



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATION REIMAGINED

Annual Notification
of the
Rights and Responsibilities
of
Parents and Guardians

2025-2026

Beverly Hills High School Moreno Continuation High School

Beverly Vista Middle School El Rodeo Elementary School Horace Mann Elementary School



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Introduction

BHUSD Mission: Educational Excellence

BHUSD Vision: Our students will realize their full potential to thrive with integrity in a complex, changing world.

BHUSD Values: Excellence, Integrity, Wellness, Inclusion, Safety, Community

BHUSD Community Pledge:

"The BHUSD community acknowledges that in order to achieve educational excellence, we must act with integrity and respect for each other and our learning environment.

Therefore, I pledge to:

- Model civil behavior and respect in all communications and in public while maintaining a culture of honesty;
- Listen and acknowledge differences of opinion;
- Do my part to protect an inclusive culture in which we honor the relationship between all school community members; and
- Honor our learning environment including how we take care of our schools and personal property.

By holding ourselves and each other accountable to this pledge at all times, we will promote an environment of educational excellence that will allow our entire BHUSD community to thrive."

The Beverly Hills Unified School District has an acclaimed commitment to providing rigorous and innovative educational opportunities through collaborative community partnerships for our students. As part of carrying out our responsibility to nurture every student to become an inspired learner, a well-rounded individual, and contributing member of a global community, the Beverly Hills Unified School District is committed to making sure that all students have authentic and real-world learning opportunities.

The Beverly Hills Unified School District also complies with the requirements of Education Code 48980 in annually notifying parents/guardians of their rights and responsibilities through this Annual Notification. The Annual Notification contains important information regarding state and federal laws and District policies and procedures that will assist parents/guardians in navigating through the school system and that promote school and family partnership to positively impact students' educational outcomes.

Please take the time to review the information provided in this document. You will be asked to electronically sign a form acknowledging that you have received a copy of this Annual Notification. If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact an administrator at your child's school for assistance.

Key to Acronyms

AR	Beverly Hills Unified School District Administrative Regulations
BP	Beverly Hills Unified School District Board Policy
BPC	Business and Professions Code
CC	Civil Code
CCR	California Code of Regulations
CFR	Code of Federal Regulations
EC	California Education Code
HSC	California Health and Safety Code
LC	California Labor Code
PC	California Penal Code
USC	United States Code
VC	California Vehicle Code
WIC	California Welfare and Institutions Code

School and District Contact Information

Board of Education

Judy Manouchehri, *President*
Sigalie Sabag, *Vice President*
Dr. Amanda Stern, *Member*
Russell Stuart, *Member*
Rachelle Marcus, *Member*
Charlotte Kaveh, *Student Member*

Superintendent

Dr. Alex Cherniss

District Office

624 North Rexford Drive, Beverly Hills, California 90210 bhUSD.org

<i>Department</i>	<i>Phone</i>
Athletics/JPA	310-551-5100 x8608
Beverly Hills Foundation (BHEF)	310-557-0651 x2345
Business Services	310-551-5100 x2248
Communications	310-551-5100 x8881
Education Services	310-551-5100 x2322
Food Services	310-551-5100 x2386
Personnel Services	310-551-5100 x2236
Maintenance & Operations	310-551-5100 x2375
School Safety/Security	310-551-5100 x2210 or x2388
Student Services	310-551-5100 x2226
Superintendent	310-551-5100 x2210
Technology	310-551-5100 x2322

Schools

Beverly Hills High School

241 Moreno Drive
Beverly Hills, CA 90212
Phone: (310) 229-3685
bhhs.bhusd.org

Moreno High School

241 Moreno Drive
Beverly Hills, CA 90212
Phone: (310) 551-5100 x8100
mhs.bhusd.org

Beverly Vista Middle School

200 South Elm Drive
Beverly Hills, CA 90212
Phone: (310) 229-3665
bvms.bhusd.org

El Rodeo Elementary

605 Whittier Drive
Beverly Hills, CA 90210
Phone: (310) 229-3670
er.bhusd.org

Horace Mann Elementary

8701 Charleville Boulevard
Beverly Hills, CA 90211
Phone: (310) 551-5104
hm.bhusd.org

District Calendar 2025-2026

Important School Days

School Opens (*first day of classes*) _____ August 12, 2025
Second Semester Begins _____ January 5, 2026
Close of School (*last day of classes*) _____ May 28, 2026
Beverly Hills High School Graduation _____ May 29, 2026
Summer School _____ June 9 - July 21, 2026

No School Days

Independence Day _____ July 4, 2025
Pupil Free Day _____ August 7, 2025
Staff Development Day _____ August 8, 2025
Staff Development Day _____ August 11, 2025
Labor Day _____ September 1, 2025
Local Holiday _____ September 23-24, 2025
Local Holiday _____ October 2, 2025
Staff Development Day _____ October 7, 2025
Veterans Day _____ November 11, 2025
Thanksgiving _____ November 26-28, 2025
Pupil Free Day _____ December 19, 2025
Winter Recess _____ December 22, 2025 – January 2, 2026
Martin Luther King Day _____ January 19, 2026
Presidents' Day _____ February 16, 2026
Spring Recess _____ March 30 - April 3, 2026
Memorial Day _____ May 25, 2026
Pupil Free Day/BHHS Graduation _____ May 29, 2026
Juneteenth National Independence Day _____ June 19, 2026

Equity and Access

Accommodations for Lactating Students

EC 222

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

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
3. Access to a power source for a breast pump or any other equipment used to express breast milk
4. Access to a place to store expressed breast milk safely
5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Any complaint alleging noncompliance with the requirements to provide reasonable accommodations for lactating students shall be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

Bullying

EC 234.4, 22589, 32283.5

The Beverly Hills Unified School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>. If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact the site administration at the appropriate school to assist you in identifying and stopping this behavior.

Competitive Athletes Seeking Higher Education Athletic Programs

EC 67455

Under state law, students who witness or are the victim of any wrongdoing condoned by the higher education athletic organization, have a right to make a report, file, or otherwise assist the reporting of any violation of student athlete rights involving the program, participants, or staff. This right to make such reports is guaranteed by the **"Student Athlete Bill of Rights"** and may not result in retribution or removal of any benefits if the report has been made in good faith and truthfulness.

