

Quality and integrity in all that we do

We reach high standards for the work we do and the services we provide.

Work-life balance

We promote workplace wellness, personal growth, and healthy connections for our employees.

Marchus School program overview

The Counseling and Education Program (CEP) at Floyd I. Marchus School in Concord provides special education services and integrated counseling for elementary, middle, and secondary school students who have been identified with significant emotional and behavioral needs. Students are referred to the CEP from participating school districts of the Contra Costa County Special Education Local Planning Area (SELPA) and neighboring counties and SELPAs.

The Marchus CEP is committed to providing an integrated program that fosters healthy social emotional development and academic achievement for students with significant behavioral and social-emotional challenges. Students will be educated in the least restrictive environment with the aim of transitioning to a less restrictive educational or community setting.

Within the educational environment which includes a Special Education Teacher and Instructional Assistant, Marchus CEP staff also consists of a professional support team which includes School Psychologists, School Social Workers, School Nurse, Occupational Therapist, Speech Therapist, and Individual Counseling Clinician. These professionals work together to provide case management, group counseling, individual therapy, educational planning, behavioral intervention, transition services, crisis intervention and prevention, family consultation, as well as inter-agency coordination and other related services. Services for students who attend Marchus CEP are individualized according to their Individual Education Plan (IEP).

BELL SCHEDULE

School Hours: 8:30- 2:15

Minimum Day: 8:30- 12:01

Reverse Minimum Day: 11:00 – 2:15

SCHOOL CALENDAR

Month	M	T	W	TH	F	Teacher/ Student Days	Calendar of Events
AUGUST		1	2	3	4	18/15	S=Staff Dev. Day/No students F=First Day of School L=Last Day of school M=Min Day RM=Reverse Min Day
	7	8	9	10 RM	11		8-9: Teacher Prep Day./ No Students
	14	15	16M	17	18S		10: First Day of School/Rev Min Day
	22	23	24M	25	26		18: Institute Day/ No Students
	29	30					
SEPTEMBER					1	20	4: Holiday – No School
	4H	5	6M	7	8		
	11	12	13M	14	15		
	18	19	20M	21	22		
	25	26	27M	28	29		
OCTOBER	2	3	4M	5	6	22	13: Quarter 1 ends (45 days)
	9	10	11M	12	13		
	16	17	18M	19	20		
	23	24	25M	26	27		
	30	31					
NOVEMBER			1M	2	3	16	10: Holiday – No School
	6	7	8M	9	10H		20-24 Thanksgiving Recess
	13	14	15M	16	17		
	20U	21U	22U	23H	24H		
	27	28	29M	30			

DECEMBER					1		18-29: Winter Break
	4	5	6M	7	8	11	
	11	12	13M	14	15		
	18U	19U	20U	21U	22H		
	25U	26U	27U	28U	29H		
JANUARY						19	1-3: Winter Break
	1U	2U	3U	4	5		15: Holiday – No School
	8	9	10M	11	12		12: Quarter 2 ends (46 days)
	15H	16	17M	18	19		
	22	23	24M	25	26		
	29	30	31M				
FEBRUARY				1	2	19	16: Holiday – No School
	5	6	7M	8	9		19: Holiday – No School
	12	13	14M	15	16H		
	19H	20	21M	22	23		
	26	27	28M	29			
MARCH					1	21/20	
	4	5	6M	7	8S		8: Staff Development Day -No Students
	11	12	13M	14	15		
	18	19	20M	21	22		15: Quarter 3 ends (41 days)
	25	26	27M	28	29		
APRIL	1U	2U	3U	4U	5U	17	
	8	9	10M	11	12		
	15	16	17M	18	19		
	22	23	24M	25	26		
	29	30					
MAY			1M	2	3	22	
	6	7	8M	9	10		27: Holiday
	13	14	15M	16	17		30: Quarter 4 ends (48 days)/last day of school
	20	21	22M	23	24		
	27H	28	29M	30 L			
JUNE			5EY	6EY	7EY	17	
	10EY	11EY	12EY	13EY	14EY		
	17EY	18EY	19H	20EY	21EY		5: Extended Year Starts
	24EY	25EY	26EY	27EY	28EY		19: Juneteenth- No School
	26EY	27EY	28EY	29EY	30EY		July 6 Last Day of ESY

STAFF Directory

When calling from outside line: dial 925-602-34+last 2 digits of extension

Name	Rm #	Ext.
Alvarez , Maria	5	4244
Arnott, Becky	16	4246
Arreola, Elisa	21	4224
OPEN	COE	3213
School Nurse	12	4222
Biggs, Monique	14	4223
Boyle, Dawn	16	4246
Castillo, Vanessa	12D	4235
Cheval, Matt	GYM	4231
Cole, Duane	Custodian	4253
Colescott, Janis	11	4252
David, Danielle	12B	4250
Early Start	Portable	4260
Elementary CAR	2	4246
Esparza, Carmen	5	4244
Gallenkamp, Eric	12A	4249
Guadalupe, Walter	Custodian	4253
Haase, Thomas	15	4241
Hallowell, Jamie	4	4237
Hansel, Neila	Office	4225
High School CAR	12C	4229
Hollibaugh, Robin	15	4241
Johansen, Rae	2	4233
Kelani, Rahmon	3	4244
Lapuz, Lheywin	17	
Lee, Sinclair	9	4227
Library	12	4230
Middle School CAR	13	4243
Miller, Alexis	4	4237
Navarro, Ben	21	4224
Nikolakopoulos, Soula	13A	4232
Penney, Stacey	15	4241
Peneyra, Judith	13B	4233
Pult, Jessica	5	4244
Quinn, Christie	Office	4221
Ramos, Jennelle	Office	4236
Santos, Melanie	9	4227
Silot, Raquel	11	4252
Susini, Michael	Staff Room	2119
Thiry, Bernadette	Office	4258
Tigner, Joanne	10	4251

Tovar, Lori	8	4256
Watkins, Dennis	Facilities	4253
Zuniga, Patti	9	4227

PBIS Systems

Marchus School is committed to implementing a Positive Behavioral Interventions and Supports (PBIS) framework. We are currently focusing on developing and adopting Tier 1 supports to meet students' academic, behavioral, and social-emotional needs. Tier 1 supports are universal, meaning they are intended for all students at Marchus regardless of grade level or classroom assignment. School-wide systems focus on establishing, teaching, and reinforcing positive expectations and behaviors. Key Tier 1 practices include:

- PRIDE Matrix
 - The PRIDE Matrix includes our five school-wide expectations (Positive, Respectful, in control, Dependable, Engaged) and what it looks like, and sounds like to meet each expectation across settings. The PRIDE Matrix lists what students should do, rather than what they should not do.
- Teaching procedures
 - Just like academic skills, appropriate behaviors must be taught! All students receive systematic instruction that includes descriptions, modeling, role-play opportunities, and feedback.
- PRIDE bucks
 - Students earn a PRIDE buck when they are "caught" meeting the expectations. The teacher and staff let students know exactly what they did to receive a PRIDE buck. This behavior-specific praise encourages students to continue performing the expected behavior. Students have regular opportunities to exchange PRIDE bucks for rewards in a classroom or school-wide store.
- Consistent reactive procedures
 - Teachers and staff follow a continuum of strategies when students are not following the expectations.
- Effective classroom practices
 - Classroom practices align with the school wide PBIS framework. Teachers and staff use proactive classroom management strategies such as predictable routines, active supervision, choice, opportunities to respond, and instructional feedback to promote student engagement and decrease disruptive behavior.
- Data collection
 - Teachers and staff collect data on students' behaviors to assess progress towards desired goals. Teachers and staff also collect data on their own behavior to ensure they are implementing the key Tier 1 practices.

Occupational Therapy Services

Students who qualify for OT may receive direct support in a small group or individually or may be provided services through in-class consultation or support to work toward IEP goals.

Speech and Language Services

Students who qualify for Speech and Language services may receive direct support in a small group or individually or may be provided services through in-class consultation or support to work toward IEP goals.

Specialized Physical Health Care Services /Medication at school

Does your child require medication (prescription or "over-the counter") during the school day?

Does your child need a Specialized Physical Health Care Service (G-tube feeding, suctioning, nebulizer, etc.) at school?

We must receive your written request and a physician's written authorization prior to administering medication or providing a health service at school. Please ask your school nurse for authorization forms. The nurse will be glad to assist you in completing the forms and obtaining the authorization.

All medications must be received at school in properly labeled containers from the pharmacy (name of medication, student name, dose, time, information must match authorization form) or in original unopened containers in the case of "over the counter" medications.

Medications must always be in the hands of a responsible adult -- parents hand to bus driver or school personnel; school hands to bus driver or parent. Please DO NOT put medications in a lunchbox, pre-mix in foods or put them into your child's backpack. It is the parent's responsibility to provide any medication or supplies and equipment required for Specialized Physical Health Care Services during the school day.

Once proper authorization and any necessary medication and/or supplies and equipment are received, a school nurse will promptly train staff to administer the medication and/or provide the Specialized Physical Health Care Service. Training must be arranged prior to the student coming to school.

Assistive Technology Supports

When students are not able to access curriculum the IEP team can meet to discuss and consider assistive technology supports. Many supports are embedded in standard teaching, but for students who require additional support or services the students district of residence will collaborate with staff to consider support or assessment.

Individual Counseling

Who may receive individual counseling services?

- Any student with an IEP
- Not limited to ED
- Services must be linked to a mental health need – can be an internalizing or an externalizing behavior
- Must be educationally related
- Service provided in IEP

Mental Health Assessment

- School psychologist should assess in this area
- Some data should demonstrate the mental health need
- Clearly described on Present Levels of Performance

IEP Requirements

- Mental Health need documented
- Mental Health goal written
- Appropriate Service included

Allowable Services

- 510 Individual Counseling
- 515 Counseling and Guidance
- 520 Parent Counseling
- 525 Social Work Services
- 530 Psychological Services
- 535 Behavior Intervention Services

Determine who will deliver that service

- Staff
- Non-public agency
- School psychologist
- Behavior specialist
- Counselor
- MFT

College and Career Readiness

All students over the age of 16 will receive college and career readiness services which can include: Resume making, interview skills, interest inventories, career surveys, work skills and college preparedness. Students are also eligible for Career Tech courses at Marchus School and at neighboring district programs and may be considered by the IEP team

Workability 1

Students with IEPs who are 16 years and older are eligible for workability services and support including work experience and job skill support. Make an appointment to stop in and meet with our Workability Coordinator at Marchus School for more information.

Reclassification of English Language Services

EL services are provided by the classroom teachers for students who require additional English Language support. Many students have language-based goals and objectives that lead toward advancement in English language development in all four areas measured in the ELPAC. Reading, Writing, Listening and Speaking.

All students will be considered for reclassification during IEP meetings and assessment can be conducted at triennial IEP meetings.

Alternative Dispute Resolution

When the IEP team is not able to come to agreement one option is to reach out the Contra Costa SELPA to arrange a facilitated IEP or other form of Alternative Dispute Resolution (ADR). ADR sessions and facilitated IEPs can be requested by parents, districts or CCCOE staff.

Extended School Year

Extended School Year services are special education services that are provided to a student with a disability during extended school breaks. Per the Individuals with Disabilities Education Act (IDEA) and California Code of Regulations section 3043, these services assist the student in working toward the same goals and objectives that the student works on during the school year and are only provided in those areas on the current IEP that the student has demonstrated:

1. Regression of skills during an extended school break and
2. Limited ability to benefit from re-teaching skills after an extended school break.

In addition to the two criteria above, case law includes "emerging skills" (i.e., when a student is on the brink of learning to read) in the analysis of eligibility of ESY. If a student is in a critical stage of learning a skill that could lead to a greater level of independence, and interruption of instruction would cause loss of the current level of skill development, ESY should be considered by the IEP team

Transportation

Transportation is provided by school districts for students who require transportation as an IEP service. Districts may arrange for bus service, private car services, or reimbursement to families for mileage. All transportation decisions are made by the IEP team.

Student Dress Code

CCCOE Board Policy 5132: Students are encouraged to dress appropriately and safely for school. No restrictions on freedom of dress and adornment shall be imposed which may violate a student's civil rights, which impose particular codes of morality or religious tenets, which attempt to dictate style of taste, or which do not fall within the direct or implied powers of the County Superintendent.

Student Electronics and Cell Phone Policy:

We understand that cell phones are important for personal communications and, at times, aid in student organization and learning. However, they can also be a major distraction to your student's education. Should your student choose to bring a device(s) to school, your student is expected to use their device(s) responsibly and appropriately according to the following guidance:

No AirPods or any other electric listening devices are allowed during classroom instructional time.

Electronic devices must be silenced and out of sight during class.

Devices may be used in class for instructional purposes or during break periods only when explicitly permitted by the teacher.

Students leaving the classroom for any reason must leave their device(s) with the teacher while they are gone from the classroom.

Students are subject to the following consequences when they violate this policy:

For all violations, students will be asked to immediately put away or turn in their cell phone to staff. If turned in, the phone will be returned at the end of the day.

- Initial violation: Teacher will review expectations with student
- Second violation: Teacher will notify parent / guardian of student's misuse of cell phone
- Third violation: Administrator will contact parent to clarify the policy and expectation and obtain assurance that student will not possess / use cell phone during the instructional day
- Fourth violation: Parent will be requested to come pick up the phone / Team Conference / IEP meeting

When Students Elope from Campus

Student elopement is a behavior that all staff should be prepared to address. It will be important that staff stay in close communication when students are off campus. Some important points to consider when students display this behavior:

- Classroom staff will contact the office by phone or sending a staff to the office for a radio, and to alert the administration in the case that a student leave campus
- Classroom Instructional Assistant will coordinate with support staff to support student off site.
- Support staff will communicate with office/administrator via walkie talkie.
- Two staff will support student when off campus.
- Office staff will alert the parent or guardian when students are off campus
- Staff will always keep within eye range of students
- Administrator will determine need to contact crisis intervention services, law enforcement or other community agency supports
- Staff will only use physical holds or guidance as a last resort in the case that a student presents a danger to himself or others. Example: running in highway traffic, severe self-injurious behaviors.
- Incident report and/or Behavior Emergency reports must be completed by staff and submitted to the office
- Incident will be logged in Aeries

Marchus Wellness Center Mission Statement

Marchus Wellness Center provides a safe, confidential, and supportive environment on the school campus. Students will be able to receive mental health support related to depression/anxiety, healthy coping skills, grief, self-esteem, family life, sexual and gender identity, and healthy lifestyle choices. We partner with other school staff, student caregivers, and community organizations and agencies to support the students' well-being. We work to provide and promote necessary skills and experiences to empower and ensure that all students have the tools they need to succeed.

Objectives:

- Provide a calm, supportive, non-judgmental, and loving space for students and staff.
- Promote physical and emotional wellness for students and staff through counseling, education, and activities.
- Provide early intervention for students becoming dysregulated to prevent further escalation.
- Partner with classroom staff and support staff to meet student needs with the goal of helping students integrate back to class successfully and in a timely manner.
- Use trauma-informed practices including safety, choice, collaboration, trustworthiness, and empowerment.
- Maintain evidence-based practices through ongoing professional development for all staff.

Logistics:

When can students access the WC?

Students can be walked by an adult to the WC during lunch and breaks. During class, students request to visit the WC using the counseling request form (see more below). Teachers can use discretion to determine if a student should wait for the end of an activity before coming to the WC, but please give the student a clear time when their request can be honored (15min or less).

How are students referred to the WC?

During class, students can self-refer using the counseling request form. When possible, students should indicate the reason for their request including feeling overwhelmed, feeling frustrated, needing a break. Teachers can also refer students who they identify as needing support, though the WC should never be used as a punishment.

How long can students stay in the WC?

Students will be allowed 15 minutes of undisturbed time in the wellness center. Then they will be offered a conversation with staff who will evaluate their needs and help to develop a plan for reentry into class. If needed, students will be offered another 5-15min to recover in the wellness center for a total of 30 min

before being reintroduced to class or transferred to a higher level of support, which may include meeting with another counselor or sent home.

What student behaviors should be referred to the WC?

- Students unable to focus on their work
- Students with psychosomatic complaints -stomachache, headache, body aches
- Students who seem to be getting frustrated
- Students with their head down, seeming unusually sleepy
- Students who seem upset, especially if it is more than their baseline

What student behaviors should NOT be referred to the WC?

- Students who are a danger to others
- Students who are engaging in major property destruction
- Students who dysregulated to the point of being unable to maintain a culture of safety for other students in the WC

These students should be referred to the quick response team first. Once able to regulate and maintain safety, then student may be offered to visit the WC for further support before returning to class.

How do students get to the WC?

Classroom staff should call or text first and see if there are staff available in the WC and give a brief overview of what the student may need. Students can be walked by staff to the WC.

At the staff's discretion, some middle and high school students may be given a pass to walk independently to the WC. In this case, it is imperative that classroom staff contact wellness staff to let them know that the student is on their way.

What resources are offered in the WC?

Couches and chairs

Quiet music

Essential oils

Arts and crafts

Fidgets

Sensory toys eg. kinetic sand

Activities (puzzles, board games)

Caffeine-free beverages (water, tea)

Snacks (would love to collaborate with culinary arts for healthy prepared foods)

Some essential hygiene products (chapstick, deodorant, tampons/pads, toothbrush)

Refrigerator

Microwave

Will the WC ever be closed?