Competitive Athletics

EC 221.9

Schools shall make the following information publicly available: the total enrollment of the school, classified by gender, the number of pupils enrolled at the school who participate in competitive athletics, classified by gender, the number of boys' and girls' teams, classified by sport and by competition level, by posting it on the school's website. "Competitive athletics" means sports where the activity has coaches, a governing organization, and practices, and competes during a defined season, and has competition as its primary goal.

Education for Homeless Youth

42 US 11432, EC 48853, 49069, 51225.1, 51225.2; (BP 6173)

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. A homeless youth is defined as a child who lacks a fixed, regular, and adequate nighttime residence and includes children and youth who: are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; may be living in motels, hotels, vehicles, campground, on the street, trailer parkers, or shelters; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces abandoned buildings, substandard housing, bus or train stations, or similar settings; or are migratory children who qualify as homeless because of similar living circumstances.

The District's educational liaison for homeless youth is the Child Welfare and Attendance Specialist, Maria Elvira. The role of the educational liaison is to: 1) ensure that homeless students are identified so that they have access to and receive educational services for which they are eligible; 2) assist foster youth when transferring from one school or school District to another school or school District in ensuring proper transfer of credits, records, and grades; 3) ensure that homeless families and students receive referrals for services, such as health care, dental, mental health, and housing; 4) assist, facilitate, or represent a homeless student who is undergoing disciplinary action that could result in his/her/their expulsion; 5) participate in an individualized education program or Section 504 team meeting to make a manifestation determination regarding the behavior of a student with disability; and 6) address any disputes over school selection or enrollment.

The following is a brief summary of a homeless youth's rights:

1. Right to attend either the "school of origin" or the current school of residence. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the homeless youth attended in the last 15 months.
2. Right to immediate enrollment even if the homeless youth is unable to produce records normally required for enrollment (e.g., proof of residency, birth certificate, transcript, immunization), does not have clothing normally required by the school (e.g., school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to education and other services (e.g., to participate fully in all school activities and programs for which a child is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment). *Unless there is a local child welfare agency agreement or the school District will assume part or all of the transportation costs.*
4. Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the homeless youth. The homeless youth shall not be required to retake the portion of the course already completed unless it has been determined that he/she/they is reasonably able to complete the requirements in time to graduate from high school.
5. Notified of the possibility of graduating from high school within four years by completing only the state graduation requirements instead of the District's graduation requirements. (AB 167/216)
6. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the District has not complied with requirements regarding the education of homeless youth.

Unaccompanied youth who meet the definition of homeless youth are also eligible for the rights and services under the McKinney-Vento Act. An unaccompanied youth is defined as a minor who is not in the physical custody of a parent/guardian.

Education of Foster Youth

EC 48204, 48853, 48853.5, 51215.1, 51225.2, 47605, 47605.6, 48432.5, 48911, 48911.1, 48915.5, 48918.1

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. The attorney and social worker have the same

rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

Education of Homeless Youth: Right to Apply for Financial Aid

EC 69432.7, 69519, 69731, 69956, 70032, 78220, 88931

Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every District and charter school must appoint a homeless liaison to assist students and families. Please contact the College and Career Offices at (310) 551-5100 x8290.

Educational Equity: Government Instruction Conferences

EC 224

The Sex Equity in Education Act exempts ant discrimination based on male or female identity for pupils who seek to participate in state or national conferences, therefore, furthering California's goal of providing an equal educational opportunity to all students by prohibiting the use of public resources when a program discriminates based on gender.

Educational Equity: Immigration and Citizenship Status

EC 200, 220, and 234.1 adding Article 5.7 to EC 234.7, EC 66251, 66260.6, 66270, 66270.3

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyles, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

Nondiscrimination Statement

EC 200-262.4; (BP 0410, 1312.3)

The Beverly Hills Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the 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. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. District programs and facilities, viewed in their entirety, and shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact the Human Resources Department.

Open Meetings: Public Comments: Translation

GC 54954.3

As a parent, you have a right to participate in open meetings with the school district or charter school. If you require a translator, one will be provided to you with the time allotment doubled to allow for both English and primary language translation.

Parent Engagement - School Accountability

EC 11500, 11501, 11502, 11503

To participate in the District offerings of parent education and to provide parental input to the local training programs for parents, please contact the Education Services Department at (310) 551-5100 x2322 for more information on how you may contribute.

Parent Participation in School Meetings and Conferences

LC 230.8

If the parent's employer has 25 or more employees, the parent must be allowed to attend school meetings and events for your children, up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include: enrollment in grades 1-12, to address child care or school emergency, behavior or discipline problem that requires immediate parent attention, sudden school closure, or natural disaster. (Parent" means a parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in.) If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See Labor Code 230.8 for more details.

Pregnant and Parenting Pupils

EC 221.51, 222.5, 46015, 48205, 48980

The governing board of the BHUSD will treat both the pregnant teen mother and the teen father with the same accommodations, regardless of sex. The teen parents may not be excluded from any class or extracurricular activities, solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or postpartum recovery. Physical and emotional ability to continue may only be determined by physician or nurse practitioner. Pregnant or parenting pupils may not be required to participate in pregnant minor programs or alternative programs, with the exception of personal choice.

Parental rights will be an option available in annual notifications or at semester term periods, welcome packets, orientation, online or in print, or in independent study packets as provided to all regular students from school Districts or charter schools.

Parental leave for eight weeks for preparation of birth of infant, post-partum for mental and physical health needs of the teen parents and to bond with infants, or any additional medically approved time to protect the infant or parents is allowed. Any additional time due if deemed medically necessary, as prescribed by physician or nurse practitioner. The pregnant and parenting teens are not required to take all or part of the leave to which they are entitled. Leave will be approved by the District or charter school supervisor of attendance, as excused absence, with a unique code similar to independent study. However, no work is required during the leave. Upon return, the parenting teens are entitled to return to the school courses that were in enrolled before taking leave. Make up plans and re-enrollment will be worked out with the school counselor or administrator to achieve an opportunity to fully participate in all activities, as they would have before leaving. If needed, a parenting teen may enroll for a fifth year of instruction if on course for graduation requirements. If parenting teens were enrolled in an alternative school setting, a return to that environment is to be available as needed to achieve graduation. A student shall not incur any academic penalties due to using these available accommodations.

An illness for a sick child does not require a doctor note for the custodial parenting teens; the mother or father will be excused by the attendance supervisor.

Ralph M. Brown Act: Required Notices and Agendas for Open Public Meetings

GC 54954.2, 54956, 54956.5, 54954.2, 54954.5, 54957.1, 54957.7, 54954.2(b)

REGULAR MEETINGS: Agenda in 20 words or less, posted within 72 hours of meeting.

SPECIAL MEETINGS: **Twenty-four hour notice must be provided** to members of legislative body and media outlets including brief general description of matters to be considered or discussed.

EMERGENCY MEETINGS: **One hour notice** in case of work stoppage or crippling activity, except in the case of a dire emergency.

CLOSED SESSION AGENDAS: All items to be considered in closed session **must be described in the notice or agenda for the meeting**. The body must orally announce the subject matter of the closed session. If final action is taken in a closed session, the body generally must report the action at the conclusion of the closed session.

AGENDA EXCEPTION: Special procedures permit a body to proceed without an agenda in the case of emergency circumstances, or where a need for immediate action came to the attention of the body after posting of the agenda.

Safe Place to Learn Act

EC 234, 234.1; (BP 5131.2)

The Beverly Hills Unified School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident please contact the site principal at the appropriate school. To receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti bullying policies, please view them [HERE](#).

The policy addressing discrimination, harassment, violence, intimidation, or bullying shall be posted in all schools and offices, including staff lounges and student government meeting rooms. The posting shall provide information to students, parents/guardians, employees, members of the Board of Education, and the general public on how to file a complaint at the school, the process for investigating complaints, and all applicable timelines. Generally, any student, parent/guardian, or other individual may report an incident to a teacher, the principal, a compliance officer, or any other available school employee. The complaint alleging unlawful discrimination, harassment, intimidation, or bullying against any student, employee, or other person participating in District programs and activities shall be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

Section 504

29 USC 794, 34 CFR 104.32, (BP 6164.6)

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The Beverly Hills Unified School District provides a free and appropriate public education (FAPE) to all students regardless of the nature or severity of their disability. In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the District's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other non-academic activities.

To qualify for Section 504 protections, the student must have a mental or physical impairment which substantially limits one or more major life activities. For the purpose of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

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

2. Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.
3. Substantially limits major life activities means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for himself/herself/themself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system.

The District has a responsibility to provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. Additionally, a parent/guardian, teacher, other school employee, or community agency may refer a student to the principal or Section 504 Coordinator for identification as a student with a disability under Section 504. A Student Success Team (SST) shall be convened to consider the referral is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs. If a student is determined to be eligible for services under Section 504, the team shall develop a written 504 plan specifying the types of accommodations, supplementary aids and services necessary.

For additional information about the rights of parents/guardians of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact your site principal directly.

Sex Equity in Education Act: Title IX

20 USC 1681-1688; EC 221.6

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female students and employees, as well as transgender students and students who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, students may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting students may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact the Student Services Department at (310) 551-5100 x2250 and/or visit bhUSD.org.

Sexual Harassment

EC 231.5, 48980(f)

The Beverly Hills Unified School District is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the district's sexual harassment policy or to report incidences of sexual harassment, please contact the Student Services Department at (310) 551-5100 x2250.

(BP 5145.7)

The Board of Education is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Special Education

34 CFR 300.111; EC 56026, 56300, 56301; (BP 6164.4)

Special education programs and services are provided to students with identified disabilities which adversely impact the students' educational program. The Individuals with Disabilities Education Act (IDEA) defines "children with disabilities" to mean children with intellectual disabilities, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities, and who by reason thereof, need special education and related services. Eligible students are provided a free and appropriate public education (FAPE) in the "least restrictive environment" (LRE).

The Beverly Hills Unified School District actively seeks out and evaluates District residents from birth through the age of 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. Additionally, a parent/guardian, teachers, and appropriate professionals may refer a student who is believed to have a disabling condition that may require special education programs or services in the following manner:

1. For children from birth through the age of five, contact the Student Services Department at (310) 551-5100 x2226.
2. For students in kindergarten through grade 8, contact the teacher or principal for a referral to the Student Success Team (SST).
3. For students in grades 9 through 12, contact the counselor, school psychologist or administrator for a referral to the SST.

Before the initial provision of special education and related services to a student with a disability, the District shall conduct, with the consent of the parent/guardian, a full and individual initial evaluation of the student. The evaluation shall be conducted by qualified personnel who are competent to perform the assessment and shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. If a determination is made that a student has a disability and needs special education and related services, an individualized education program (IEP) shall be developed.

Special Education – Use of Assistive Technology

EC 56040.3

Upon exiting the school district, students may continue to use the assistive technology devices provided by the school as determined by the IEP team offer for a maximum of two months until a replacement or comparable device is obtained.

Student Fees, Deposits, and Charges

5 CCR 4622; EC 49013; (BP 3260)

It is the responsibility of the Beverly Hills Unified School District to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the District's educational program are made available to them at no cost. No student shall be required to pay a fee, deposit, or other charge for his/her/their participation in an educational activity which constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities.

As necessary, the Board of Education may approve and impose fees, deposits and other charges which are specifically authorized by law – such as, eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, food sold at school, or reimbursement for the direct cost of materials provided by the District to a student for the fabrication of nonperishable personal property the student will take home for his/her/their own possession and use. In determining whether waivers or exemptions should be granted, the Board shall consider relevant data, including the socioeconomic conditions of students' families and their ability to pay.