As the WC staff have other duties (IEPs, crisis response, scheduled student meetings), there may be times when WC staff are unavailable. In this case, classroom staff may come supervise a student in the WC, but NO STUDENT SHOULD BE LEFT UNATTENDED IN THE WC.

How will use of the WC be monitored?

Students will sign in and out and indicate a reason for their visit (staff can assist students unable to sign themselves in). These sign-in sheets can then be used to determine the length of time students are using the WC and if any students seem to be over-accessing the WC.

How will we address students who extended use the WC?

For students who frequently request the WC, collaboration between WC staff, classroom staff, and counseling staff will help determine underlying reasons and potential strategies for making sure students are accessing their academic program. If needed, an IEP meeting can be arranged to help determine a supportive plan with the family.

Can I send a student's work for them to complete in the WC?

No. The WC staff will not be able to support students with classwork and want to provide a space separate from the classroom.

How will the WC reflect Trauma-Informed Practices?

Safety -Common areas are welcoming and confidential spaces are available as needed. Students who are not able to maintain the culture of safety will need to leave the WC and will be recommended to a different level of support.

Choice -Students are able to choose what activity might help them regulate. Students can choose to talk to staff about what they are feeling but will not be forced.

Collaboration -Students will be a partner in determining what they need in order to regulate and return to the classroom.

Trustworthiness -Respectful and professional boundaries are maintained. Clear boundaries are in place around how long a student can stay in the WC and what behaviors will and will not be tolerated.

Empowerment -Choices and education will center on how students can use their own skills to regulate.



General Floyd I Marchus School Discipline Matrix
Challenging Behavior Response Matrix

Category	Low intensity	Moderate intensity	High intensity	Illegal
Description	Mild or impulsive behaviors that do not continuously disrupt the flow of instruction.	Behaviors that are disruptive to the school environment but do not pose a clear and present danger of serious physical harm to the student or others.	Behaviors that are disruptive to the school environment and potentially pose a clear and present danger of serious physical harm to the student or others.	Behaviors addressed in the school code of conduct that require an immediate response. Behaviors may co-occur with other categories of challenging behaviors.
	Continuous			
	Low- or moderate-intensity behaviors that persist or escalate after redirection/ reteaching the expectation or delivering a consequence.			
Examples	<ul style="list-style-type: none"> • Non-contextual voice level • Talking to peers during instruction • Talking out of turn • Out of seat • Using materials inappropriately • Head on desk • Pacing, wandering • Emotionally dysregulated • Restlessness • Noise making (tapping, grunting) • Using phone without permission • Inappropriate language 	<ul style="list-style-type: none"> • Inappropriate language • Taunting or teasing peers • Elopement within area • Personal space invasion • Inappropriate physical contact or horseplay • Minor property destruction • Off task, slow to follow directions 	<ul style="list-style-type: none"> • Elopement out of area or off-campus • Physical aggression • Serious property destruction • Self-injury 	<ul style="list-style-type: none"> • Drug/alcohol possession or use • Carrying a weapon
Intervention	<ul style="list-style-type: none"> • Prompt and redirect • Answer questions 	<ul style="list-style-type: none"> • Set limits • Implement classroom consequence 	<ul style="list-style-type: none"> • CPI: Gather Support • CODE 2 to contact the support team for elopement • CODE 3 to contact the support team for all other behaviors; 	<ul style="list-style-type: none"> • Contact an administrator • For drug/ alcohol/ vaping, administrators may refer to TUPE. • Implement intervention for other categories of challenging behavior if needed
	Continuous			
	<ul style="list-style-type: none"> • Implement progressive classroom consequences • Repeated behavior = contact an administrator • CODE 1 to contact the support team if the behavior is likely to escalate 			
Strategies	<ul style="list-style-type: none"> • Adult proximity • Praise to peers 	<ul style="list-style-type: none"> • Non-Confrontational Limit-setting 	QUICK response: <ul style="list-style-type: none"> • CPI: assess the risk and 	<ul style="list-style-type: none"> • Escalate to superintendent or designee to ensure

	<ul style="list-style-type: none"> • Offer choices • Change of seating • Behavior momentum • Task clarification/support • Alternative activity • Behavior-specific error correction • Planned ignoring • Supportive open stance • Remind of the plan • Provide access to counseling or wellness center if safe and appropriate 	<p>(Respectful, reasonable, simple, don't talk too much)</p> <ul style="list-style-type: none"> • Positive practice In class time-out (10 min) or work-out (do work) from reinforcement; (losing opportunity to earn reinforcement) • Restitution • Out of class time-out or work-out from reinforcement • Restitutional overcorrection • Restorative Circle • Provide alternative space for learning student • Provide access to counseling or wellness center if safe and appropriate 	<p>provide safety intervention</p> <ul style="list-style-type: none"> • (Disengage, remove the audience) • Question • Unconditional positive regard • Intermittent reinforcement • Constructive • Keep it brief 	<p>alignment with school and agency policies</p> <ul style="list-style-type: none"> • Contact Caregivers • Involvement of Authorities by administration • Refer to the BIP and work with the admin and IEP team to determine fine details.
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Note: Intervention and strategies may vary for students with behavior intervention plans or individualized de-escalation support plans.

Support Team Code Response

Type	1 - Monitoring	2 - Elopement	3 - High-intensity
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Code language	Includes: CODE 1 , location, teacher's name	Includes: CODE 2 , student's name, location, description of student's clothes	Includes: CODE 3 , student's name, location, teacher's name
Responding to the code location	<ul style="list-style-type: none"> ● Support staff - <ul style="list-style-type: none"> ○ Responds to the area in a non-threatening manner ○ Waits for information and direction from the teacher ● Teacher - <ul style="list-style-type: none"> ○ At the appropriate time, privately (not in front of the student), calmly, and quickly provides a description of the antecedents and consequences of the behavior incident and/or hands the support staff the ABC Code Form ● Teacher and support staff - <ul style="list-style-type: none"> ○ Collaboratively decide if the student needs to be removed from class or if the class needs to be evacuated 	<ul style="list-style-type: none"> ● Support staff - <ul style="list-style-type: none"> ○ Responds to the area in a non-threatening manner ● Teacher - <ul style="list-style-type: none"> ○ Informs the support staff of the assigned area where the student should be ○ Remains at code location until at least two responders arrive or communicates any changes based on need ○ At the appropriate time, privately (not in front of the student), calmly, and quickly provides a description of the antecedents and consequences of the behavior incident and/or hands the support staff the ABC Code Form 	<ul style="list-style-type: none"> ● Support staff - <ul style="list-style-type: none"> ○ Responds to the area in a non-threatening manner ○ Assumes CPI supportive stance ● Teacher - <ul style="list-style-type: none"> ○ Remains at the code location until at least two responders arrive ○ At the appropriate time, privately (not in front of the student), calmly, and quickly provides a description of the antecedents and consequences of the behavior incident and/or hands the support staff the ABC Code Form ○ If needed, evacuates the other students from classroom or area to maintain safety and student dignity
Support staffs' intervention at code location	<ul style="list-style-type: none"> ● Stays in the area until the behavior de-escalates or classroom functioning returns to "normal" ● Provides general classroom or one-to- 	<ul style="list-style-type: none"> ● One person (first on site) takes the lead and verbally redirects the student back to the assigned area or communicates any changes 	<ul style="list-style-type: none"> ● Uses CPI verbal de-escalation strategies and physical disengagement skills to contain the behavior ● Uses CPI physical holding skills if the

	<p>one support with other students</p> <ul style="list-style-type: none"> • May assist the student with problem solving once calm • Determines if additional support is needed if the behavior escalates 	<ul style="list-style-type: none"> • Provides time and space to allow the student to respond to the instruction if they are not actively eloping • Delivers a non-confrontational limit-setting statement if the student remains out of area • Determines if additional support is needed to maintain a safe environment • Contacts the front office if the student elopes off campus • Contacts police and then the front office if the student is out of eyesight and their location is unknown or extreme distance 	<p>behavior poses a clear and present danger of serious physical harm to the student or others that cannot be prevented using a less-restrictive intervention</p> <ul style="list-style-type: none"> • Transports student to a different location in CPI standing physical hold (except Team Control) ONLY if the immediate environment cannot be altered to maintain safety (e.g., in the street, broken glass on the ground)
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QUICK Room Procedures

Transition	<ul style="list-style-type: none"> • Support staff walks with the student to QUICK room once de-escalated, non-disruptive, and cooperative • The teacher sends the current task if the student has the skills to complete it independently without staff support <ul style="list-style-type: none"> ○ The teacher sends (or previously provides) a bank of tasks that match the student's current educational level (i.e., the student has the skills to complete them independently without staff support)
Arrival	<ul style="list-style-type: none"> • Prompt the student to sign in <ul style="list-style-type: none"> ○ If the student does not cooperate with this instruction reassess if they are ready to enter the QUICK room • Direct the student to sit down at an assigned seat • Determine the appropriate total length of time for the student to spend in the QUICK room (administrator with teacher input) <ul style="list-style-type: none"> ○ Divide the total length time (30 min or 60 min) by 10 to get the interval length • Provide the student with a QUICK Report form and visual timer <ul style="list-style-type: none"> ○ Immediately start the timer if the student continues to display de-escalated, non-disruptive, and cooperative behavior • Explain the QUICK Report to the student and review the posted PRIDE expectations • Provide the student with the teacher-assigned tasks and/or an action plan they can complete independently
Supervision	<ul style="list-style-type: none"> • Staff should not attempt to counsel the student about their behavior, reprimand, or chat with the student <ul style="list-style-type: none"> ○ If the student appropriately requests assistance to complete the task staff should provide only the necessary prompts • Mark the student's QUICK Report at the end of each designated interval if they follow the PRIDE expectations

	<p>throughout the entire interval with no more than one behavior-specific error-correction statement</p> <ul style="list-style-type: none"> ○ Remind the student they are earning time out of the room for following the expectations ○ Allow students to earn a 20% reduction of time if they meet set criteria across the first eight intervals <ul style="list-style-type: none"> ● Provide a behavior-specific error-correction statement if the student does not follow the PRIDE expectations <ul style="list-style-type: none"> ○ Provide a non-confrontational limit-setting statement if the student continues to not follow the expectations <ul style="list-style-type: none"> ● Pause, but do not reset, the timer if the student chooses to continue not following the PRIDE expectations ● Restart the timer once the student begins to follow the expectations
<p style="text-align: center;">Return</p>	<ul style="list-style-type: none"> ● Contact the student's teacher when the timer has expired to let them know the student will be returning to class ● Request the teacher or other classroom staff meet the student outside the QUICK room to support the transition <ul style="list-style-type: none"> ○ Establish therapeutic rapport by reviewing or completing an action plan ○ Let the student know what activity the class is currently engaged in and the aligned PRIDE expectations ● Once back in the classroom, support the student to get started on the current task <ul style="list-style-type: none"> ○ Provide a PRIDE buck paired with behavior-specific praise for following the expectations ● Provide further counseling or discussion of the behavior incident after the student successfully reengages in classroom activities

ABC Code Form

Student: _____

Teacher: _____

Time behavioral incident started: ____ : ____

Time support staff called: ____ : ____

"Before" Conditions		Behaviors	"After" Conditions	
Setting	Instruction Type		Classroom Strategies	Peer Reactions
<input type="checkbox"/> Classroom <input type="checkbox"/> Break/recess <input type="checkbox"/> Hallway <input type="checkbox"/> Front office <input type="checkbox"/> Bus <input type="checkbox"/> Arrival/dismissal <input type="checkbox"/> PE <input type="checkbox"/> Group counseling <input type="checkbox"/> Related services: <input type="checkbox"/> Other:	<input type="checkbox"/> Whole group <input type="checkbox"/> Small group <input type="checkbox"/> Independent <input type="checkbox"/> Transition <input type="checkbox"/> Free time <input type="checkbox"/> Other:	<input type="checkbox"/> Non-contextual voice level <input type="checkbox"/> Talking to peers during instruction <input type="checkbox"/> Talking out of turn <input type="checkbox"/> Out of seat <input type="checkbox"/> Using materials inappropriately <input type="checkbox"/> Head on desk <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Taunting or teasing peers <input type="checkbox"/> Elopement within area <input type="checkbox"/> Personal space invasion <input type="checkbox"/> Inappropriate physical contact or horseplay <input type="checkbox"/> Minor property destruction <input type="checkbox"/> Off task, slow to follow directions <input type="checkbox"/> Elopement out of area or off-campus <input type="checkbox"/> Physical aggression <input type="checkbox"/> Serious property destruction <input type="checkbox"/> Self-injury <input type="checkbox"/> Other:	<input type="checkbox"/> Adult proximity <input type="checkbox"/> Praise to peers <input type="checkbox"/> Offer choices <input type="checkbox"/> Change of seating <input type="checkbox"/> Behavior momentum <input type="checkbox"/> Task clarification/support <input type="checkbox"/> Alternative activity <input type="checkbox"/> Behavior-specific error correction <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Non-Confrontational limit-setting <input type="checkbox"/> Positive practice <input type="checkbox"/> In class time-out or work-out from reinforcement <input type="checkbox"/> Restitution <input type="checkbox"/> Out of class time-out or work-out from reinforcement <input type="checkbox"/> Restitutive overcorrection <input type="checkbox"/> Other:	<input type="checkbox"/> Ignore <input type="checkbox"/> Disapproval <input type="checkbox"/> Reprimand <input type="checkbox"/> Warn <input type="checkbox"/> Provoke <input type="checkbox"/> Retaliate <input type="checkbox"/> Laugh <input type="checkbox"/> Encourage <input type="checkbox"/> Praise <input type="checkbox"/> Laugh <input type="checkbox"/> Other:
Antecedents				
Instruction to start a difficult or non-preferred task/activity Disengaged during ongoing task/activity Instruction to stop a preferred task/activity Instruction to transition Item/materials removed Peer interaction (e.g., challenge, taunting, teasing) Adult attention given to others or not available Given corrective feedback or consequence Other:				<input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain item/activity <input type="checkbox"/> Avoid adult attention <input type="checkbox"/> Avoid peer attention <input type="checkbox"/> Avoid task/activity <input type="checkbox"/> Unknown <input type="checkbox"/> Other:

Support Staff Actions

CODE 1	CODE 2	CODE 3
<ul style="list-style-type: none"> Monitored in classroom until ____ : ____ 	<ul style="list-style-type: none"> Transitioned to assigned area at ____ : ____ 	<ul style="list-style-type: none"> De-escalated & monitored in classroom until ____ : ____
<ul style="list-style-type: none"> Transitioned to QUICK room at ____ : ____ 	<ul style="list-style-type: none"> Transitioned to QUICK room at ____ : ____ 	<ul style="list-style-type: none"> Transitioned to QUICK room at ____ : ____

Support Team Guiding Principles

Q	U	I	C	K
Question	Unconditional positive regard	Intermittent reinforcement	Constructive	Keep it brief
<ul style="list-style-type: none"> Ask questions of the teacher or staff to understand the ABCs of the incident and look for the perceived function of the behavior 	<ul style="list-style-type: none"> Adopt a non-judgmental and non-threatening approach to maintain a relationship with the student and staff Avoid communicating in ways that challenge the student and further escalate the behavior (avoid repetition, power struggle, confrontational tone) 	<ul style="list-style-type: none"> Be mindful of the perceived function of the behavior and how your actions might provide inadvertent reinforcement Avoid "counseling" the student by providing extended adult attention immediately following a behavioral incident 	<ul style="list-style-type: none"> Use a questioning process to guide the student through identifying the behavior, the "triggers," consequences or potential consequences, and alternatives to the behavior for the future Avoid asking "Why?" questions 	<ul style="list-style-type: none"> Use a neutral voice and keep interactions short by focusing on immediate problem solving

_____ NAME

_____ DATE

QUICK REPORT - DRAFT

Ready to Start with a plan. The more you prepare for your return to class, the more successful you will likely be.

CHECKLIST

STAY CALM AND FOLLOW DIRECTIONS

That way you will know what you will be able

ASSIGNMENT 1

Put your name on your paper

Do all the work legibly.

ASSIGNMENT 3

Put your name on your paper

Do all the work legibly.

ASSIGNMENT 5

Put your name on your paper

Do all the work legibly.

THINK IT THROUGH

Reflect on your behavior, and how you could have done things differently.

DO YOUR WORK

This work packet is the ticket back to class, and an alternate consequence to a suspension.

ASSIGNMENT 2

Put your name on your paper

Do all the work legibly.

ASSIGNMENT 4

Put your name on your paper

Do all the work legibly.

ASSIGNMENT 6

Put your name on your paper

Do all the work legibly.

SHOW THAT YOU ARE READY TO GO BACK TO CLASS

Be willing to be positive, respectful, in control, dependable and engaged.

Restorative Meeting date _____.

TEACHER _____

PRINCIPAL _____

Non-Violent Crisis Intervention

The Marchus School follows the Crisis Prevention Institute's ("CPI") Non-Violent Crisis Intervention Program as a tool to prevent the escalation of acting out behaviors. All instructional staff, counseling staff, support room staff and school nurses shall be trained in Non-Violent Crisis Intervention. The training will consist of an initial 8-hour certification course taught by certified CPI instructors followed by annual 3-6 hour refresher course. The School Principal has the discretion to add additional trainings for the school or individual staff as necessary.