The District, its schools and programs may solicit voluntary donations or participate in fundraising activities. However, the District shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. It also shall not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

Any complaints of unlawful imposition of fees, deposits, or other charges shall be investigated and resolved through the Uniform Complaint Procedures, as described in this section. If, upon investigation, the District finds merit in the complaint, the Superintendent or designee shall recommend, and the Board shall adopt, an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Uniform Complaint Procedures

EC 262.3, 49013; 5 CCR 4622; (BP 1312.3)

The Beverly Hills Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The uniform complaint procedures (UCP) shall be used to investigate and resolve complaints that require a more formal process, alleging:

1. Violation of applicable state or federal law or regulations governing District-implemented programs, including peer assistance and review programs for teachers, career technical and technical education and training programs, child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, English learner programs, federal education programs in Title I-VII, Regional Occupational Centers and Programs, school safety plans, special education programs, and Tobacco-Use Prevention Education programs
2. Unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in District programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in EC 200 or 220, GC 11135, or PC 422.55, or based on his/her/their association with a person or group with one or more of these actual or perceived characteristics
3. Noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student

4. Noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities
5. Noncompliance with legal requirements related to the implementation of the local control and accountability plan
6. Noncompliance with any legal requirement applicable to a foster youth regarding placement decisions, the responsibilities of the District's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or District, school transfer, or the grant of an exemption from the Board-imposed graduation requirements for students receiving a high school diploma from the Beverly Hills Unified School District
7. Noncompliance with any requirement applicable to a homeless student, a former juvenile court school student, or a child of a military family who transfers into the District after his/her/their second year of high school regarding the award of credit for coursework satisfactorily completed in another school or District or the grant of an exemption from Board-imposed graduation requirements for students receiving a high school diploma from the Beverly Hills Unified School District
8. Noncompliance with the requirements that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions
9. Noncompliance with the physical education instructional minutes requirement for students in elementary school
10. Noncompliance with the California Racial Mascots Act (EC 221.3 and 33315)
11. Retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

These uniform procedures require the complainant to submit a written complaint to the appropriate compliance officer who will coordinate an investigation and response within 60 days of receipt of the written complaint, unless the complainant agrees in writing to extend the timeline. If the District finds merit in a complaint, the District shall provide a remedy to all affected students and parents/guardians.

A complainant may appeal the District's decision to the California Department of Education (CDE) by filing a written appeal within 15 days after receiving the District's decision. The CDE may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 exists; including cases in which the District has not taken action within 60 days of the date the complaint was filed. If a District is found to have violated a state or federal law and/or regulation, and the District does not take corrective action to comply, then various civil remedies may be available.

Go to https://www.bhusd.org/apps/pages/index.jsp?uREC_ID=799244&type=d&pREC_ID=1399918 to obtain a copy of the complaint form, and review additional UCP-related information. The following personnel have been designated as the primary compliance officer to receive and investigate complaints and to ensure District compliance with law: Assistant Superintendent for Student Services, (310) 551-5100 x2226.

Williams Complaint

5 CCR 4600-4687; EC 35186; (BP 1312.4)

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use in class and to take home. School facilities must be clean, safe, and maintained in good repair (as defined in EC 17002). There should be no teacher vacancies or misassignments – meaning, there should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credentials to teach the class, including the certification required to teach English learners, if present. For questions or concerns, contact the Department of Education Services at 310-551-5100 x2322.

A complaint form may be obtained at the school office, the District office, or downloaded from the following:

https://www.bhusd.org/apps/pages/index.jsp?uREC_ID=799244&type=d&pREC_ID=1399918 (District)
<https://www.cde.ca.gov/re/cp/uc/> (California Department of Education)

Health and Wellness

Asbestos Management Plan

40 CFR 763.93; (BP 3514)

The Beverly Hills Unified School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact the Director of Maintenance and Operations at (310) 551-5100 x2375.

California Youth Football Act

HSC 124241 (6-12)

Under state law, students who participate in football games in grades 6-12 must have a licensed medical professional present during the game, whether playing at a home game or away at another school. This does not include Physical Education classes or intramural football games outside of extracurricular athletics offered at the middle or high school.

Child Abuse Reporting

PC 11164 et seq.; (BP 5141.4)

The Beverly Hills Unified School District is committed to protecting all students in its care. All employees of the District are considered mandated reporters, required by law to report all known or suspected incidents of child abuse and neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her/their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. District employees may not investigate to confirm a suspicion.

Child abuse or neglect includes the following:

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation (as defined in PC 11165.1)
3. Neglect of a child (as defined in PC 11165.2)
4. Willful harming or injuring of a child or the endangerment of the person or health of a child (as defined in PC 11165.3)
5. Unlawful corporal punishment or injury (as defined in PC 11165.4)

Child abuse does not include:

1. A mutual fight between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her/their employment
3. An injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:
 - To stop a disturbance threatening physical injury to people or damage to property;
 - For purposes of self-defense;
 - To obtain possession of weapons or other dangerous objects within control of a student; or
 - To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of students, and maintain proper and appropriate conditions conducive to learning.
4. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student
5. Homelessness or classification as an unaccompanied minor

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (*i.e.*, Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal. Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents/guardians also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency. Incidents may also be reported to the Assistant Superintendent of Human Resources at (310) 551-5100 x2229.

Whenever a representative of a government agency investigating suspected child abuse or neglect, or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any school employee or volunteer aide selected by the child. If a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

For additional resources, visit the California Department of Education webpage at <https://www.cde.ca.gov/ls/ss/ap/>.

Concussion and Head Injuries

EC 49475; (BP 6145.2)

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. As such, any athlete who is suspected of sustaining a concussion or head injury in a school-sponsored athletic activity shall be immediately removed from the athletic activity for the remainder of the day, and shall not be permitted to return to the athletic activity until he/she/they is evaluated by a licensed health care provider who is trained in the management of concussions and is acting within the scope of his/her/their practice. The athlete shall not be permitted to return to the athletic activity until he/she/they receives written clearance to return to the athletic activity from that licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course. Please refer to "Appendix F" in this document for more information about concussions.

Confidential Medical Services

EC 46010.1

School authorities may excuse any student in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the student's parents or guardians.

Confidentiality of Medical Information Act

CC 56.10

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

Controlled Substances Opioids

EC 49476

School authorities must provide facts regarding the risks and side effects of opioid use each school year to athletes. Parents and student athletes must sign acknowledgement of receipt of the document annually. By signing the acknowledgement that you have received and

read of the Annual Notification (see Appendix H), you are acknowledging that you are in receipt of the opioid notification.