Staff will make every attempt to de-escalate a student using the CPI Crisis Development Model and the Verbal Escalation Continuum. These two models provide a framework for our staff to be able to respond to student needs when they are in crisis. The training teaches staff to be mindful of their non-verbal and verbal communications while maintaining a safe, non-threatening, supportive stance. We consider setting reasonable and manageable limits while engaging in empathic listening. Our goal is to return to open communications, finding shared understanding and identifying opportunities for growth.

Physical interventions and seclusion may be used only as emergency interventions to prevent serious bodily harm to the student or others.

Physical intervention, the term used in this handbook, refers to "behavioral restraint" as defined in California Education Code § 49005.1. Seclusion as used in this handbook is defined in California Education Code § 49005.1(i).

Emergency Procedures

For the purposes of this section, a behavioral emergency is defined as a student behavioral episode that results in the use of physical intervention or seclusion.

Physical Intervention

A physical intervention is when staff limit the student's freedom of movement to include limiting the movement of their limbs.

Physical intervention may only be deployed by trained staff. Only the amount of physical intervention necessary to prevent serious bodily harm may be used. Emergency responders may be called in situations where staff feel that they are unable to safely use physical intervention.

Physical interventions are a last resort emergency measure to prevent serious bodily injury and shall not be used to protect property.

Physical interventions shall not include an amount of force that exceeds that which is reasonable and necessary under the circumstances. Further, no emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the school site administrator or law enforcement agency, as applicable to the situation. The applicable law may be found at California Education Code §§ 56520-56525 and California Education Code §§ 49005-49006.4.

Seclusion

Seclusion means the involuntary confinement of a pupil alone in a room or area from which the pupil is physically prevented from leaving. Like physical intervention, seclusion is a last resort emergency measure and may only be used as necessary to prevent serious bodily harm.

The applicable law may be found at California Education Code §§ 56520-56525 and California Education Code §§ 49005-49006.4.

When a behavioral emergency occurs and results in the use of physical intervention, seclusion, support room use¹ or calls to law enforcement for a student, the following procedures will be followed:

- Parents/guardians must be notified as soon as possible or within one school day.

Parents/guardians will also be notified within one school day when serious property damage occurs as the result of serious behavioral misconduct even if physical interventions are not used.

- A behavioral emergency report shall immediately be forwarded, via paper form and by email, to the

Marchus School Principal and the CCCOE Director of Student Programs, Special Education.

- The case manager of the student involved and a registered behaviorist shall be notified in writing within 24 hours of the incident. If the student at issue is assigned a school psychologist or social worker through their IEP, that person will also be notified with 24 hours of the incident.
- A post-incident review meeting shall occur no later than the end of the same school day, unless not reasonably possible due to the time the behavioral emergency occurred, in which case the meeting shall occur no later than the end of the next school day. At this meeting, staff from Marchus School shall review the incident. The school psychologist or social worker assigned to the student at issue through the student's IEP (if any), shall be present at this meeting.
- Within 3 days after the post-incident review meeting, the parents/guardians will be informed in writing that the Marchus School has reviewed the behavioral emergency. The parents/guardians will also be informed who the parent/guardian may contact if they have questions or concerns regarding the incident and who to contact if the parent/guardian would like to request an IEP meeting.

In addition to the above post-incident review, the student's IEP will be reviewed as follows:

- If a behavioral emergency report is written regarding an individual with exceptional needs who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an IEP team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both, if applicable.
- If a behavioral emergency report is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, it shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

Any behavioral emergency shall be discussed at the next scheduled IEP meeting for the involved student in an effort to review and determine if the incident constitutes a need to modify the IEP or behavioral intervention plan. The school psychologist or social worker assigned to the student

at issue through the student's IEP (if any) shall be present at this meeting.

The parents/guardians shall have the right and opportunity to examine all school records of his or her child and to receive copies of them within five business days after the request is made by the parent/guardian, either orally or in writing.

1 "Support room use" is defined as when a student is sent to the support room for an incident in which a behavioral emergency report, behavioral incident report, or similar record is prepared as a result, or when a student is sent to the support room when the student is not currently exhibiting any dysregulated behavior, such as starting their day in the support room for conduct from the prior day. This does not include voluntary student trips to the support room, and/or instances where the visit to the support room is specifically permitted or required by the students' individualized education program ("IEP") or behavioral intervention plan.

Concern Reporting System

Parents/guardians may report concerns regarding behavioral issues, the use of physical interventions, seclusion, support room use, calls to law enforcement for a student, or any alleged deprivation of education caused thereby, to the Director of Special Education, or their administrative designee, through written complaints submitted via a web link made available on the website related to the Marchus School on the Parent Resources webpage. The complaint will then be investigated and discussed with the parents/guardians.

What is an Individualized Education Plan?

The Individualized Education Plan (IEP) is a legal document that must be written for each child who is eligible for special education services. The IEP helps ensure that CCCOE special education services are provided as planned and that their appropriateness is evaluated regularly.

The IEP specifies services to be provided by CCCOE. It describes anticipated long-term goals and short-term objectives for a student and serves as a "blueprint" for instruction in the school environment. It is not, however, a daily lesson plan.

The IEP must be reviewed and updated annually. However, parents and/or teacher(s) can request a review more frequently.

Who are the required members of the IEP Team?

- Parent
- Regular education teacher
- Special education teacher/provider
- District representative
- An individual who can interpret the instructional implications of assessment results. This individual may be the regular education teacher, the special education teacher/provider, the LEA representative, or an individual invited by the parent or LEA who has knowledge or special expertise regarding the pupil.

Who are permissive members of the IEP Team?

- At the discretion of the parent, guardian, or the local educational agency, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel, as appropriate.
- Whenever appropriate, the pupil.
- *With prior written permission from the parent, a member of the IEP team may be excused from the IEP meeting if their area of expertise is not going to be on the agenda and they have submitted, in writing, to the parent and the other members of the IEP, input into the development of the child's IEP.*

What Must the IEP Document Contain?

In addition to eligibility information, the IEP document always includes the following components:

1. A statement of the student's present levels of educational performance:

Statements about what the student can and cannot do are based on assessment information. These may include information about academic, social, language, motor, self-help, and pre-vocational skills. Statements should describe the student's classroom performance and how the disability affects his or her participation and progress in the general curriculum. They should not list only test scores.

2. A statement of the student's annual goals and short-term instructional objectives:

Based on the student's identified learning needs, the IEP specifies skills the student will work on. The IEP must specify annual goals (i.e., what the student can reasonably be expected to accomplish within one year). Short-term objectives are measurable, intermediate steps between where the student is now (i.e., present levels of performance) and the annual goals. The objectives are developed based on a logical breakdown of the skills necessary to achieve the goal. The objectives serve as a guide for planning and implementing instructional activities in the classroom and as milestones for measuring progress. The IEP identifies a few learning goals in each of the seven curricular domains, however, these goals are not the only skills the student will learn during the year. The student will receive instruction in many other skills beyond those identified by his/her IEP. Progress toward attaining the annual goals will be reported to parents at least three times a year. For children who are limited English proficient (LEP), the goals and objectives must address English language development.

3. A statement of specific education and related services to be provided to the student. Some services may include, when appropriate:

- assistive technology
- extended school year services
- shortened day services
- adaptive physical education
- transition services
- community experience
- employment and post-school living
- acquisition of daily living skills and a functional vocational evaluation, if appropriate

4. A description of the extent to which the child will participate in the general education program or typical preschool environment and a description of the program to be provided.

5. Projected dates for initiation of services and the anticipated duration of services.

6. Annual and Triennial Dates: The IEP will be reviewed at least once per year. The annual review date indicates the date that the IEP must be reviewed. A triennial review, which closely examines the appropriateness of the student's program, is conducted every three years. This three-year review may entail an informal consultation between the parent(s), the teacher and the school psychologist or a more formal assessment by VCOE specialists. The IEP should include objective criteria, evaluation procedures, and schedule for determining whether short-term and long-term educational objectives are being achieved.

7. Signatures and Parent/Guardian Approval: Persons attending an IEP team meeting are asked to sign the IEP document to indicate their participation; however, only the parent/guardian is asked to approve the IEP. An IEP cannot be implemented without parent approval.

What if I disagree with decisions made by the IEP team?

Alternative Dispute Resolution (ADR) is an informal alternative for resolving disputes involving families of Special Education students. This procedure brings together parents, teachers and administrators in an informal setting for the purpose of resolving disagreements. It is a process that encourages all parties to "problem solve" and to achieve a mutually beneficial agreement to best meet the needs of the individual student.

IEP Process

When students are placed at Marchus the sending district's IEP has determined that Marchus School is an appropriate placement to support the student's needs. With that said, students come to Marchus with an IEP already in place. The Marchus Team will continue to implement the incoming student's IEP as written. Sometimes the team will identify opportunities for changes or improvements in the IEP and recommend changes or modifications to the existing IEP with a 30-day placement IEP meeting, which occurs with the first 30 days of placement. The timelines for the annual and triennial IEP are based on the incoming student's current IEP.

Requesting an IEP Meeting

It is important for parents to know that they have a right to request an IEP meeting at any time. Parents may request an IEP meeting by sending a written request to the school. Upon receipt of the parent's request for an IEP, the IEP team will convene within 30 days to address parent's concerns. It's important to discuss specific needs and issues in a timely manner rather than waiting for the next IEP meeting.

Eligibility Evaluation

Eligibility Evaluation IEPs are held every three years. The purpose of the Eligibility Evaluations IEP is to determine eligibility for special education services and to identify all areas of needs. This IEP serves as the basis for special education programming. The team will conduct formal assessments, file reviews, parent, student and staff interviews, review of student work samples and so forth. Each specialist will provide a report outlining the assessment process and finding as well as making formal recommendations for the team to consider. These reports will be used to generate IEP goals, services and accommodations. As in all IEP meetings placement, modifications and accommodations will be considered

Plan Review Meeting

Every year an Annual Plan Review is held. The team will discuss the current IEP as it relates to the student's educational support. The team will discuss student performance and progress towards IEP goals. The team will also propose new IEP goals to support the student. This is an opportunity for the team, including the parents, to have an open and honest discussion about the student's program and progress.

Individualized Transition Plans

Transition planning is a process to help students with an Individualized Education Program (IEP) decide what they want to do after high school. It also helps them figure out how to get there. The purpose is to help teens prepare to be independent young adults.

Transition planning is federally required for all students who have an IEP. Transition planning should begin with the first IEP that is in effect when the student turns 16, or younger if determined to be necessary by the IEP team.

Transition services is a set of activities for a student with a disability that; (A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Manifestation Determinations

The manifestation determination meeting is an IEP meeting to determine whether a student with a disability may be expelled from school or have his placement changed for more than 10 school days for misconduct. It must be held within 10 school days of the school's decision to expel the student or change his placement.

Manifestation determination is a test employed when a student who receives special education services is considered for suspension, expulsion or any alternative placement due to some behavioral concern. It is a

process where the behavior of a student who receives special education is considered to determine if the actions that resulted in the consideration of some disciplinary action against the student were manifestations of the student's disability.

All relevant information regarding the student including their evaluation, diagnostic results, observations of the student, their Individualized Education Program and other special education services are analyzed in this process. The appropriateness of the educational program that the student was undergoing will also be reviewed to analyze and determine whether the behavior in question was a result or manifestation of the student's disability.

The Marchus School administration determines whether a particular student needs disciplining. The Individualized Education Program team makes the programming decisions for the disabled students who face disciplinary actions.

Once the relevant data about the students are analyzed and if the IEP team determines that the student's behavior is not related to their disability and that their educational placement as it was appropriate, the Marchus School administration applies the relevant disciplinary procedure that is applicable to the students who do not have disabilities to the student under consideration.

IEP Responsibilities and Duties

- Summary in Present levels: All service providers are required to update present levels of performance on the IEP in the area that they are providing services or support on the IEP document in advance of IEP meeting.
- Adding a goal: Service providers are required to recommend goals based on assessed need. IEP Case managers will be responsible for the accuracy and completeness of finalized IEP document
- Progress on goals: All related service providers are required to provide progress reports for the services they provide through the IEP. Case managers will be responsible for accuracy and completeness of finalized goal progress reports.
- Services page: All service providers are required to provide service recommendations at the students IEP meetings. Case managers will be responsible for the accuracy and completeness of the finalized service page.

List of pages included in the IEP

Information and Eligibility
Transition
Present levels
Special Factors
Statewide Assessments
Goals
Services – Offer of FAPE
Educational Setting – Offer of FAPE
Parent Consent w/Medi-cal
Notes
Triennial Reeval
Assessment Plan w/Prior Written Notice (PWN)
Invitation/Notice of Meeting A
Excusal
Behavior Intervention Plan (if needed)
Extended School Year (ESY) Eligibility
Infant Data Sheet (when appropriate)

Intake Process

For a district to place a student in one of our special education programs the sending district's Director/Program Specialist/Designee will need to submit a request through the CCCOE Student Programs Webpage. The requestor will complete the "Student Placement Request" form and upload the following forms:

- Current IEP Report.
- Most Current Triennial Reports.
- Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP), if applicable.
- Discipline Records, including Manifestation Determination Review (MDR), if applicable.

The placement request will be reviewed by the CCCOE Special Education Director and/or the CCCOE Program Specialist. If the packet is complete and deemed appropriate for our programs, it will be forward to the appropriate Principal of the appropriate program.

The school administrator will review the intake packet and provide it to the classroom teacher and appropriate related service providers for review. Staff will review the packet and provide input to the school administrator. The School Principal will make the final decision whether to accept the placement or deny the placement. The School Principal will ensure the request for placement is processed within a reasonable time.

If referral is approved:

- Principal or designee will schedule a campus tour with the student's parent(s), student, and district representative (highly recommended).
- Work with the district to schedule an intake meeting.
- Establish a starting date.
- Request, receive and review immunization records.
- Request, receive, review any medical records provided.
- Work with the district to establish transportation services
- Schedule placement review meeting within 30 days of students start in the program.
- Ensure the sending district transfers the student's SEIS record to CCCOE.

Prior to the student's first day:

The following completed paperwork must be submitted to the main office:

- Emergency Contact Form
- Breakfast/Lunch Enrollment Form
- Student Immunization Form
- Medication Authorization Form
- Authorization for Use and/or Disclosure of Student Health Information Form
- Acceptable Use of Technology Authorization Form
- Cell Phone Policy Acknowledgement Form
- Photo/Video/Website Release Form

If a referral is declined:

Principal will notify the CCCOE Special Education Director or CCCOE program specialist that the referral was declined and why. The CCCOE Director will notify the sending district of the decision in writing.

If declined, the district will be afforded the opportunity:

- to remedy any issues regarding the IEP, assessments, BIP's, FBA's or provide additional documentation.
- offer a meeting with the district program specialist to consider practical options to resolve issues or concerns preventing acceptance of the referral.

How do we transition students back to district programs and support?

When a student is ready to transition back to their district an IEP meeting will be held for a change of placement. This may occur at the Marchus School or at the receiving district's campus. The Marchus team will ensure the IEP is updated including updating progress on goals. A representative of the Marchus team will help coordinate the transition with the receiving school and provide them with important information regarding the student's progress. When a student leaves our program, the school will ensure the student's transcripts are up to date and provide the parents with a copy as well as the most recent of the student's IEP. The student's local file will be copied and sent to the receiving district. The SEIS file will be released at the completion of the last day of enrollment.

When a student graduates or at the end of the semester when the student turns 22 years old if student is working toward a certificate of completion.

FOR STAFF

Work Hours: Staff work hours are determined by local agreements. At Marchus, Normal work hours are 8:00-3:00. Please check with the administration if you need to arrive late or leave early for any reason. Classrooms should be vacated by 4:00 to allow for daily deep cleaning.

Absence Reporting: Absences may be reported to site administration or Administrative Assistant by 6:45 A.M. Administrative Assistant will coordinate substitute coverage. Personal Necessity must have prior approval of immediate supervisor (Principal or Vice-Principal). Report all absences and time off in Employee Self-Serve (ESS). Teachers and aides, please report absences on SmartFind.

Confidentiality: Confidential information about students is protected by law and may not be shared with anyone outside of the IEP team and school administration. Staff should be aware when discussing student information in common areas and move conversations to private areas. Information should be shared between team members when necessary to serve students.

Dress Code: Staff are expected to be role models, and dress professionally. In addition, for safety closed-toed shoes shall be worn.

Professional Work Environment: Marchus School and COE is committed to a professional work environment. This includes the expectation that all have a right to a physically and emotionally safe work environment free from harassment. We model what we teach in using respectful language, empathic listening and attempt to resolve conflict. Effective communication involves being direct, respectful and honest.

FOR PARENTS/FAMILIES

Contra Costa SELPA

In 1977, all school districts and county school offices were mandated to form consortiums in geographical regions of sufficient size and scope to provide for all special education service needs of children residing within the region boundaries. Each region, Special Education Local Plan Area (SELPA), developed a local plan describing how it would provide special education services.

SELPA's are dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society. SELPA's facilitate high quality educational programs and services for special needs students and training for parents and educators. SELPA collaborates with county agencies and school districts to develop and maintain healthy and enriching environments in which special needs students and families can live and succeed.

Parent Rights

It is important for our parents and children to know your rights. The school must present you with a copy of your rights at least once a year. Our school will present you with a copy each time we meet for an IEP and when send correspondence (prior written notice) to you regarding a change in your student's program.

CONTRA COSTA COUNTY OFFICE OF EDUCATION
ANNUAL PARENT NOTICE 2023-2024

Dear Parent/Guardian:

State law requires school districts and the county office of education (“county office”) to provide annual notice to parents/guardians of certain rights and responsibilities. Parents/guardians are required to acknowledge receipt of this notice by signing and returning the receipt and acknowledgment (Part I of Form A) to your school district or county office program.

CURRICULUM AND INSTRUCTION

Instructional Materials:

All primary and supplemental instructional materials and assessments, including textbooks, teacher manuals, films, audio and video recordings, and software, will be compiled and stored by the classroom instructor and made available promptly for inspection by a parent/guardian in a reasonable time frame or in accordance with school district or county office policies or procedures. Education Code §§ 49091.10(a); 51101(a)(8).

Observation:

Upon written request, a parent/guardian has the right to observe instruction and other school activities that involve their child or for the purpose of selecting a school in accordance with board policies on interdistrict and intradistrict transfers. Any observation will be done in accordance with policies established to ensure the safety of pupils and school personnel and to prevent undue interference with instruction or harassment of school personnel. Education Code §§ 49091.10(b); 51101(a)(1).

Beliefs:

A pupil may not be compelled to affirm or disavow any particular personally or privately held world view, religious doctrine, or political opinion. No pupil shall be relieved of any obligation to complete regular classroom assignments. Education Code § 49091.12(a).

Curriculum:

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. The prospectus is available for review upon request and for copying at a reasonable charge. Education Code §§ 49091.14; 49063(k).

Animal Dissection:

A pupil, who has a moral objection to dissecting or otherwise harming or destroying animals as part of an instructional program, has a right to request an alternative educational project. Education Code §§ 32255-32255.6, 48980(a).

Sexual Health and HIV Prevention Education:

The Healthy Youth Act (“Act”) authorizes a school district or county office to provide comprehensive sexual health education and HIV prevention education to all pupils in grades 7 to 12. Education Code §§ 51933 et seq., 48980(a).

- Written and audio-visual educational materials used in comprehensive sexual health education and HIV prevention education will be made available for your inspection. Education Code § 51938.
- You will be notified whether the comprehensive sexual health education or HIV prevention education will be taught by school district/county office personnel or by outside consultants. Education Code § 51938.
- You may request a copy of the Act from the school district or county office. Education Code § 51938.
- You may request in writing that your child be excused from comprehensive sexual health education and HIV prevention education. (Fill out Part II of Form A to make a request.) Education Code § 51938.

Tests, Questionnaires, Surveys, Examinations on Personal Beliefs or Practices:

No pupil will be given any test, questionnaire, survey, or examination containing questions about a pupil's, or their parents'/guardians' beliefs or practices relating to sex, family life, morality, or religion, unless their parent/guardian provides prior written permission. Parents/guardians of all pupils in grades 7 to 12, will be given the opportunity to review any test, questionnaire, or survey about a pupil's attitude concerning or practices relating to sex before it is administered and will be given the opportunity to request in writing that their pupil not participate. Education Code §§ 51513, 51938, 51939.

Minimum Days and Staff Development:

Attached to this notice is the calendar for the school year which includes the current schedule of any minimum days or pupil-free staff development days. Parents/guardians will be notified during the school year of any additional minimum days and pupil-free staff development days not later than one month before the scheduled minimum or pupil-free day. Education Code § 48980(c).

PUPIL BEHAVIOR AND DISCIPLINE

Sexual Harassment:

The school district and county office prohibit sexual harassment of or by any pupil or by anyone employed by or otherwise working or volunteering for the school district or county office. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, visual, or physical conduct of a sexual nature. Any person who feels that they are being discriminated against or harassed should immediately contact their principal or designee so that they can address the situation. A written complaint may be filed in accordance with the district or county office's Uniform Complaint Procedures. Written complaint procedures are available at all school sites. A copy of the school district or county office's written policy on sexual harassment, as it pertains to pupils, is attached to this notice. Education Code §§ 48980(f), 212.5, 231.5; 5 C.C.R. § 4917.

Evaluations:

A pupil may not be tested for behavioral, mental, or emotional evaluation without the informed written consent of their parent/guardian. Education Code § 49091.12(c).

Unexcused Absence:

Parents/guardians will be notified in a timely manner if their child is absent from school without permission. Education Code § 51101(a)(4).

Truancy:

Upon your child's initial classification as a truant, you will be notified of the following:

- a. That your child is truant.
- b. That you are obligated to compel the attendance of your child at school.
- c. That you may be guilty of a criminal infraction and subject to prosecution if you fail to meet this obligation.
- d. That alternative educational programs are available in the district.
- e. That you have the right to meet with appropriate school personnel to discuss solutions to your child's truancy.
- f. That your child may be subject to arrest or temporary custody.
- g. That your child (if 13 to 17 years of age) may be subject to suspension, restriction, or delay of their driving privilege.
- h. That it may be recommended that you accompany your child to school and attend classes with them for one day.

Education Code § 48260.5.

Chronic Truancy:

The parent/guardian of any pupil in grades 1 through 8 who is found to be a "chronic truant" may be found guilty of a misdemeanor. Education Code § 48263.6; Penal Code § 270.1.

Pupil Discipline Rules:

A copy of the school's pupil discipline rules may be obtained by contacting the principal or designee. The parent/guardian of a pupil who has been suspended by a teacher may be required to attend a portion of a school day in the class of their child or ward. Education Code §§ 35291, 48980(a), 48900.1.

PUPIL HEALTH, SAFETY AND MEDICAL TREATMENT

Fingerprint Policy:

Information concerning the school district or the county office's pupil fingerprint policy, if any, is provided at the time of enrollment.

Education Code §§ 32390, 48980(e).

Confidential Medical Services:

Pupils enrolled in grades 7 through 12 may be excused from school by school authorities for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. Education Code § 46010.1.

Pupil Immunization:

No student shall be admitted to school until the student is immunized as required by law. The district may permit a licensed physician and surgeon, or other health care practitioner who is acting under the direction of a supervision physician or surgeon, to administer an immunizing agent to a student whose parent or guardian has consented in writing to the administration of such immunization agent. When there is good cause to believe that a student has been exposed to a communicable disease and their documentary proof of immunization status does not show proof of immunization against that disease, the student may be temporarily excluded from school until the local health officer is satisfied the student is no longer at risk of developing or transmitting the disease.

If a parent or guardian files with the governing authority a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization, that child shall be exempt from the immunization requirements. Any child with a medical exemption authorized prior to January 1, 2020, shall be allowed

continued enrollment until they enroll in the next grade span. "Grade span" means (1) from birth through preschool; (2) transitional kindergarten through 6th grade; and (3) grades 7 through 12. After July 1, 2021, a student may not be unconditionally admitted or readmitted, or admitted/advance to the seventh grade, unless they have been immunized or files a medical exemption that is compliant with a required statewide form.

Effective January 1, 2016, the California Legislature eliminated the exemption from specified immunization requirements based upon personal beliefs. A student who, prior to January 1, 2016, submitted a letter or affidavit on file with their school stating beliefs opposed to immunization shall be allowed enrollment until the student enrolls in the next grade span. "Grade span" means (1) from birth through preschool; (2) transitional kindergarten through 6th grade; and (3) grades 7 through 12.

Health and Safety Code §§ 120335, 120370; Education Code §§ 48216, 48980(a), 49403.

Physical Examinations:

A child may be excluded from physical examination whenever a parent/guardian files a written statement with the school that they will not consent to a physical examination of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious or infectious disease, the child will be excluded from school attendance. (School children are examined for vision, hearing, and curvature of the spine at selected grade levels.) Education Code §§ 48980(a), 49450 – 49455.

State law requires that for each child enrolled in the first grade, the parent/guardian must present within 90 days after entrance, a certificate, signed by a physician, verifying that the child has received appropriate health screening and evaluation including a physical examination within the last 18 months. A parent/guardian may file with the school district a written objection or waiver stating the reasons why they were unable to obtain such services. Free health screening is available for low-income children for up to

18 months prior to entry into 1st grade. Parents/guardians are encouraged to obtain required health screenings simultaneously with required immunizations. Health and Safety Code §§ 124085, 124105.

Psychological Testing:

A parent/guardian has the right to receive information about psychological testing the school does involving their child and to deny permission to give the test. Education Code § 51101(a)(13).

Pupil Medication:

Any pupil who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instruction from the physician or surgeon or physician assistant, as specified by law, detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and a written statement from the pupil's parent, foster parent, or guardian indicating their desire to have the school assist in administering the physician and surgeon, or physician assistant's instructions. Any student who wishes to carry and self-administer prescription auto-injectable epinephrine and/or self-administered inhaled asthma medication must submit both a written statement of instruction from their physician or surgeon or physician assistant, as specified by law, that includes a confirmation that the student is able to self-administer such medication, and a written statement from the pupil's parent, foster parent, or guardian consenting to the self-administration, as well as applicable releases. Any pupil who uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed is subject to discipline. Education Code §§ 48980(a), 49423, 49423.1.

Continuing Medication:

A parent/guardian of a pupil on a continuing medication regimen for a non-episodic condition shall inform the school of the medication being taken, the current dosage, and the name of the supervising physician. With a parent/guardian consent, the school nurse or other designated employee may communicate with the physician regarding the possible effects of the drug on the child's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or over dosage. Education Code § 49480.

Pupil Insurance:

The school district or county office may provide or make available medical or hospital services, or both, for injuries to pupils arising from school programs or activities. No pupil will be compelled to accept such services. You may obtain further information regarding the availability of pupil accident insurance by contacting the school principal. Education Code §§ 48980(a), 49472.

Emergency Medical Care:

All pupils must have an emergency information card filled out and signed by the parent/guardian at the beginning of the school year. If your child is ill or injured during regular school hours and, requires reasonable medical treatment, and if you cannot be reached, the school district, county office or the principal cannot be held liable for reasonable treatment of your ill or injured child without your prior consent, unless you have previously filed a written objection to any medical treatment other than first aid.

Education Code §§ 49407; 49408.

Pupil Safety:

A parent/guardian has the right to have a safe and supportive learning environment for their child. Education Code § 51101(a)(7).

Unsafe School Choice Option:

Students who attend a persistently dangerous school and students who are victims of a violent criminal offense, while in or on the grounds of a public school must be allowed to attend a safe public school. 5 C.C.R. §§ 11992, 11993; 20 U.S.C. § 7912.

Tobacco-Free Campus:

Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in county office or district-owned or leased buildings, on county office, school, or district property, and in county office, school, or district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off county office or district property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions. Health and Safety Code § 104420.

Sun Protective Clothing/Sunscreen:

Any pupil may use articles of sun protective clothing, including hats, for outdoor use during the school day, subject to school district or county office dress code policies. Any pupil may use sunscreen during the school day without a physician's note or prescription, but school personnel are not required to assist pupils in applying sunscreen. Education Code § 35183.5.

Oral Health Assessment:

Any pupil, while enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten, unless excused, must present proof no later than May 31 of the school year of having received an oral assessment by a

licensed dentist or other licensed or registered dental health professional. The assessment must be performed no earlier than 12 months prior to initial enrollment of the pupil. Education Code § 49452.8.

PUPIL PERFORMANCE AND EVALUATION

School Accountability Report Card:

A copy of the school district and county office's accountability report card may be obtained from the school upon request.

Education Code § 35256.

Parent Meeting with Teacher and Principal:

Upon reasonable notice, a parent/guardian has the right to meet with their child's teacher(s) and principal. Education Code §

51101(a)(2).

Parent Notification:

A parent/guardian has the right to be notified concerning their child's classroom and standardized test performances, when their child has been identified as at risk of retention, and to be informed about school rules, including disciplinary rules and procedures, attendance policies, retention and promotion policies, dress codes, school visiting procedures and the person to contact should problems arise with their child. Education Code §§ 48070.5, 51101(a)(5), (9), (12), (16).

Academic Expectations:

A parent/guardian has the right to be informed of the academic expectations of their child. Education Code § 51101(a)(11).

College Admission Requirements and Career Technical Information:

School districts offering any of grades 9-12 shall provide the following brief explanation of college admission requirements, a brief description of career technical education, and information about how pupils may meet with school counselors to help them select courses to meet college admission requirements and/or enroll in career technical education courses.

1. College Admission Requirements (A-G Requirements) for California State University (CSU) and University of California (UC)

Additional information about admission requirements for the CSU system can be found at www.csumentor.edu/planning/high_school. Additional information about admission requirements for the UC system can be found at www.universityofcalifornia.edu/admissions. Additional information about course offerings can be found in the high school student handbook.

- a. History or Social Science – 2 years
- b. English – 4 years
- c. Math – 3 years (UC recommends 4 years)
- d. Laboratory Science – 2 years (UC recommends 3 years)
- e. Language Other Than English – 2 years (UC recommends 3 years)
- f. Visual and Performing Arts – 1 year
- g. College Preparatory Elective – 1 year

2. Career Technical Education (CTE):

Career technical education is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Additional information regarding career technical education can be found at <http://www.cde.ca.gov/ci/ct/>.

3. College/Career Counseling Services

High school case managers are available to meet with parents and students to assist in selecting courses that meet college admission requirements, enroll in CTE, or both. If you would like to schedule an appointment with a case manager, contact the counseling department.

Education Code §§ 48980(k), 51229.

Participation in State Assessments and Option to Request Exemption:

Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law. Each year, a parent may submit a written request to excuse their child from any or all parts of the CAASPP assessments for that school year. Education Code §§ 60640, 60615, 5 C.C.R. § 852.

PUPIL RECORDS

Pupil Records Access:

Parents/guardians have the right to access school records of their child, and to question, and receive a response from the school regarding items on their child's record that a parent/guardian feel is inaccurate, misleading, or is an invasion of their child's privacy. Education Code §§ 51101(a)(10), (15), 49063(f); 49069.7.

Notification of Privacy Rights of Pupils:

Federal and state laws grant certain privacy rights and pupil records access rights to students and to their parents/guardians. Full access to all personally identifiable written records, maintained by the school district or county office must be granted to: (1) Parents/guardians of a student aged 17 or younger; and (2) Students aged 18 or older, or students who are attending an institution of postsecondary instruction ("adult student"). In addition, parents/guardians of a student age 18 or older who is dependent for tax purposes, students age 16 or older or who have completed the 10th grade, and students age 14 or older who are both a "homeless child or youth" and an "unaccompanied youth" as defined in the McKinney-Vento Homeless Assistance Act ("eligible student"), must be permitted access to those particular pupil records relevant to the legitimate educational interest of the requester.

Parents/guardians, or an adult or eligible student, may review individual records by making a request to the principal. The principal will provide explanations and interpretations if requested.

In addition, a parent/guardian, adult or eligible student may receive a copy of any information in the pupil's records at a reasonable cost per page. School district and county office policies and procedures relating to types of records, kinds of information retained, persons responsible for maintaining pupil records, directory information, access by other persons, review, and to the challenge to content of records are available through the principal of their child's school or their designee. Parents/guardians may contact their child's school to review the log listing those who have requested or received information from their child's pupil records. Access to a pupil's records will only be granted to those with a legitimate educational interest.

When a student moves to a new school district, records will be forwarded upon request of the new district. At the time of transfer, the parent/guardian or an eligible student may challenge, review or receive a copy at reasonable fee of the requested records. Parents/guardians may contact the school district or county office for any policy regarding the review and expungement of pupil records.

If you believe the school district or county office is not in compliance with federal regulations regarding privacy, you may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education at 400 Maryland Avenue, SW, Washington, DC 20202-5920.

The school district also makes certain student directory information available in accordance with state and federal laws. This means that each student's name, birth date, address, telephone number, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards achieved, and the most recent previous public or private school attended by the student, may be released to certain specified agencies. Appropriate directory information may not be provided to any private, profit-making entity other than employers, prospective employers or to representatives of the news media. Names and addresses of seniors or terminating students may be given to public or private schools and colleges. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin and the district will not release such information without parental consent or a court order.

Upon written request from the parent/guardian of a student aged 17 or younger, the school district will withhold directory information about the student. (Fill out Part III of Form A to make a request.) If the student is 18 or older or enrolled in an institution of post-secondary instruction and makes a written request, the student's request to deny access to directory information

will be honored. Requests should be submitted within 30 calendar days of receipt of this notification.

Directory information will not be released regarding a student identified as a "homeless child or youth" as defined in the McKinney- Vento Homeless Assistance Act, unless a parent or student accorded parental rights has provided prior written consent that the directory information may be released.

Education Code §§ 49060-49078, 51101; FERPA 20 U.S.C. § 1232g; 34 C.F.R. § 99.37.

Disclosure of Student Information Pursuant to Court Order or Subpoena:

Information concerning a student must be furnished in compliance with a court order or lawfully issued subpoena. Reasonable effort shall be made to notify the parent/guardian in advance of disclosing student information pursuant to a lawfully issued subpoena, and in the case of compliance with a court order, if lawfully possible within the requirements of the order. Education Code § 49077.