Emergency Medical Assistance at School

EC 49472; FC 6550; (BP 5141)

Whenever a student requires emergency or urgent medical treatment while at school or a school-sponsored activity, the principal or designee shall contact the parent/guardian or other person identified on the emergency card in order to obtain consent for the medical treatment. If the student's parent/guardian or other contact person cannot be reached to provide consent, the principal may seek reasonable medical treatment for the student as needed, unless the parent/guardian has previously filed with the District a written objection to any medical treatment other than first aid.

Any person 18 years of age and older who files with the District a completed caregiver's authorization affidavit for a minor student shall have the right to consent to or refuse school-related medical care on behalf of the student. The caregiver's authorization shall be invalid if the District receives notice from the caregiver that the minor student is no longer living with the caregiver. The caregiver's consent to medical care shall be superseded by any contravening decision of the parent/guardian or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student's life, health, or safety.

Parents/guardians are responsible for updating their student's emergency card as information changes during the school year. It is also important to include and update all information regarding the student's health needs (health conditions and/or medications). Any confidential health information provided to the school shall only be disclosed at the discretion of the principal to staff who have legitimate educational interest.

Emergency Treatment for Anaphylaxis: Epinephrine Auto-injectors

EC 48985.5, 49414

State law requires school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted.

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. As such, the District provides emergency epinephrine auto-injectors to school nurses and trained personnel who may use the epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an anaphylactic reaction.

Entrance Health Screening

HSC 124085, 124100, 124105; (AR 5141.32)

State law requires that the parents/guardians of each student provide the school within 90 days after entrance to first grade documentary proof that the student has received a health screening examination by a doctor within the prior 18 months. The parent/guardian may submit a waiver on a form developed by the California Department of Health Care Services indicating that he/she/they does not want or is unable to obtain a health screening. If the waiver indicates that the parent/guardian is unable to obtain the services, the reasons should be included in the waiver. Students may be excluded, beginning the 91st day after the student's entrance into the first grade, up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible students through the Child Health Disabilities Prevention Program.

Food Allergies/Special Dietary Needs

There are students who have special dietary needs and/or are allergic to certain foods or ingredients, particularly peanuts and tree nuts (e.g., almonds, walnuts, hazelnuts, etc.). When exposed to an allergen, affected students may experience shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Students will not be excluded from school activities nor otherwise discriminated against, harassed, intimidated, or bullied because of their food allergy.

Please help keep all students safe and healthy at school by keeping in mind the following:

1. Parents/guardians are responsible for notifying the principal or school nurse, in writing, regarding their child's food allergies or other special dietary needs.
2. When a student's food allergy or food intolerance substantially limits one or more major life activities, he/she/they may be evaluated to determine if accommodations pursuant to Section 504 are required.
3. School lunch meals make dietary accommodations for students who have a medically certified disability that is verified by a medical statement.
4. Each school site has designated Nut-Free area(s) to ensure students with nut allergies are safe.
5. Students should not share or exchange meals or utensils with other students.
6. Without identifying the student, the principal or teacher may notify parents/guardians of other students in the class that a student is allergic to a specific food and may request that certain foods not be provided at class parties or other school events.
7. Parents/guardians are encouraged to bring non-food items, such as stickers or pencils, for school celebrations in lieu of food items which present a challenge for students with food allergies.
8. When sending food for others to consume, do not send any foods that have nuts or nut by-products in them. Read food labels for nuts or nut derivatives.

Free and Reduced-price Meals

EC 49510, 49391, 49392.; (BP 3553)

Commencing in SY 2022-2023, Education Code (EC) 49501.5 requires public school districts, county offices of education, and charter schools serving students in grades TK - 12 to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. Charter Schools and Districts will still require eligible parents to submit an application in order to remain in compliance for accounting purposes only. Applications can also be completed and submitted online at <http://bhUSDfoodservices.org/?page=lunchapps>. Schools serving grades 1-6 will serve breakfast or a morning snack to non-school-aged children with a guardian present.

Health Care Coverage

EC 49452.9

Students and their families may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, go to www.CoveredCA.com.

Additionally, California law allows all low-income children under 19 years old, regardless of immigration status, to enroll in Medi-Cal at any time in the year. Families can apply in person at their local county human services office, over the phone, online, with a mail-in application, or at a local health center. For more information about Medi-cal enrollment, visit www.health4allkids.org.

Health Insurance Coverage for Athletes

EC 32221.5; (BP 5145.2)

Under state law, school Districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. Some students may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling 211.

Immunizations

EC 49403, 48216; HSC 120325, 120335, 120365, 120370, 120375; (BP 5141.31)

To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. Students may not be admitted into any District elementary or secondary school, preschool, or child care and development program for the first time nor admitted or advanced into grade 7 unless they have met the immunization requirements. The Beverly Hills Unified School District shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The District may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Beginning January 1, 2016, parents of students in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade. A parent/guardian may file with the District 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. The statement shall indicate 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.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above. Please refer to "Appendix D" in this document for a Parent's Guide to Immunizations.

State law requires the following immunizations before a child may attend school:

- (a) All new students, in transitional kindergarten through grade 12, to the Beverly Hills Unified School District must provide proof of polio, diphtheria, pertussis, tetanus, measles, and mumps, rubella, and varicella immunizations,
- (b) All transitional kindergarten and kindergarten students must also provide proof of vaccination against hepatitis B.
- (c) All seventh grade students must also provide proof of a second measles-containing vaccine, and a pertussis booster vaccine.

Free or low-cost immunizations for children are available. Please call the Los Angeles County Office of Education for information.

Information about a medical exemption or personal beliefs exemption from immunizations for your student is available at CAIR ME. For more information on medical exemptions, please visit the following website: <https://cair.cdph.ca.gov/exemptions/home>.

HPV: Cancer Prevention

EC 48980.4, 1367.66; HSC 120390, 120336, 120390.6; IC 10123.8

BHUSD believes in the health and safety of every student. Pupils in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, "HPV vaccination can prevent

over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.”