Access by Military Recruiters:

Military recruiters will have access to all secondary pupils' names, addresses and phone listings unless a parent/guardian requests that such information is not released without the prior written consent of the parent/guardian. 10 U.S.C. § 503; 20 U.S.C. §7908.

ATTENDANCE, TEMPORARY INSTRUCTION AND ENROLLMENT

Excused Absences:

No pupil will have their grade reduced or suffer a loss of academic credit on account of an excused absence when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. An excused absence is defined in Education Code section 48205 as an absence:

1. Due to the pupil's illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic service rendered.
4. For the purpose of attending the funeral services of a member of the pupil's immediate family as defined in the Education Code, 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 services are 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, including absences to care for a sick child for which the school shall not require a note from a doctor.
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 the pupil's religion, attendance at religious retreats which shall not exceed four (4) hours per semester, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to § 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family who is an active-duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a

combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

A pupil with an excused absence 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, shall be given full credit, therefore. The teacher of any class from which a pupil is absent shall determine the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Education Code §§ 48980(a), (i), 48205; Elections Code § 12302.

Absence for Religious Exercises/Instruction:

With parent/guardian written consent, a student may be excused from school in order to participate in religious exercises or instruction consistent with the limitations specified in Education Code section 46014 provided the district's Board has adopted a resolution permitting such absence and has adopted regulations governing such absences and the reporting thereof. Education Code §§ 46014, 48980(a).

Attendance Options:

California law gives parents/guardians the right to receive notification of all existing statutory attendance options and local attendance options available in the school district, including options for meeting residency requirements for school attendance, programmatic options offered within local attendance areas, and any special programmatic options available on both an interdistrict and intradistrict basis.

Parents/guardians may contact their student's school or district of residence for more information about the available statutory and local attendance options, including information regarding application procedures for alternative attendance areas or programs and district application form(s) for requesting a change of attendance, and for information regarding the appeals process, if any, when a change of attendance is denied.

Education Code § 48980(g).

Individual Instruction:

Except for pupils receiving individual instruction provided pursuant to a school district or county office-sponsored program, 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 either individual instruction at home provided by the school district in which the pupil is deemed to reside, or individual instruction in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or other residential health facility is located. Education Code §§ 48206.3; 48980(b).

Residence When Hospitalized:

Notwithstanding compulsory education requirements, a pupil with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, which is located outside of the school district in which the pupil's parent/guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. It shall be the primary responsibility of the parent/guardian of a pupil with temporary disability to notify the school district in which the pupil is deemed to reside of the pupil's presence in a qualifying hospital. Education Code §§ 48207, 48208, 48980(a).

Residence Based on Parent/Guardian Employment:

A pupil complies with the residency requirements for school attendance in a school district, if the pupil's parent or guardian resides outside the boundaries of that school district but is employed and lives with the pupil at the place of their employment within the boundaries of the school district for a minimum of 3 days during the school week. Education Code § 48204(a)(7).

A pupil may also be deemed a pupil having complied with the residency requirements for school attendance in a school district if at least one parent/guardian is physically employed within the boundaries of that district for a minimum of 10 hours during the school week. Education Code § 48204(b).

Students of Active Military Parent/Guardian:

A child shall be deemed to meet residency requirements for school attendance in a school district, if the child is a student whose parent/guardian is transferred, or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order, and the student's parent/guardian has provided proof of residence in the school district within 10 days after the published arrival date provided on official documentation. Education Code § 48204.3

Pupil of California Resident Parents Departed State Against their Will:

A pupil complies with the residency requirements for school attendance in a school district if their parent(s)/guardian(s) were residents of the state but departed against their will, and the pupil seeks admission to a school of a school district, if certain requirements are met. Education Code § 48204.4.

Attendance Where Caregiver Resides:

If your child lives in the home of a caregiving adult, as defined by law, your child may attend the school district in which that residence is located. Execution of an affidavit, under penalty of perjury, by the caregiving adult is required to determine that your child lives in the caregiver's home. Education Code § 48204(a); Family Code §§ 6550, 6552.

Intradistrict Enrollment:

Residents of a school district may apply to enroll their child in other schools within the district to attend on a space available basis. Intradistrict enrollment is not applicable to districts with only one school or with schools that do not serve any of the same grade levels. Education Code § 35160.5(b).

Interdistrict Attendance:

A pupil may attend a school in a district other than the pupil's district of residence pursuant to an interdistrict agreement. Each school district has adopted policies regarding interdistrict attendance. You may contact your student's school for an application and further information. Education Code §§ 46600 et seq.

Specific School Request:

Parents/guardians have the right to request a specific school and to receive a response. Such a request does not obligate the school to grant the request. Education Code § 51101(a)(6).

Notice of Alternative Schools:

California state law authorizes all school districts to provide 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 their desire to learn.
- c. Maintain a learning situation maximizing student self-motivation and encouraging the student in their own time to follow their own interests. These interests may result wholly or in part from a presentation by their teachers of choices of learning projects.
- d. Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- e. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent/guardian, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. Contact the school for more information. Education Code §§ 58500; 58501.

MISCELLANEOUS

Parent Involvement:

A parent/guardian has the right to participate as a member of a school site council, a parental advisory committee, or a site-based management leadership team in accordance with the rules governing parent membership of those organizations. A copy of the school district's policy regarding Parent Involvement is attached to this notice. Education Code § 51101(a)(14).

Volunteering Time and Resources:

Parents/guardians may volunteer their time and resources for the improvement of school facilities and programs under the supervision of district employees, including, but not limited to, aiding in the classroom with the approval, and under the direct supervision, of the teacher. Although volunteer parents may assist with instruction, primary instructional responsibility shall remain with the teacher. Education Code § 51101(a)(3).

Nondiscrimination:

The school district and county office have a policy of nondiscrimination on the basis of a person's race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics, in any of its policies, practices or procedures programs or activities. The school district's and county office's nondiscrimination policy comply with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 the Rehabilitation Act of 1973 ("Section 504"), the Individuals with Disabilities Education Improvement Act of 2004 and other related state and federal laws. Pupils or parents or any other individual having questions or concerns regarding these nondiscrimination and harassment policies or who may wish to file a complaint, should contact the school district or the county office. Education Code § 220; 5 C.C.R. §§ 4900 et seq.

Pupils with Exceptional Needs/Section 504:

Contra Costa County school districts are included in the Contra Costa County Special Education Local Plan Area ("SELPA"). Pupils with exceptional needs, as defined by Education Code § 56026, have a right to a free and appropriate public education. If you

suspect that your child has exceptional needs due to a disability, you may request an assessment for eligibility for special education services by contacting your school principal or the Contra Costa County Office of Education at (925) 942-3343.

Some pupils with special needs who do not qualify for special education may qualify for assistance under Section 504 of the Rehabilitation Act if they have 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 impairment. The school district and county office have policies and procedures to identify and evaluate any student who may need assistance in their educational program or to provide access into district programs. Pupils or parents or others who have questions or concerns regarding the Section 504 policy may contact their school, school district, or the county office.

Minimum Age for Admission to Kindergarten:

Districts shall admit a pupil into kindergarten at the beginning of the school year, or at a later time in the same school year, if the pupil is 5 years of age on or before September 1 of the school year. Education Code § 48000(a).

Nutrition Program, Free or Reduced-Price Meals:

Free or reduced-price meals are available for needy pupils. Contact your student's school for eligibility information. Education Code

§§ 48980(b); 49510 et seq.

Pregnant and Parenting Pupils:

Pregnant and parenting pupils as defined in Education Code section 46015, have rights and options available to them, including, but not limited to, the provision of parental leave and reasonable lactation accommodations on campus. Education Code §§ 222, 222.5, 46015, 48980(a).

Personal Property:

School districts and the county office are not responsible for personal property. Pupils are discouraged from bringing non-instructional items to school. Education Code § 35213.

Parent Responsibility:

Parents/guardians are liable for all damages caused by the willful misconduct of their minor children which results in the death or injury to other students, school personnel, school volunteer or school property. Education Code § 48904; Civil Code § 1714.1.

Asbestos Management Plan:

The school district has a current asbestos management plan for each school site available for inspection at the district offices during normal business hours. 40 C.F.R. § 763.93; Education Code § 49410 et seq.

Use of Pesticide Products:

Please find attached to this notice a list of pesticide products expected to be applied at school sites this year. Recipients of this notice may register with their school site if they wish to receive notification of individual pesticide applications at the school site. Education Code §§ 17612, 48980.3.

Uniform Complaint Procedures:

The school district and county office have adopted Uniform Complaint Procedures (UCP) for the filing, investigation and resolution of complaints subject to the UCP process, including those alleging unlawful discrimination, harassment, intimidation, and bullying, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on their association with a person or group with one or more of these actual or perceived characteristics; failure to comply with specified state and/or federal laws governing educational programs, including, adult education programs, consolidated categorical aide programs, migrant

education, vocational education, physical education instructional minutes (grades 1-6), child care and development programs, child nutrition programs, special education programs, course periods without educational content (grades 9-12), education of pupils in foster care and pupils who are homeless, compensatory education, and accommodations for lactating students, and pregnant and parenting students; school safety plans; failure to comply with Local Control and Accountability Plan requirements; and for unlawfully charging pupil fees. A copy of the district or county office's Uniform Complaint Procedures is enclosed with this Notice. 5 C.C.R. § 4600 et seq.; Education Code § 49013, 48853.5

Williams Uniform Complaint Procedure:

The school district and county office have adopted policies and procedures regarding complaints for deficiencies related to textbooks and instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, and teacher vacancy and misassignment. For more information regarding Williams Uniform Complaint Procedures and/or to obtain a complaint form or assistance with the process, please contact the school district or the county office. 5 C.C.R. § 4680 et seq.; Education Code § 35186.

Immigration Enforcement - "Know Your Rights":

All students have a right to a free public education, regardless of immigration status or religious beliefs. The California Attorney General's website provides "know your rights" resources for immigrant students and family members online at: <https://oag.ca.gov/immigrant>

Education Code § 234.7.

Professional Qualifications of Teachers:

At the beginning of each school year, parents/guardians may request information regarding the professional qualifications of their child's classroom teachers including, at a minimum:

- Whether the teacher has met state qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether the teacher is teaching in the field of discipline of the certification of the teacher.
- Whether their child is provided services by paraprofessionals, and if so, their qualifications.

20 U.S.C. § 6312; 34 C.F.R. § 200.61.

Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA):

PPRA affords parents/guardians of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student's parent; or
 8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of:
 1. Any other protected information survey, regardless of funding;
 2. 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, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- Inspect, upon request and before administration or use:
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law. Board policies regarding these rights may be obtained from the school district or county office.

Parents/guardians who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202-5920

20 U.S.C. § 1232h.

FORM A

2022-2023 PARENT/GUARDIAN RECEIPT AND ACKNOWLEDGEMENT

***PLEASE COMPLETE AND RETURN THIS FORM TO
YOUR SCHOOL OR COUNTY OFFICE PROGRAM IMMEDIATELY***

Pupil Name: _____

School: _____ **Grade:** _____

PART I - Acknowledgement of Receipt of Annual Parent Notice – COMPLETION MANDATORY

I hereby acknowledge receipt of the Annual Parent Notice as required by Education Code § 48980.

_____ **Date:** _____

Signature of parent/guardian or of pupil if age 18 or older

PART II - Request to Deny Access to Directory Information - COMPLETION OPTIONAL

If you do not wish directory information to be released regarding this pupil, please sign below. Note that this will prohibit the

district from providing the pupil's name and other "directory" information to the news media, interested schools, parent-teacher association, interested employers, and similar parties.

_____ **Date:** _____

To: Parents and Guardians of Students in the **Contra Costa County Office of Education**
From: Lynn Mackey

Subject: California Law Regarding Safe Storage of Firearms

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the **Contra Costa County Office of Education** of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child’s parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.¹
 - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child’s parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.²

¹ See California Penal Code sections 25100 through 25125 and 25200 through 25220.

² See California Penal Code section 25100(c).

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.³

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person’s child or ward.⁴

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sincerely,

Lynn Mackey

California Department of Education

09/19/2022

**OFICINA DE EDUCACIÓN DEL CONDADO DE CONTRA COSTA
AVISO ANUAL PARA LOS PADRES
2022-2023**

Estimados Padres/ Tutores:

La ley estatal requiere que los distritos escolares y la Oficina de Educación del Condado ("Oficina del Condado") proporcionen un aviso anual a los padres/ tutores de ciertos derechos y responsabilidades. Los padres/tutores deben acusar recibo de este aviso firmando y devolviendo el acuse de recibo (Parte I del Formulario A) a su distrito escolar o su programa de la oficina del condado.

PLAN DE ESTUDIOS E INSTRUCCIÓN

Materiales de Instrucción:

Todos los materiales de instrucción y las evaluaciones primarias y suplementarias, incluyendo los libros de texto, los manuales del maestro, las películas, las grabaciones de audio y vídeo, y el software, serán compilados y almacenados por el instructor de la clase y estarán disponibles de inmediato para que los padres/ tutores los inspeccionen en un plazo razonable o de acuerdo con las políticas o los procedimientos del distrito escolar o de la Oficina del Condado. Código de Educación §§ 49091.10(a); 51101(a)(8).

Observación:

Mediante una solicitud por escrito, los padres/ tutores tienen derecho a observar la instrucción y las otras actividades escolares que involucren a su hijo o con el propósito de seleccionar una escuela de acuerdo con las políticas de la junta sobre transferencias entre los distritos y dentro del distrito. Cualquier observación se hará de acuerdo con las políticas establecidas para garantizar la seguridad de los alumnos y del personal de la escuela y para evitar las interferencias indebidas con la instrucción o el acoso del personal de la escuela. Código de Educación §§ 49091.10(b); 51101(a)(1).

Creencias:

No se puede obligar a un alumno a afirmar o abandonar ninguna visión del mundo, doctrina religiosa u opinión política personal o privada en particular. No se eximirá a ningún alumno de ninguna obligación de completar las tareas regulares del salón de clases. Código de Educación § 49091.12(a).

Plan de Estudios:

El plan de estudios, incluyendo los títulos, las descripciones y los objetivos de la instrucción de cada curso ofrecido por una escuela pública, se compilará al menos una vez al año en un prospecto. El prospecto está disponible para su revisión previa solicitud y para su copia a un costo razonable. Código de Educación §§ 49091.14; 49063(k).

Disección de los Animales:

Un alumno que tiene una objeción moral a diseccionar o de otra manera a dañar o destruir los animales como parte de un programa educativo, tiene derecho a solicitar un proyecto educativo alternativo. Código de Educación §§ 32255-32255.6, 48980(a).

Educación de la Salud Sexual y la Prevención del VIH:

La Ley de la Juventud Sana ("Ley") autoriza a un distrito escolar o una Oficina del Condado a proveer una educación integral de la salud sexual y la prevención del VIH a todos los alumnos en los grados 7 a 12. Código de Educación §§ 51933 y lo siguiente, 48980(a).

- Los materiales educativos escritos y audiovisuales utilizados en la educación integral sobre la salud sexual y la educación para la prevención del VIH estarán disponibles para su inspección. Código de Educación § 51938.
- Se le notificará si la educación integral de la salud sexual o la educación sobre la prevención del VIH será impartida por el personal de la Oficina del Condado o del distrito escolar o por consultores externos. Código de Educación § 51938.
- Usted puede solicitar una copia de la Ley al distrito escolar o a la Oficina del Condado. Código de Educación § 51938.
- Usted puede solicitar por escrito que se exima a su hijo de la educación integral de la salud sexual y la educación de la prevención del VIH. (Complete la Parte II del Formulario A para hacer una solicitud). Código de Educación § 51938.

Pruebas, Cuestionarios, Encuestas y Exámenes sobre las Creencias o las Prácticas Personales:

Ningún alumno será sometido a ninguna prueba, cuestionario, encuesta o examen que contenga preguntas sobre las creencias o las prácticas del alumno, o de sus padres/ tutores, relacionadas con el sexo, la vida familiar, la moralidad o la religión, a menos que sus padres/ tutores proporcionen un permiso previo por escrito. Los padres/ tutores de todos los alumnos en los grados 7 a 12, tendrán la oportunidad de revisar cualquier prueba, cuestionario o encuesta sobre la actitud de un alumno o sus prácticas relacionadas con el sexo antes de que se administre y se les dará la oportunidad de solicitar por escrito que su alumno no participe. Código de Educación §§ 51513, 51938, 51939.

Días Mínimos y Desarrollo del Personal:

Se adjunta a este aviso el calendario para el año escolar que incluye el horario actual de todos los días mínimos o los días de desarrollo del personal sin alumnos. Se notificará a los padres/ tutores durante el año escolar de cualquier día mínimo adicional y los días de desarrollo del personal sin alumnos no más tarde de un mes antes del día mínimo programado o sin alumnos. Código de Educación § 48980(c).