Medical Records Sharing

HSC 120440; (BP 5141.31)

Medical information may be shared with local health departments and the State Department of Health Services. Such information will be treated as confidential and will only be used to share with each other, and, upon request, with health care providers, schools, child care facilities, family child care homes, service providers, county welfare departments, foster care agencies, and health care plans. The providers, agencies, and institutions will, in turn, treat the shared information as confidential, and shall use it only as specified.

The student or parent/guardian has the right to examine any immunization-related information shared in this manner and to correct any errors in it. The student or the parent/guardian may refuse to allow this information to be shared, or to receive immunization reminder notifications at any time, or both. After refusal, a physician may maintain access to this information for the purposes of patient care or protecting the public health, and the local health department and the State Department of Health Services may maintain access to this information for the purpose of protecting the public health.

Medication Regimen

EC 49423, 49480; (BP 5141.21)

The parent/guardian of any student taking medication on a regular basis must inform the school nurse of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent/guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the student.

Any student who is required to take, during the regular school day, medication prescribed by a physician may be assisted by the school nurse or other designated school personnel if the school District receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken requesting the school nurse to assist the student with prescribed medication as set forth in the physician statement. Student may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school District receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting that the student self-administer. All requests are to be approved by school nurse prior to use.

The following is a checklist to assist parents/guardians whose children need medication at school:

1. Talk to the student’s doctor about making a medicine schedule that does not require the student to take medicine while at school.
2. If the student is regularly taking medicine for an ongoing health problem, even if he/she/they only takes the medicine at home, provide a written note to the school nurse at the beginning of each school year. List the medicine being taken, the current amount taken, and the name of the doctor who prescribed it.
3. If the student must take medicine while at school, provide a written note from the student’s doctor or other health care provider, who is licensed to practice in California. Provide new, updated notes at the beginning of each school year and whenever there is any change in the medicine, instructions, or doctor.
4. Supply the school with all medicine the student must take during the school day. The medicine must be delivered to the school by a parent/guardian or other adult, unless the student is authorized to carry and take the medication by him/herself/themselves.
5. All controlled medicine, like Ritalin, must be counted and recorded on a medicine log when delivered to the school. The parent/guardian or other adult who delivered the medicine should verify the count by signing the log.

6. Store each medicine the student must be given at school in a separate container labeled by a pharmacist licensed in the United States. The container must list the student's name, doctor's name, name of the medicine, and instructions for when to take the medicine and how much to take.
7. Pick up all discontinued, outdated, and/or unused medicine before the end of the school year.
8. Know and follow the medicinal policy of your child's school. The school board may amend or rescind any of their policies for any reason in a public board meeting.

Megan's Law

PC 290 et seq.

Information about registered sex offenders in California can be found on the California Department of Justice's website, <http://meganslaw.ca.gov/>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Menstrual Products

EC 35292.6 (applicable grades 3-12)

BHUSD supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone of the person responsible for maintaining this supply at this school site.

Mental Health

EC 49428

In order to initiate access to available pupil mental health services, you may contact the guidance counselor at the school that your child attends. Our school District will notify parents at least twice per year. This is one time through our Annual Notifications, we will also notify you again a second time each school year, by the following means via the District website during Mental Health Awareness Month.

School	Counselors
Beverly Hill High School	Kristi Bond - Director Joseph Isaac Greg Jackson Ilin Magran Yejeen Nam Ali Norman-Franks Genivieve Pepin Jennifer Price Erik Sanchez Paulina Vu
Beverly Vista Middle School	Kristen Hartley-Delfosse Sara Hulsy Grace Park Elizabeth Schulcz
El Rodeo Elementary School	Jamie Weddle
Horace Mann Elementary School	Shelanee Fernando

Oral Health Assessment

EC 49452.8; (AR 5141.32)

Baby teeth are very important. They are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school. Tooth decay is an infection that does not heal and can be painful if left without treatment. If cavities are not treated, children can become sick enough to require emergency room treatment, and their adult teeth may be permanently damaged.

Many things influence a child's progress and success in school, including health. Children must be healthy to learn, and children with cavities are not healthy. Cavities are preventable, but they affect more children than any other chronic disease. As such, state law requires that children have an oral health assessment (dental check-up) by May 31 in either kindergarten or first grade, whichever is his/her/their first in public school. Assessments that have happened within the 12 months before your child enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional.

Pesticide Products

EC 17612, 48980.3; (BP 3514)

The Beverly Hills Unified School District refined its integrated pest management program to insure a safe school environment. Pesticides are applied by trained specialists, generally on weekends with no wide area spraying. Fields and school grounds that are to be treated in the normal rotation of maintenance work will have signs posted the day before treatment. The signs will be left up for three (3) days after treatment.

One exception is the treatment of yellow jackets or wasps, which may be requested on an emergency basis, and involves low pressure injection of chemicals into underground nests. Chemicals used by the District's trained specialists are the least toxic and most rapidly biodegradable products on the market. Household pesticides available at stores are generally more potent. Chemicals used for emergency treatments are harmless within a few minutes of application.

The following pesticides may be used during the school year:

<i>Material Name</i>	<i>Active Ingredient</i>	<i>Target Pest</i>
Maxforce Gel	Fipronil	Insects, Roaches, Spiders
Maxforce Complete	Hydramethylnon	Insects
Termidor	Fipronil	Ants (limited to twice per year)
Gentrol	Hydramethylnon	Roaches
Demand CS	Lambda-Cyhalothrin	Insects, Roaches, Spiders
Phantom	Chlorfenapyr	Insects, Roaches, Spiders
Ramik	Diphacinone	Rats, Mice
Maki	Bromadiolone	Rats, Mice
Delta Dust	Deltamethrin	Insects, Bees
Wasp Freeze	d-trans allethrin and phenothrin	Bees, Wasps
Dragnet	Permethrin	Bees, Wasps

Parents/guardians can register with the school to receive notification of individual pesticide applications. Persons who register for this notification shall be notified at least seventy-two (72) hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application.

Parents/guardians seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code 13184, can do so by accessing the Department's web-site at www.cdpr.ca.gov.