CONDUCTA Y DISCIPLINA DE LOS ALUMNOS

Acoso Sexual:

El distrito escolar y la Oficina del Condado prohíben el acoso sexual de o por cualquier alumno o por cualquier persona empleada o que trabaje o sea voluntaria para el distrito escolar o la Oficina del Condado. El acoso sexual prohibido incluye, pero no se limita a, los avances sexuales no deseados, las solicitudes de los favores sexuales y otras conductas verbales, visuales o físicas de naturaleza sexual. Cualquier persona que sienta que está siendo discriminada o acosada debe comunicarse inmediatamente con su director o con la persona designada para que puedan abordar la situación. Se puede presentar una queja por escrito de acuerdo con los Procedimientos Uniformes de las Quejas del distrito o de la Oficina del Condado. Los procedimientos de queja por escrito están disponibles en todos los sitios escolares. Se adjunta a este aviso una copia de la política escrita del distrito escolar o de la Oficina del Condado sobre el acoso sexual, en lo que se refiere a los alumnos. Código de Educación §§ 48980(f), 212.5, 231.5; 5 C.C.R. § 4917.

Evaluaciones:

Un alumno no puede ser sometido a pruebas de evaluación conductual, mental o emocional sin el consentimiento informado por escrito de sus padres/ tutores. Código de Educación § 49091.12(c).

Ausencias Injustificadas:

Los padres/ tutores serán notificados de manera oportuna si su hijo está ausente de la escuela sin permiso. Código de Educación § 51101(a)(4).

Ausentismo Escolar

Tras la clasificación inicial de su hijo como ausente sin permiso, se le notificará a usted lo siguiente

- a. Que su hijo está ausente sin permiso.
- b. Que usted está obligado a obligar la asistencia de su hijo a la escuela.
- c. Que usted puede ser culpable de una infracción penal y estar sujeto a un proceso judicial si usted no cumple con esta obligación.
- d. Que hay programas educativos alternativos disponibles en el distrito.
- e. Que usted tiene derecho a reunirse con el personal escolar apropiado para discutir las soluciones del ausentismo escolar de su hijo.
- f. Que su hijo puede estar sujeto al arresto o la custodia temporal.
- g. Que su hijo (si tiene entre 13 y 17 años) puede estar sujeto a la suspensión, la restricción o el retraso de su privilegio para conducir.
- h. Que se le puede recomendar que usted acompañe a su hijo/ hija a la escuela y asista a las clases con él/ ella durante un día.

Código de Educación § 48260.5.

Ausentismo Escolar Crónico:

Los padres/ tutores de cualquier alumno en los grados 1 a 8 que se determine como un “ausente sin permiso crónico” puede ser declarado culpable de un delito menor. Código de Educación § 48263.6; Código Penal § 270.1.

Normas de Disciplina de los Alumnos:

Se puede obtener una copia de las reglas de disciplina de los alumnos de la escuela comunicándose con el director o la persona designada. Es posible que se requiera que los padres/ tutores de un alumno que ha sido suspendido por un maestro asista a una parte del día escolar en la clase o la sala de su hijo. Código de Educación §§ 35291, 48980(a), 48900.1.

SALUD, SEGURIDAD Y TRATAMIENTO MÉDICO DE LOS ALUMNOS

Política de las Huellas Digitales:

La información relativa a la política de huellas digitales de los alumnos del distrito escolar o de la Oficina del Condado, si la hubiera, se proporciona en el momento de la inscripción. Código de Educación §§ 32390, 48980(e).

Servicios Médicos Confidenciales:

Los alumnos inscritos en los grados 7 a 12 pueden ser excusados de la escuela por las autoridades escolares con el fin de obtener servicios médicos confidenciales sin el consentimiento de los padres. Código de Educación § 46010.1.

Vacunación de los Alumnos:

Ningún estudiante será admitido en la escuela hasta que esté vacunado como lo exige la ley. El distrito puede permitir que un médico y un cirujano con licencia, u otro profesional de la salud que esté

actuando bajo la dirección de un médico o un cirujano de supervisión, administre un agente de vacunación a un estudiante cuyos padres o tutores hayan consentido por escrito la administración de dicho agente de vacunación. Cuando hay una buena causa para creer que un estudiante ha estado expuesto a una enfermedad contagiosa y su prueba documental de estado de la vacunación no muestra la prueba de la vacunación contra esa enfermedad, el estudiante puede ser excluido temporalmente de la escuela hasta que el oficial de salud local esté satisfecho de que el estudiante ya no está en riesgo de desarrollar o transmitir la enfermedad.

Si los padres o tutores presentan a la autoridad gobernante una declaración por escrita de un médico autorizado de que la condición física del niño es tal, o las circunstancias médicas relacionadas con el niño son tales, que la vacunación no se considera segura, indicando la naturaleza específica y la duración probable de la condición médica o las circunstancias, incluyendo, pero no limitado a, la historia médica familiar, para la cual el médico no recomienda la vacunación, ese niño estará exento de los requisitos de la vacunación. A cualquier niño con una exención médica autorizada antes del 1 de enero de 2020, se le permitirá continuar la inscripción hasta que se inscriba en el siguiente grupo de grados. "Grupo de grados" significa (1) desde el nacimiento hasta el preescolar; (2) desde el jardín de infantes de transición hasta el 6º grado; y (3) desde el 7º hasta el 12º grado. Después del 1 de julio de 2021, un estudiante no podrá ser admitido o readmitido incondicionalmente, o admitido/ adelantado al séptimo grado, a menos que haya sido vacunado o presente una exención médica que cumpla con un formulario requerido a nivel estatal.

A partir del 1 de enero de 2016, la Legislatura de California eliminó la exención de los requisitos de vacunación específicos basados en las creencias personales. A un estudiante que, antes del 1 de enero de 2016, presentaba una carta o una declaración jurada en los archivos de su escuela declarando sus creencias opuestas a la vacunación se le permitirá la inscripción hasta que el estudiante se inscriba en el siguiente grupo de grados. "Grupo de grados" significa (1) desde el nacimiento hasta el preescolar; (2) desde jardín de infantes de transición hasta el 6º grado; y (3) desde el 7º al 12º grado.

Código de Salud y Seguridad §§ 120335, 120370; Código de Educación §§ 48216, 48980(a), 49403.

Exámenes Físicos

Un niño puede ser excluido del examen físico siempre que los padres/ tutores presenten una declaración escrita a la escuela de que no dará su consentimiento para un examen físico de su hijo. Siempre que haya una buena razón para creer que el niño está padeciendo de una enfermedad contagiosa o infecciosa reconocida, el niño será excluido de la asistencia a la escuela. (A los alumnos se les examina la vista, el oído y la curvatura de la columna vertebral en determinados niveles de grado). Código de Educación §§ 48980(a), 49450 - 49455.

La ley estatal requiere que para cada niño inscrito en el primer grado, los padres/ tutores deben presentar dentro de los 90 días posteriores al ingreso, un certificado, firmado por un médico, que verifique que el niño ha recibido un examen médico y una evaluación de salud adecuados, incluido un examen físico dentro de los últimos 18 meses. Los padres/ tutores pueden presentar ante el distrito escolar una objeción o renuncia por escrito indicando las razones por las que no pudieron obtener dichos servicios. El examen de salud gratuito está disponible para los niños de bajos ingresos hasta los 18 meses antes de ingresar al primer grado. Se alienta a los padres/ tutores a obtener los exámenes de salud requeridos simultáneamente con las vacunaciones requeridas.

Código de Salud y Seguridad §§ 124085, 124105.

Evaluaciones Psicológicas:

Los padres/ tutores tienen el derecho de recibir la información sobre las pruebas psicológicas que la escuela realiza que involucran a su hijo y de negar el permiso para realizar la prueba. Código de Educación § 51101(a)(13).

Medicación de los Alumnos:

Cualquier alumno que deba tomar medicamentos recetados en la escuela y que desee la asistencia del personal de la escuela debe presentar una declaración escrita de instrucciones del médico o cirujano o asistente médico, según lo especificado por la ley, detallando el nombre del medicamento, el método, la cantidad y los horarios en los que se debe tomar la medicación, y una declaración por escrito de los padres, los padres adoptivos o los tutores del alumno indicando su deseo de que la escuela ayude a administrar las instrucciones del médico y del cirujano o del asistente médico. Cualquier estudiante que desee llevar y administrarse a sí mismo la epinefrina auto-inyectable recetada y/o un medicamento inhalado para el asma debe presentar tanto una declaración escrita de instrucciones de su médico o su cirujano o su asistente médico, tal como lo especifica la ley, que incluya una confirmación de que el alumno es capaz de administrarse por sí mismo dicha medicación, como una declaración escrita del padre, del padre adoptivo, o del tutor del alumno en la que consienta la auto-administración, así como las autorizaciones correspondientes. Cualquier alumno que utilice la epinefrina auto-inyectable o un medicamento inhalado para el asma de una manera diferente la recetada está sujeto a medidas disciplinarias. Código de Educación §§ 48980(a), 49423, 49423.1.

Medicación Continuada:

Los padres/ tutores de un alumno en un régimen de medicación continua para una condición no episódica deberán informar a la escuela del medicamento que está tomando, la dosis actual y el nombre del médico supervisor. Con el consentimiento de los padres/ tutores, la enfermera de la escuela u otro empleado designado podrá comunicarse con el médico con respecto a los posibles efectos del medicamento en el comportamiento físico, intelectual y social del niño, así como los posibles signos y síntomas conductuales de los efectos secundarios adversos, la omisión o la sobredosis. Código de Educación § 49480.

Seguro de los Alumnos:

El distrito escolar o la Oficina del Condado pueden proporcionar o poner a disposición los servicios médicos u hospitalarios, o ambos, para las lesiones de los alumnos que surjan de los programas o actividades escolares. Ningún alumno será obligado a aceptar tales servicios. Usted puede obtener más información sobre la disponibilidad del seguro de accidentes para los alumnos comunicándose con el director de la escuela. Código de Educación §§ 48980(a), 49472.

Atención Médica de Emergencia:

Todos los alumnos deben tener una tarjeta de información de emergencia llenada y firmada por los padres/ tutores al comienzo del año escolar. Si su hijo se enferma o se lesiona durante el horario escolar regular y, requiere un tratamiento médico razonable, y si no podemos comunicarnos con usted, el distrito escolar, la Oficina del Condado o el director no pueden ser considerados como responsables por

el tratamiento razonable de su hijo enfermo o lesionado sin su consentimiento previo, a menos que usted haya presentado previamente una objeción por escrito a cualquier tratamiento médico que no sea de primeros auxilios. Código de Educación §§ 49407; 49408.

Seguridad de los Alumnos:

Los padres/ tutores tienen derecho a tener un entorno de aprendizaje seguro y de apoyo para su hijo. Código de Educación § 51101(a)(7).

Opción de la Elección de la Escuela Insegura:

A los estudiantes que asisten a una escuela constantemente peligrosa y los estudiantes que son víctimas de un delito criminal violento, mientras que se encuentran en o en las instalaciones de una escuela pública se les debe permitir asistir a una escuela pública segura. 5 C.C.R. §§ 11992, 11993; 20 U.S.C. § 7912.

Escuela Libre de Tabaco:

El uso de productos de tabaco en cualquier momento por los estudiantes, el personal, los padres o los visitantes, está estrictamente prohibido en los edificios propiedad o alquilados de la Oficina del Condado o del distrito o en la propiedad de la Oficina del Condado, de la escuela o del distrito y en los vehículos de la Oficina del Condado, de la escuela o del distrito. Esta prohibición se aplica a todos los empleados, los estudiantes y los visitantes en cualquier programa educativo, actividad o evento deportivo patrocinado por la escuela que se lleve a cabo dentro o fuera de la propiedad de la Oficina del Condado o del distrito. Los productos prohibidos incluyen cualquier producto que contenga tabaco o nicotina, incluyendo, pero sin limitarse al tabaco sin humo, rapé, los masticables, los cigarrillos de clavos de olor y los cigarrillos electrónicos que pueden suministrar nicotina y soluciones vaporizadas sin nicotina. Código de Salud y Seguridad § 104420.

Ropa de Protección Solar/ Protector Solar:

Cualquier alumno puede usar artículos de ropa protectora contra el sol, incluyendo los sombreros, para el uso al aire libre durante el día escolar, sujetos a las políticas del código de vestimenta del distrito escolar o de la Oficina del Condado. Cualquier alumno puede usar protector solar durante el día escolar sin una nota o una receta médica, pero el personal de la escuela no se requiere que el personal de la escuela ayude a los alumnos a aplicarse el protector solar. Código de Educación § 35183.5.

Evaluación de la Salud Oral:

Cualquier alumno, mientras esté inscrito en jardín de infantes en una escuela pública o mientras esté inscrito en primer grado si el alumno no estuvo previamente inscrito en jardín de infantes, a menos que esté justificado, debe presentar una prueba a más tardar el 31 de mayo del año escolar de haber recibido una evaluación oral por parte de un dentista con licencia u otro profesional de la salud dental con licencia o registrado. La evaluación debe realizarse no antes de los 12 meses anteriores a la inscripción inicial del alumno. Código de Educación § 49452.8.

DESEMPEÑO Y EVALUACIÓN DE LOS ALUMNOS

Informe de Responsabilidad Escolar:

Se puede obtener una copia del informe de responsabilidad del distrito escolar y de la Oficina del Condado en la escuela a pedido. Código de Educación § 35256.

Reunión de los Padres con el Maestro y el Director:

Con un aviso razonable, los padres/ tutores tienen derecho a reunirse con el/ los maestro(s) y el director de su hijo. Código de Educación §51101(a)(2).

Aviso a los Padres:

Los padres/ tutores tienen derecho a ser notificados sobre el desempeño de su hijo en el salón de clases y en las pruebas estandarizadas, cuando su hijo ha sido identificado como estando en riesgo de retención, y a ser informados sobre las reglas de la escuela, incluyendo las reglas y los procedimientos disciplinarios, las políticas de asistencia, las políticas de retención y promoción, los códigos de vestimenta, los procedimientos de visita a la escuela y la persona a contactar en caso de que surjan problemas con su hijo. Código de Educación §§ 48070.5, 51101(a)(5), (9), (12), (16).

Expectativas Académicas:

Los padres/ tutores tienen derecho a ser informados de las expectativas académicas de su hijo. Código de Educación § 51101(a)(11).

Requisitos de la Admisión a la Universidad e Información de Carreras Técnicas:

Los distritos escolares que ofrecen cualquiera de los grados 9 a 12 deberán proporcionar la siguiente explicación breve de los requisitos de la admisión a la universidad, una breve descripción de la educación técnica profesional y la información sobre cómo los alumnos pueden reunirse con los consejeros escolares para ayudarles a seleccionar los cursos para cumplir con los requisitos de admisión a la universidad y/ o inscribirse en los cursos de educación técnica profesional.

1. Requisitos de la Admisión a la Universidad (Requisitos A-G) para la Universidad Estatal de California (CSU) y la Universidad de California (UC)

Se puede encontrar información adicional sobre los requisitos de admisión para el sistema de CSU en www.csumentor.edu/planning/high_school. Se puede encontrar información adicional sobre los requisitos de admisión para el sistema de UC en www.universityofcalifornia.edu/admissions. Se puede encontrar información adicional sobre las ofertas de los cursos en el manual del estudiante de la escuela secundaria.

- a. Historia o Ciencias Sociales – 2 años
- b. Inglés – 4 años
- c. Matemáticas – 3 años (UC recomienda 4 años)
- d. Laboratorio y Ciencias – 2 años (UC recomienda 3 años)

- e. Otro Idioma que no sea el Inglés – 2 años (UC recomienda 3 años)
 - f. Artes Visuales y Escénicas – 1 año
 - g. Curso Optativa de Preparación para la Universidad – 1 año
2. Educación Técnica Profesional (CTE):

La educación técnica profesional es un programa de estudio que consiste en una secuencia de cursos de varios años que integra el conocimiento académico básico con el conocimiento técnico y ocupacional para proporcionar a los estudiantes un camino hacia la educación postsecundaria y las carreras. Se puede encontrar información adicional sobre la educación técnica profesional en <http://www.cde.ca.gov/ci/ct/>.

3. Servicios de Consejería Universitaria/ Profesional

Los coordinadores de servicios de la escuela secundaria están disponibles para reunirse con los padres y los estudiantes para ayudarlos a seleccionar cursos que cumplan con los requisitos de admisión a la universidad, inscribirse en CTE o ambos. Si usted desea programar una cita con un coordinador de servicios, comuníquese con el departamento de consejería.

Código de Educación §§ 48980(k), 51229.

Participación en las Evaluaciones Estatales y la Opción de Solicitar una Exención:

Los alumnos en los niveles de grado correspondientes participarán en la Evaluación del Desempeño y del Progreso de los Estudiantes de California (CAASPP), salvo que estén exentos por ley. Cada año, los padres pueden presentar una solicitud por escrito para excusar a su hijo de cualquiera o todas las partes de las evaluaciones CAASPP para ese año escolar. Código de Educación §§ 60640, 60615, 5 C.C.R. § 852.

EXPEDIENTES DE LOS ESTUDIANTES

Acceso a los Expedientes de los Estudiantes:

Los padres/ tutores tienen derecho a acceder a los expedientes escolares de su hijo, y a preguntar, y recibir una respuesta de la escuela con respecto a las notas en el expediente de su hijo que los padres/ tutores consideren que son inexactos, engañosos o una invasión de la privacidad de su hijo. Código de Educación §§ 51101(a)(10), (15), 49063(f); 49069.7.

Aviso de los Derechos de la Privacidad de los Estudiantes:

Las leyes federales y estatales otorgan ciertos derechos de privacidad y derechos de acceso a los registros de los alumnos a los alumnos ya sus padres/ tutores. Se debe otorgar un acceso completo a todos los expedientes escritos de identificación personal, mantenidos por el distrito escolar o la Oficina del Condado a: (1) Los padres/ tutores de un estudiante de 17 años o menor; y (2) Los estudiantes de 18 años o mayores, o los estudiantes que asisten a una institución de instrucción postsecundaria ("estudiante adulto"). Además, los padres/ tutores de un estudiante de 18 años o mayor que sea dependiente a los efectos fiscales, los estudiantes de 16 años o mayores o que hayan completado el 10º grado y los estudiantes de 14 años o mayores que son a la vez "niños o jóvenes sin hogar" y un "joven no acompañado" como se define en la Ley de Asistencia para Personas sin Hogar de McKinney-Vento

("estudiante elegible"), se les debe permitir el tener acceso a esos expedientes de alumnos en particular que sean relevantes para el interés educativo legítimo del solicitante.

Los padres/ tutores, o un estudiante adulto o elegible, pueden revisar los expedientes individuales haciendo una solicitud al director.

El director proporcionará las explicaciones y las interpretaciones si se solicitan.

Además, un padre/ tutor, un estudiante adulto o elegible puede recibir una copia de cualquier información en los expedientes del alumno a un costo razonable por página. Las políticas y los procedimientos del distrito escolar y de la Oficina del Condado relacionados con los tipos de expedientes, los tipos de información retenida, las personas responsables de mantener los expedientes de los alumnos, la información del directorio, el acceso por parte de otras personas, la revisión y la impugnación del contenido de los expedientes están disponibles a través del director de la escuela de su hijo o su designado. Los padres/ tutores pueden ponerse en contacto con la escuela de su hijo para revisar el listado del expediente que enumera a las personas que han solicitado o recibido información de los registros de los alumnos de su hijo. El acceso a los expedientes de los alumnos sólo se concederá a quienes tengan un interés educativo legítimo.

Cuando un estudiante se muda a un distrito escolar nuevo, los registros se enviarán a pedido del nuevo distrito. En el momento de la transferencia, los padres/ tutores o un estudiante elegible pueden cuestionar, revisar o recibir una copia a un costo razonable de los registros solicitados. Los padres/ tutores pueden comunicarse con el distrito escolar o la Oficina del Condado para cualquier política relacionada con la revisión y la eliminación de los expedientes penales de los alumnos.

Si usted cree que el distrito escolar o la Oficina del Condado no cumple con las normas federales con respecto a la privacidad, usted puede presentar una queja ante la Oficina de Cumplimiento de Políticas Familiares del Departamento de Educación de los Estados Unidos en 400 Maryland Avenue, SW, Washington, DC 20202-5920.

El distrito escolar también pone a disposición cierta información del directorio de los estudiantes de acuerdo con las leyes estatales y federales. Esto significa que el nombre de cada estudiante, la fecha de nacimiento, la dirección, el número de teléfono, la dirección de correo electrónico, el área principal de estudio, la participación en las actividades y los deportes oficialmente reconocidos, el peso y la estatura de los miembros de los equipos deportivos, las fechas de asistencia, los títulos y los premios obtenidos, y la escuela pública privada más reciente a la que asistió el estudiante, pueden ser divulgados a ciertas agencias especificadas. La información del directorio no puede ser proporcionada a ninguna entidad privada con fines de lucro que no sean los empleadores, los posibles empleadores o los representantes de los medios de comunicación. Los nombres y las direcciones de los estudiantes del último año o que terminan sus estudios pueden ser entregados a las escuelas y las universidades públicas o privadas. La información del directorio no incluye el estado de la ciudadanía, el estado de inmigración, el lugar de nacimiento o cualquier otra información que indique el origen nacional y el distrito no divulgará dicha información sin el consentimiento de los padres o una orden judicial.

A petición escrita de los padres/ tutores de un estudiante de 17 años o menor, el distrito escolar retendrá la información del directorio sobre el estudiante. (Complete la Parte III del Formulario A para hacer una solicitud). Si el estudiante tiene 18 años o más o está inscrito en una institución de instrucción

post-secundaria y hace una solicitud por escrito, la solicitud del estudiante para negar el acceso a la información del directorio será respetada. Las solicitudes deberán presentarse en un plazo de 30 días calendario del recibo de este aviso.

La información del directorio no será divulgada con respecto a un estudiante identificado como un "niño o joven sin hogar" según se define en la Ley de Asistencia para las Personas Sin Hogar de McKinney-Vento, a menos que un padre o un estudiante con derechos parentales concedidos haya proporcionado su consentimiento previo por escrito para que se divulgue la información del directorio.

Código de Educación §§ 49060-49078, 51101; FERPA 20 U.S.C. § 1232g; 34 C.F.R. § 99.37.

Divulgación de la Información del Estudiante Conforme a una Orden Judicial o una Citación:

La información sobre un estudiante debe ser proporcionada en cumplimiento de una orden judicial o una citación emitida legalmente. Se hará un esfuerzo razonable para notificar a los padres/ tutores antes de divulgar la información del estudiante de conformidad con una citación emitida legalmente y, en el caso de cumplir con una orden judicial, si es legalmente posible dentro de los requisitos de la orden. Código de Educación § 49077.

Acceso de los Reclutadores Militares:

Los reclutadores militares tendrán acceso a todos los nombres, las direcciones y los listados telefónicos de todos los alumnos de la escuela secundaria a menos que los padres/ tutores soliciten que dicha información no se divulgue sin el consentimiento previo por escrito de los padres/ tutores. 10 U.S.C. § 503; 20 U.S.C. §7908.

ASISTENCIA, INSTRUCCIÓN TEMPORAL, E INSCRIPCIÓN

Ausencias Justificadas:

A ningún alumno se le reducirá su calificación o sufrirá una pérdida del crédito académico a causa de una ausencia justificada cuando las tareas y las pruebas perdidas que se puedan proporcionar razonablemente se completen satisfactoriamente dentro de un período de tiempo razonable. Una ausencia justificada se define en el Código de Educación, la sección 48205 como una ausencia:

1. Por enfermedad del alumno.
2. Debido a la cuarentena bajo las indicaciones de un funcionario de salud del condado o de la ciudad.
3. Con el fin de que se proporcionen los servicios médicos, dentales, optométricos o quiroprácticos.
4. Con el fin de asistir a los servicios funerarios de un miembro de la familia inmediata del alumno según se define en el Código de Educación, siempre que la ausencia no se más de un día si los servicios se llevan a cabo en California y no más de tres días si los servicios se llevan a cabo fuera de California.
5. A los efectos del servicio de jurado en la forma prevista por la ley.

6. Debido a la enfermedad o la cita médica durante el horario escolar de un niño del cual el alumno es el padre con custodia, incluyendo las ausencias para cuidar a un enfermo para las cuales la escuela no deberá requerir una nota de un médico.
7. Por razones personales justificadas, incluyendo, pero no limitadas a ,una comparecencia ante el tribunal, la asistencia a un servicio fúnebre, la observancia de un día festivo o una ceremonia de la religión del alumno, la asistencia a retiros religiosos que no deben exceder cuatro (4) horas por semestre, o al asistencia a una conferencia de empleo, cuando la ausencia del alumno haya sido solicitada por escrito por los padres o tutores y haya sido aprobada por el director o un representante designado de conformidad con las normas uniformes establecidas por la junta directiva.
8. Con el fin de server como miembro en una junta del precinto para una elección de conformidad con el § 12302 del Código Electoral.
9. Con el fin de pasar tiempo con un miembro de la familia inmediata del alumno que es un miembro en el servicio activo de los servicios uniformados como se define en el Código de Educación 49701, y ha sido llamado al servicio, está de permiso o ha regresado inmediatamente del despliegue en una zona de combate o una posición de apoyo de combate. Las ausencias concedidas de conformidad con este párrafo se concederán por un período de tiempo que se determinará a la discreción del superintendente del distrito escolar.
10. Con el fin de asistir a la ceremonia de naturalización del alumno para convertirse en un ciudadano de los Estados Unidos.
11. Está autorizada a discreción de un administrador escolar, como se describe en la subdivisión (c) de la Sección 48260.

A un alumno con una ausencia justificada se le permitirá completar todas las tareas y las pruebas perdidas durante la ausencia que se puedan proporcionar razonablemente y, al completarlas satisfactoriamente dentro de un período de tiempo razonable, se le otorgará el crédito completo por ellas. El maestro de cualquier clase en la que el alumno esté ausente determinará que las pruebas y las tareas sean razonablemente equivalentes, pero no necesariamente idénticas, a las pruebas y las tareas que el alumno haya perdido durante la ausencia.

Código de Educación §§ 48980(a), (i), 48205; Código Electoral § 12302.

Ausencia por Ejercicios Religiosos/ Instrucción Religiosa:

Con el consentimiento por escrito de los padres/tutores, un estudiante puede ser excusado de la escuela para participar en ejercicios religiosos o instrucción religiosa consistente con las limitaciones especificadas en la sección 46014 del Código de Educación siempre y cuando la Junta del Distrito haya adoptado una resolución que permita tal ausencia y haya adoptado regulaciones que gobiernen tales ausencias y la notificación de las mismas. Código de Educación §§ 46014, 48980(a). Código de Educación §§ 46014, 48980(a).

Opciones de Asistencia:

La ley de California otorga a los padres/ tutores el derecho a recibir una notificación de todas las opciones de asistencia legales existentes y las opciones de asistencia local disponibles en el distrito

escolar, incluyendo las opciones para cumplir con los requisitos de la residencia para la asistencia a la escuela, las opciones programáticas ofrecidas dentro de las áreas de asistencia locales, y cualquier opción programática especial disponible tanto en base entre los distritos como dentro del distrito.

Los padres/ tutores legales pueden ponerse en contacto con la escuela o el distrito de residencia de su estudiante para obtener más información sobre las opciones de asistencia legal y local disponibles, incluyendo la información sobre los procedimientos de solicitud para las áreas o los programas de asistencia alternativos y el/ los formulario(s) de solicitud del distrito para solicitar un cambio de asistencia, y para la información sobre el proceso de apelación, si lo hay, cuando se niega un cambio de asistencia.

Código de Educación § 48980(g).

Instrucción Individual:

A excepción de los alumnos que reciben instrucción individual proporcionada de acuerdo con un programa patrocinado por el distrito escolar o la Oficina del Condado, un alumno con una discapacidad temporal que hace imposible o desaconsejable la asistencia a las clases regulares diurnas o al programa de educación alternativa en el que está inscrito el alumno, deberá recibir instrucción individual en el hogar proporcionada por el distrito escolar en el que se considera que reside el alumno, o instrucción individual en un hospital u otro centro de salud residencial, excluyendo los hospitales estatales, proporcionada por el distrito escolar en el que se encuentra el hospital u otro centro de salud residencial. Código de Educación §§ 48206.3; 48980(b).

Residencia Cuando Está Hospitalizado:

A pesar de los requisitos de educación obligatoria, un alumno con una discapacidad temporal que se encuentra en un hospital u otro centro de salud residencial, excluyendo un hospital estatal, que se encuentra fuera del distrito escolar en el que residen los padres / tutores del alumno, se considerará que ha cumplido con los requisitos de residencia para la asistencia escolar en el distrito escolar en el que se encuentra el hospital. Será la responsabilidad principal de los padres/ tutores de un alumno con discapacidad temporal de notificar al distrito escolar en el que se considera que reside el alumno la presencia del alumno en un hospital que cumple los requisitos. Código de Educación §§ 48207, 48208, 48980(a).

Residencia Basada en el Empleo de los Padres/ Tutores:

Un alumno cumple con los requisitos de residencia para la asistencia escolar en un distrito escolar, si los padres o tutores del alumno residen fuera de los límites de ese distrito escolar, pero están empleado y viven con el alumno en el lugar de su empleo dentro de los límites del distrito escolar durante un mínimo de 3 días durante la semana escolar. Código de Educación § 48204(a)(7).

También se puede considerar que un alumno ha cumplido con los requisitos de residencia para asistir a la escuela en un distrito escolar si al menos uno de los padres/ tutores está físicamente empleado dentro de los límites de ese distrito por un mínimo de 10 horas durante la semana escolar. Código de Educación § 48204(b).

Estudiantes de los Padres/ Tutores Militares Activos:

Se considerará que un niño cumple con los requisitos de residencia para la asistencia a la escuela en un distrito escolar, si el niño es un estudiante cuyos padres/ tutores son transferidos, o están pendientes de ser transferidos a una instalación militar dentro del estado mientras están en servicio militar activo de acuerdo con una orden militar oficial, y los padres/ tutores del estudiante han proporcionado una prueba de residencia en el distrito escolar dentro de los 10 días después de la fecha de llegada publicada proporcionada en la documentación oficial. Código de Educación § 48204.3

Alumnos de Padres Residentes de California que se Fueron del estado en Contra de su Voluntad:

Un alumno cumple con los requisitos de residencia para asistir a la escuela en un distrito escolar si sus padres/ tutores eran residentes del estado pero se fueron en contra de su voluntad, y el alumno busca la admisión a una escuela de un distrito escolar, si se cumplen ciertos requisitos. Código de Educación § 48204.4.

Asistencia Donde Reside el Cuidador:

Si su hijo vive en el hogar de un cuidador adulto, como lo define la ley, su hijo puede asistir al distrito escolar en el que se encuentra esa residencia. Se requiere la ejecución de una declaración jurada, bajo pena de perjurio, por parte del adulto que lo cuida para determinar que su hijo vive en el hogar del cuidador. Código de Educación § 48204(a); Código de Familia §§ 6550, 6552.

Inscripción Dentro del Distrito:

Los residentes de un distrito escolar pueden presentar una solicitud para inscribir a su hijo en otras escuelas dentro del distrito para asistir según el espacio disponible. La inscripción dentro del distrito no se aplica a los distritos con una sola escuela o con escuelas que no ofrecen ningunos de los mismos niveles de grado. Código de Educación § 35160.5(b).

Asistencia Entre los Distritos:

Un alumno puede asistir a una escuela en un distrito que no sea el distrito de residencia del alumno conforme a un acuerdo entre los distritos. Cada distrito escolar ha adoptado políticas con respecto a la asistencia entre los distritos. Usted puede comunicarse con la escuela de su estudiante para obtener una solicitud y obtener más información. Código de Educación §§ 46600 y lo que sigue

Solicitud de una Escuela Específica:

Los padres/ tutores tienen derecho a solicitar una escuela específica y a recibir una respuesta. Tal solicitud no obliga a la escuela a conceder la solicitud. Código de Educación § 51101(a)(6).

Aviso de las Escuelas Alternativas:

La ley del estado de California autoriza a todos los distritos escolares a establecer escuelas alternativas. La sección 58500 del Código de Educación define una escuela alternativa como una escuela o grupo de clases separadas dentro de una escuela que funciona de una manera diseñada para:

- a. Maximizar la oportunidad para que los estudiantes desarrollen los valores positivos de la autosuficiencia, la iniciativa, la amabilidad, la espontaneidad, el ingenio, el valor, la creatividad, la responsabilidad y la alegría.

- b. Reconocer que el mejor aprendizaje tiene lugar cuando el estudiante aprende debido a su deseo de aprender.
- c. Mantener una situación de aprendizaje que maximice la automotivación del estudiante y alentar al estudiante a seguir sus propios intereses en su tiempo libre. Estos intereses pueden ser el resultado total o parcial de una presentación por parte de sus maestros de las opciones de los proyectos de aprendizaje.
- d. Maximizar la oportunidad para que los maestros, los padres y los estudiantes desarrollen cooperativamente el proceso de aprendizaje y su materia. Esta oportunidad será un proceso continuo y permanente.
- e. Maximizar la oportunidad para que los estudiantes, los profesores y los padres reaccionen continuamente al mundo cambiante, incluyendo pero no limitado a la comunidad en la que se encuentra la escuela.

En caso de que algún padre/ tutor, alumno o maestro esté interesado en obtener más información sobre las escuelas alternativas, el superintendente de escuelas del condado, la oficina administrativa de este distrito y la oficina del director de cada unidad de asistencia tienen copias de la ley disponibles para su información. Esta ley autoriza particularmente a las personas interesadas a solicitar a la junta directiva del distrito para establecer los programas escolares alternativos en cada distrito. Póngase en contacto con la escuela para obtener más información. Código de Educación §§ 58500; 58501.

MISCELÁNEO

Participación de los Padres:

Los padres/ tutores tienen derecho a participar como miembros de un consejo escolar, un comité asesor de padres o un equipo de liderazgo de gestión del sitio de acuerdo con las normas que rigen la membresía de los padres de esas organizaciones. Se adjunta a esta notificación una copia de la política del distrito escolar relativa a la participación de los padres. Código de Educación § 51101(a)(14).