Physical Health Examinations

20 USC 1232h; EC 48980(a), 49451; (BP 5141.3)

Periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations may also help in determining whether special adaptations of the school program are necessary. The District shall administer tests for vision, hearing, and scoliosis at the following times as required by law:

1. Each student's vision shall be tested during the kindergarten year or upon first enrollment or entry in a District elementary school and subsequently in grades 2, 5, and 8. However, a student who is tested upon first enrollment or entry in the District in grade 4 or 7 will not be required to be tested in the next immediate year.
2. Each student shall be given a hearing screening test upon first entry into the California public school system; during the kindergarten year or grade 1; in grades 2, 5, and 8; and in grade 10 or 11.
3. Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis.

A parent/guardian may annually file with the principal a written statement withholding consent to the physical examination of his/her/their child. Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected.

Pupil Swimming Safety

EC 35179.6

Our school is committed to safety for all our students at our planned events, including around swimming pools. There is already a requirement for pool sport coaches to be fully-trained in CPR in case of accidental drowning in the pool. If there is any event on-campus or hosted at a swimming pool facility, at least one adult with a valid certification of CPR training will be present throughout the duration of the event.

School Bus Safety

EC 39831.5

All student in pre-kindergarten, kindergarten, and grades 1 to 6, shall receive written information on school bus safety (i.e., a list of school bus stops near each student's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops). Prior to departure on a school activity trip, all students riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Sudden Cardiac Arrest

EC 33479 et seq.; (BP 6145.2)

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. As such, a student who passes out or faints while participating in or immediately following a school-sponsored athletic activity, or

who is known to have passed out or fainted while participating in or immediately following an athletic activity, must be removed from participation at that time by the athletic director, coach, athletic trainer, or authorized person. A student who is removed from play after displaying signs and symptoms associated with sudden cardiac arrest may not be permitted to return to participate in an athletic activity until the student is evaluated and cleared to return to participate in writing by a physician and surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the student and the student's parent/guardian before the student participates in specific types of athletic activities which generally do not apply to those conducted during the regular school day or as part of a physical education course. Please refer to "Appendix C" in this document for more information about SCA.

Synthetic Drugs

EC 48980 and 48985.5

Our school is committed to the safety of all of our students. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a student's education, family, and life could be long-lasting. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances. These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive and has been found in heroin, methamphetamine, counterfeit pills, cocaine, and other drugs. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Unless tested, it is difficult to tell if drugs have been laced with fentanyl because it cannot be seen, smelled, or tasted. In addition, various medi platforms may be used to market and sell synthetic drugs, such as fentanyl. Additional information regarding fentanyl is available from the [CDPH's Substance and Addiction Prevention Branch](#).

Mental Health, Wellness and Suicide Prevention Resources

EC 215, 49428.5

In order to promote mental health awareness and access to services, we are including information regarding the various wellnes resources available Districtwide. Student suicide rates are of concern to all members of the school community. One child, ages 12 and older, dies by suicide every five days in California. Local Districts were required by California law to provide suicide prevention education, according to age-appropriate and sensitive local policies, for grades 7 to 12. Legislators have determined that training in mental health and coordination around improved services is extended to our elementary students. A shared goal by all staff educators is to keep a safe place to learn, free from harm to any of our students.

All students have access to school counselors and licensed marriage and family therapists on their school campus. The [Bulldog Aid Center](#) at BVMS and the [Norman Aid Center](#) at BHHS are available for our secondary school students. Elementary students have support available through the counselors and administrators at each school site. All families and students are also urged to take advantage of community-based agencies found [HERE](#). In a crisis situation, anyone can call 988 24 hours a day, 7 days a week to receive support.

Type 2 Diabetes

EC 49452.7; (BP 5141.3)

Because Type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if he/she/they has Type 2 diabetes or pre-diabetes. Please refer to "Appendix E" in this document for more information about Type 2 diabetes.

Instructional Programs

Academic Performance

EC 48070, 48070.5, 51101; (BP 5123)

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

Parents/guardians have the right to receive academic performance standards, proficiencies, or skills their student is expected to accomplish. Parents/guardians will be notified of their rights to consult with school personnel if their student is identified as being at risk for retention, performing below standards, or retained in kindergarten through grade 8, and their right to appeal such decision. The final determination rests with the principal as advised by the teacher(s) of record. Promotion/retention for students in grades 9-12 is determined by the amount of credits earned.

Advanced Placement Examination Fees

EC 48980(j)

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees or the International Baccalaureate examination fees, or both. Please contact the student's counselor for information.

Apprenticeship Programs and Pre-Apprenticeship Programs

EC 48980 and 48980.5

High school students in grades 11 or 12 may take advantage of local apprenticeship and pre-apprenticeship programs, should there be any available for your student's areas of interest. Please contact your student's academic counselor for more information.

Availability of Prospectus

EC 49063, 49091.14

Each school must annually compile a prospectus of the curriculum to include titles, descriptions and instructional goals for every course offered by the school. Please contact Site Administration for a copy of the prospectus.

California Healthy Youth Act

EC 51930-51939; (BP 6142.1)

The California Healthy Youth Act requires school districts to provide students with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. In addition, information about sexual harassment, sexual assault, sexual abuse, and human trafficking; information on human trafficking shall include both of the following: Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance is to be included. Also, information on how social media and mobile device applications are used for human trafficking; and, information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof, is to be included. Furthermore, optional instruction, as part of comprehensive sexual health education and HIV prevention education, may include information regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted

infections, unintended pregnancy, and menstrual health; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents/guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of EC 51930-51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by District personnel or outside consultants.
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. When the District chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker

The District may administer to students in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation tools to measure students' health behavior and risks, including tests, questionnaires, and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Parents/guardians will be notified in writing about the administration of, the right to review, and the right to excuse their child from any test, questionnaire, or survey.

California Proficiency Program

EC 48412

The California Proficiency Program (CPP) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible students who pass the CPP are awarded a Certificate of Proficiency by the State Board of Education. A student who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency is the legal equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school. Students planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

For more information, visit the following website: <https://www.cde.ca.gov/ta/tg/cp.asp>.