Voluntariado del Tiempo y los Recursos:

Los padres/ tutores pueden ofrecer su tiempo y sus recursos como voluntarios para la mejora de las instalaciones y los programas escolares bajo la supervisión de los empleados del distrito, incluyendo, pero no limitado a, proveer asistencia en el salón de clases con la aprobación y la supervisión directa del maestro. Aunque los padres voluntarios pueden ayudar con la instrucción, la responsabilidad principal de instrucción permanecerá con el maestro. Código de Educación § 51101(a)(3).

No Discriminación:

El distrito escolar y la Oficina del Condado tienen una política de no discriminación sobre la base de la raza, el color, la ascendencia, la nacionalidad, el origen nacional, el estado migratorio, la identificación de grupo étnico, la edad, la religión, el estado civil, el embarazo o el estado parental, la discapacidad física o mental de una persona, el sexo, la orientación sexual, el género, la identidad o la expresión del género o la información genética; una percepción de una o más de tales características; o la asociación con una persona o un grupo con una o más de estas características reales o percibidas, en cualquiera de sus políticas, sus prácticas o sus procedimientos, sus programas o sus actividades. La política de no

discriminación del distrito escolar y de la Oficina del Condado cumple con los requisitos del Título VI y el Título VII de la Ley de Derechos Civiles de 1964, el Título IX de las Enmiendas Educativas de 1972, la Sección 504 de la Ley de Rehabilitación de 1973 ("Sección 504"), la Ley de Mejora de la Educación de las Personas con Discapacidades de 2004 y otras leyes estatales y federales relacionadas. Los alumnos o los padres o cualquier otra persona que tenga preguntas o inquietudes con respecto a estas políticas de no discriminación y acoso o que desee presentar una queja, debe ponerse en contacto con el distrito escolar o la Oficina del Condado. Código de Educación § 220; 5 C.C.R. §§ 4900 y lo que sigue

Alumnos con Necesidades Excepcionales/ Sección 504:

Los distritos escolares del Condado de Contra Costa están incluidos en el Plan Local de Educación Especial para el Área del Condado de Contra Costa ("SELPA"). Los alumnos con necesidades excepcionales, según lo define el Código de Educación § 56026, tienen derecho a una educación pública gratuita y apropiada. Si usted sospecha que su hijo tiene necesidades excepcionales debido a una discapacidad, usted puede solicitar una evaluación de elegibilidad para los servicios de educación especial poniéndose en contacto con el director de su escuela o con la Oficina de Educación del Condado de Contra Costa llamando al (925) 942-3343.

Algunos alumnos con necesidades especiales que no reúnen los requisitos para recibir educación especial pueden cumplir con los requisitos para recibir la asistencia bajo la Sección 504 de la Ley de Rehabilitación si tienen un impedimento físico o mental que limita sustancialmente una o más de las actividades principales de la vida, tienen un historial de ese impedimento o se considera que tienen ese impedimento. El distrito escolar y la Oficina del Condado tienen políticas y procedimientos para identificar y evaluar a cualquier estudiante que pueda necesitar asistencia en su programa educativo o para proporcionar acceso a los programas del distrito. Los alumnos o los padres u otras personas que tengan preguntas o inquietudes con respecto a la política de la Sección 504 pueden ponerse en contacto con su escuela, el distrito escolar o la Oficina del Condado.

Edad Mínima de Admisión al Kindergarten:

Los distritos deberán admitir a un alumno en kindergarten al comienzo del año escolar, o en un momento posterior del mismo año escolar, si el alumno tendrá 5 años en o antes del 1 de septiembre del año escolar. Código de Educación § 48000(a).

Programa de Nutrición, Comidas Gratuitas o de Precio Reducido:

Las comidas gratuitas o de precio reducido están disponibles para los alumnos necesitados. Comuníquese con la escuela del estudiante para obtener información sobre la elegibilidad. Código de Educación §§ 48980(b); 49510 y lo que sigue

Alumnas Embarazadas y Criando Hijos:

Las alumnas embarazadas y que son madres o padres como se define en el Código de Educación, Sección 46015, tienen los derechos y las opciones disponibles para ellos, incluyendo, pero sin limitarse a la estipulación del permiso parental y las adaptaciones razonables para la lactancia en la escuela. Código de Educación §§ 222, 222.5, 46015, 48980(a).

Propiedad Personal:

Los distritos escolares y la Oficina del Condado no son responsables de los bienes personales. Se desanima a los alumnos de llevar los artículos que no sean de enseñanza a la escuela. Código de Educación § 35213.

Responsabilidad de los Padres:

Los padres/ tutores son responsables de todos los daños causados por la mala conducta deliberada de sus hijos menores que resulte en la muerte o las lesiones de otros estudiantes, del personal escolar, los voluntarios escolares o la propiedad escolar. Código de Educación § 48904; Código Civil § 1714.1.

Plan de Manejo del Asbesto:

El distrito escolar tiene un plan de manejo del asbesto actual para cada escuela disponible para su inspección en las oficinas del distrito durante el horario normal de trabajo. 40 C.F.R. § 763.93; Código de Educación § 49410 y lo que sigue

Uso de los Productos Pesticidas:

Encontrará adjunto a este aviso una lista de los productos pesticidas que se espera aplicar en las escuelas este año. Los destinatarios de este aviso pueden registrarse en su escuela si ellos desean recibir un aviso de las aplicaciones de los pesticidas individuales en la escuela. Código de Educación §§ 17612, 48980.3.

Procedimientos Uniformes de Quejas:

El distrito escolar y la Oficina del Condado han adoptado los Procedimientos Uniformes de Quejas (UCP) para la presentación, la investigación y la resolución de las quejas sujetas al proceso UCP, incluyendo aquellas que alegan la discriminación ilegal, el hostigamiento, la intimidación, y el acoso basados en las características reales o percibidas de una persona de la raza, la etnicidad, la ascendencia, la nacionalidad, el origen nacional, la identificación de grupo étnico, la edad, la religión, el estado civil, el embarazo o el estado parental, la discapacidad física o mental de una persona, el sexo, la orientación sexual, el género, la identidad o la expresión del género o la información genética, o cualquier otra característica identificada en el Código de Educación 200 o 220, el Código de Gobierno 11135, o el Código Penal 422.55, o basados en su asociación con una persona o un grupo con una o más de estas características reales o percibidas; el incumplimiento de las leyes estatales y/ o federales especificadas que rigen los programas educativos, incluyendo, los programas de educación para adultos, los programas consolidados de ayuda categórica, la educación para migrantes, la educación vocacional, los minutos de instrucción de educación física (grados 1 a 6), los programas de cuidado y desarrollo infantil, los programas de nutrición infantil, los programas de educación especial, los períodos de cursos sin contenido educativo (grados 9 a 12), la educación de alumnos en acogida temporal y alumnos sin hogar, la educación compensatoria, y las adaptaciones para las lactantes, y las alumnas embarazadas y las alumnas que son madres o padres; los planes de seguridad escolar; el incumplimiento de los requisitos del Plan de Control y Rendición de Cuentas Local; y por cobrar ilegalmente las matrículas a los alumnos. Se adjunta a este Aviso una copia de los Procedimientos Uniformes de Quejas del distrito o de la Oficina del Condado. 5 C.C.R. § 4600 y lo que sigue; Código de Educación § 49013, 48853.5

Procedimientos Uniformes de Quejas de Williams:

El distrito escolar y la Oficina del Condado han adoptado las políticas y los procedimientos con respecto a las quejas por deficiencias relacionadas con los libros de texto y los materiales de instrucción, las condiciones de las instalaciones de emergencia o urgencia que representan una amenaza para la salud y la seguridad de los estudiantes o el personal, y la vacante y la asignación incorrecta de los maestros. Para obtener más información sobre los Procedimientos Uniformes de Quejas de Williams y/o para obtener un formulario de quejas o asistencia con el proceso, por favor póngase en contacto con el distrito escolar o la Oficina del Condado. 5 C.C.R. § 4680 y lo que sigue; Código de Educación § 35186.

Aplicación de las Leyes de Inmigración – “Conozca sus Derechos”:

Todos los estudiantes tienen derecho a una educación pública gratuita, independientemente de su estado migratorio o sus creencias religiosas. El sitio web del Procurador General de California proporciona recursos para que los estudiantes inmigrantes y los miembros de la familia "conozcan sus derechos" en línea en: <https://oag.ca.gov/immigrant>. Código de Educación § 234.7.

Certificaciones Profesionales de los Maestros:

Al principio de cada año escolar, los padres/ tutores pueden solicitar información sobre las certificaciones profesionales de los maestros de su hijo, incluyendo, como mínimo:

- Si el maestro ha cumplido con los criterios de la certificación y la licencia del estado para el (los) nivel(es) de grado y la(s) materia(s) en lo(s) que el maestro proporciona la enseñanza.
- Si el maestro está enseñando bajo un estado de emergencia u otro estado provisional a través del cual se han renunciado a los criterios de la certificación o la licencia del estado.
- Si el maestro está enseñando en el campo de la disciplina de la certificación del maestro.
- Si a su hijo se le proveen servicios por paraprofesionales, y en tal caso, sus certificaciones.

20 U.S.C. § 6312; 34 C.F.R. § 200.61.

Modelo del Aviso de los Derechos Bajo la Enmienda de la Protección de los Derechos de los Alumnos (PPRA):

La PPRA les otorga a los padres/ tutores de los alumnos de primaria y secundaria ciertos derechos con respecto a la realización de encuestas, la recopilación y el uso de información con fines de mercadeo y ciertos exámenes físicos. Estos incluyen, pero no se limitan al derecho a:

- El consentimiento antes de que se requiera que los estudiantes se sometan una encuesta que se refiere a una o más de las siguientes áreas protegidas ("encuesta de información protegida") si la encuesta está financiada en su totalidad o en parte por un programa del Departamento de Educación de los Estados Unidos (ED):
 1. Las afiliaciones o las creencias políticas del estudiante o de sus padres;
 2. Los problemas mentales o psicológicos del estudiante o de la familia del estudiante;
 3. El comportamiento o las actitudes sexuales;
 4. El comportamiento ilegal, antisocial, auto-incriminatorio o degradante;

5. Las opiniones críticas de los demás con los que los encuestados tienen relaciones familiares cercanas;
6. Las relaciones privilegiadas legalmente, tales como con los abogados, los doctores o los ministros;
7. Las prácticas, las afiliaciones o las creencias religiosas del estudiante o de los padres del estudiante; o
8. Los ingresos, aparte de los que sean requeridos por la ley para determinar la elegibilidad del programa.

- **Recibir un aviso y la oportunidad de excluir a un estudiante de:**

1. Cualquier otra encuesta de información protegida, independientemente de la financiación;
2. Cualquier examen o examen físico invasivo que no sea de emergencia requerido como condición de asistencia, administrado por la escuela o su agente, y que no sea necesario para proteger la salud y la seguridad inmediatas de un estudiante, excepto los exámenes de la audición, la visión o la escoliosis, o cualquier examen físico o prueba permitidos o requeridos por la ley estatal; y
3. Las actividades relacionadas con la recopilación, la divulgación o el uso de la información personal recopilada de los estudiantes para el mercadeo o para vender o de otra manera distribuir la información a los demás. (Esto no se aplica a la recopilación, la divulgación o el uso de la información personal recopilada de los estudiantes con el propósito exclusivo de desarrollar, evaluar o proporcionar productos o servicios educativos para, o a los estudiantes o las instituciones educativas).

- **Inspeccionar, bajo solicitud y antes de la administración o el uso:**

1. Las encuestas de la información de los estudiantes y las encuestas creadas por un tercero;
2. Los instrumentos usados para recopilar la información personal de los estudiantes para cualquiera de los fines de mercadeo, ventas u otros fines de distribución mencionados anteriormente; y
3. El material didáctico usado como parte del plan de estudios.

Estos derechos se transfieren de los padres a un estudiante que tiene 18 años o a un menor emancipado según la ley estatal. Las políticas de la Junta sobre estos derechos se pueden obtener en el distrito escolar o en la Oficina del Condado.

Los padres/ tutores que creen que sus derechos han sido violados, pueden presentar una queja ante: la Oficina del Cumplimiento de la Política de la Familia del Departamento de Educación de los Estados Unidos

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, S.W.

Washington, D.C. 20202-5920

20 U.S.C. § 1232h.

FORMULARIO A

RECIBO Y ACUSE DE RECIBO DE LOS PADRES/ TUTORES DE 2022-2023

POR FAVOR COMPLETE Y DEVUELVA ESTE FORMULARIO A SU ESCUELA O SU PROGRAMA DE LA OFICINA DEL CONDADO INMEDIATAMENTE

Nombre del Alumno: _____

Escuela: _____ **Grado:** _____

PARTE I – Acuse de Recibo del Aviso Anual para los Padres – COMPLETACIÓN OBLIGATORIA

Por la presente, yo acuso recibo del Aviso Anual para los Padres tal como es requerido por el Código de Educación § 48980.

Firma de los padres/ tutores o de un alumno si tiene 18 años o es mayor **Fecha**

PARTE II – Solicitud para Negar el Acceso a la Información del Directorio - COMPLETACIÓN OPCIONAL

Si usted no desea que la información del directorio sea publicada con respecto a este alumno, por favor firme abajo. Tenga en cuenta que esto le prohibirá al distrito escolar de proporcionar el nombre del alumno y otra información del "directorio" a los medios de comunicación, las escuelas interesadas, la asociación de padres y maestros, los empleadores interesados, y las partes similares.

Firma de los padres/ tutores o de un alumno si tiene 18 años o es mayor (o está inscrito en una institución de enseñanza postsecundaria)

Fecha

1 1 Vea Código Penal de California, secciones 25100 a 25125 y 25200 a 25220.

2 2 Vea Código Civil de California, sección 25100(c)

3 3 Vea Código Civil de California, sección 29805.

4 4 Vea Código Civil de California, sección 1714.3.

Muestra de Notificación del Almacenamiento Seguro de Armas de Fuego

De: Lynn Mackey

Tema: Ley de California con Respecto al Almacenamiento Seguro de Armas de Fuego

El propósito de esta notificación es informarles y recordarles a los padres y los tutores legales de todos los estudiantes en el Distrito Escolar **Contra Costa County Oficina de Educación** de sus responsabilidades de mantener las armas fuera del alcance de los niños, según se requiere la ley de California. Ha habido muchos reportajes de niños que llevan armas de fuego a la escuela. En muchos casos el niño obtuvo el arma/las armas de fuego de su hogar. Estos incidentes se pueden prevenir fácilmente por guardar las armas de fuego en una manera segura, incluyendo manteniéndolas bajo llave cuando no se usan y con municiones almacenadas por separado.

Para que todos entiendan sus responsabilidades legales, esta notificación detalla la ley de California con respecto al almacenamiento de armas de fuego. Por favor tome el tiempo necesario para revisar esta notificación y evalúe sus propias prácticas personales para asegurar que ustedes y su familia cumplan con la ley de California.

- Con muy pocas excepciones, en California una persona es penalmente responsable por guardar cualquier arma de fuego, cargada o no cargada, dentro de cualquier sitio bajo su custodia y control donde esa persona sabe o razonablemente debe saber que es probable que un niño logre acceder el arma de fuego sin permiso del padre de familia o del tutor legal, y el niño logra acceder el arma de fuego y por lo tanto (1) causa la muerte o lesiones al niño o a cualquier otra persona; (2) se lleva el arma de fuego fuera de los locales o a un lugar público, incluyendo a cualquier escuela preescolar o escuela K-12 o a cualquier otro evento, actividad, o espectáculo patrocinado por la escuela; o (3) blande ilícitamente el arma de fuego delante de otras personas.¹
 - Nota: La sanción penal podría ser mucho mayor si alguien muere o sufre una gran lesión corporal como resultado de que el niño lograra acceso al arma de fuego.
- Con muy pocas excepciones, en California también es un delito almacenar o dejar negligentemente, cargada o no, cualquier arma de fuego, en sus locales en un sitio donde una persona sabe o razonablemente debe saber que es probable que un niño logre acceso al arma sin permiso del padre de familia o del tutor legal, a menos que tome acción razonable para asegurar que el arma de fuego no sea accesible al niño, aun cuando un menor de edad efectivamente no acceda **nunca** el arma de fuego.²
- Además de multas y plazos de encarcelamiento potenciales, desde el primero de enero de 2020, al dueño de un arma de fuego declarado responsable penalmente

bajo estas leyes de California, se le puede prohibir poseer, controlar, ser dueño, recibir, o comprar un arma de fuego por 10 años.³

- Finalmente, un padre de familia o tutor legal también podría ser responsable civilmente por los daños y perjuicios resultantes de la descarga de un arma de fuego por el niño o el pupilo de esa persona.⁴

Nota: Su condado o su ciudad podría tener restricciones adicionales en cuanto al almacenamiento de armas de fuego.

Gracias por ayudar a mantener seguros nuestros niños y nuestras escuelas. Recuerde que la manera más fácil y segura de cumplir con la ley es guardar las armas de fuego en un recipiente asegurado con llave o aseguradas con un mecanismo de seguridad que hace inservible el arma de fuego.

Atentamente,

Lynn Mackey

09/19/2022

Departamento de Educación de California

- ¹ *Vea* Código Penal de California, secciones 25100 a 25125 y 25200 a 25220.
- ² *Vea* Código Civil de California, sección 25100(c)
- ³ *Vea* Código Civil de California, sección 29805.
- ⁴ *Vea* Código Civil de California, sección 1714.3.