Child Find System

EC 56301; 20USC1401(3); 1412(a)(3); 34CFR300.111(c)(d)

Under state law, each public school system is responsible to find children with disabilities in its area Free Appropriate Public Education (FAPE) - Each public school system is responsible for ensuring that each child with disabilities is served appropriately, at no expense to the parent in the least restrictive environment.

College And Career Fairs

EC 52770

BHUSD is required to notify each community college district that has an overlapping jurisdiction with the LEA of planned college and career fairs. Notification can be via email or mail and reflect the planned date, time, and location of the event.

College & Career Technical Education

EC 48980(l), 51225.3

The Beverly Hills Unified School District allows a career technical education (CTE) course to satisfy the graduation requirement imposed by EC 51225.3(a)(1)(E). The Beverly Hills High School (BHHS) Norman Guide provides the list of CTE courses offered and indicates if the courses meet the eligibility requirements for admission to the California State University and the University of California. For those courses that meet college admission requirements, information regarding the specific subject matter requirements they satisfy shall also be provided. The Norman Guide is on the BHHS website at bhhs.bhusd.org/. For more information, please contact your student's academic advisors/counselors.

College Admission Requirements and Higher Education

EC 48980(k), 51229

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

To attend a community college, a student needs only a high school diploma or equivalent, or is over the age of 18. To attend a CSU, a student must take specific high school courses, have the appropriate grades and SAT/ACT test scores, and have graduated from high school. Test scores are not required if the student's GPA is 3.0 or above, and he/she/they/they has applied to a campus or enrollment category that is not impacted. To attend a UC, a student must meet requirements for coursework, GPA, and test scores. If a California student has not been admitted to the UC campus to which he/she/they has applied, the student will be offered a spot at another campus if space is available and he/she/they ranks in the top 9 percent of California high school students or of his/her/their graduating class. The student may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

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

<https://www2.calstate.edu/> – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

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

www.assist.org – This online student-transfer information system shows how course credits earned at one public California College or university can be applied when transferred to another.

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

High school students may meet with a school counselor to choose courses that will meet college admission requirements and/or enroll in career technical education courses.

Course Offerings

EC 48980.6

For students in grades 7 to 12, the district offers dual enrollment opportunities. More information on these offerings can be found at bhusd.org. For specific information, please contact your students academic counselor.

Course Selection and Career Counseling

EC 221.5(d)

Commencing grade 7, school personnel shall assist students with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the student and not on the student's gender. Parents/guardians are notified so that they may participate in such counseling sessions and decisions.

Curriculum and Course Expectations

EC 49063(k), 49091.14, 51101(a)(1) and (8)

Parents/guardians are highly encouraged to attend Back to School Night and Parent Conferences. During Back to School Night, teachers outline the year's curriculum, instructional goals, review grading policies, and discuss behavioral expectations. All courses for grades 7-12 are described in the teachers' syllabi.

Parents/guardians can also:

- 1) Access State Standards at: www.cde.ca.gov/be/st/ss/.
- 2) Request to review or to receive a copy of a prospectus of the curriculum that includes titles, descriptions and instructional goals for every course offered by the school.
- 3) Examine copies of the course textbooks and materials provided to their students.
- 4) Observe classes (per visitation rules) in which their student is enrolled.

Drug Education and the Effects of Other Dangerous Substances

EC 51260; (BP 5131.6)

The use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The District shall provide to all students in grades 1 through 12 science-based preventative instructions which has been proven effective in helping students avoid the use of alcohol and other drugs. The instruction will include effects of the use of tobacco, alcohol, narcotics, dangerous drugs, and other dangerous substances upon the human body, as determined by science. All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use when such use is illegal.

English Learners Identification Notice

EC 313.2

State law requires that parents of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

Extended School Year – Migrant Education

EC 41601.6

Students who are identified as a "migrant child" in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

Federal Student Aid

EC 51225.8 and 51225.7

Under state law, school districts are required to inform parents that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application as well as the ability to opt out of these opportunities. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family

and student personal information will be protected according to state and federal privacy laws and regulations. Student lists will be matched to FAFSA applications for the purpose of ensuring that either the FAFSA is completed or an opt out form is completed to maintain the students' ability to graduate. Parents/guardians must be notified if the student is exempted.

The district will inform students and parents through digital notifications, website postings, and counseling sessions, both individual and in group at different points in the school year.

Gifted and Talented Education

(BP 6172)

The Gifted and Talented Education (GATE) program identifies students with exceptional academic abilities with the purpose of providing specialized academic instruction to meet their particular learning needs. Programs for GATE students may include part-time and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. These programs may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment.

During the month of March, all third grade students will be assessed and identified for GATE through the online version of the Otis-Lennon Ability School Test (OLSAT). Parents/guardians of students in grades 4 through 8 may contact the student's school counselor for testing information.

Harm or Destruction of Animals

EC 32255-32255.6, 48980(a)

Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his/her/their teacher of the objection. Objections must be substantiated by a note from the student's parent/guardian. Parents wanting their child to opt-out can make the request in writing to the school administrator.

A student who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the student to develop and agree upon an alternative education project so that the student may obtain the knowledge, information, or experience required by the course of study in question.

High School Graduation Requirements

To obtain a diploma of graduation from high school, students in the Beverly Hills Unified School District shall complete a series of courses in grades 9 through 12, which meet or exceed the California state minimum requirements for graduation and meet or exceed the requirements for admission into the University of California.

Students who transfer between schools any time after their second year of high school and are in foster care, homeless, former juvenile court school students, or children of military families may be eligible for exemption from the District's graduation coursework requirements that are beyond the state minimum requirements.

Please refer to "Appendix B" in this document for more information regarding high school graduation requirements.

Independent Study

EC 51744, 51745, 51745.5, 51746, 51747, 51747.5, 51749, 51749.5, and 56026

Independent Study (IS) is an instructional choice and may not be mandated. Each district school that chooses to offer IS must have policies for independent study courses or curriculum equivalent time to complete work expectations equal to what is offered in person. In addition, the short-term (15 school days or less) and long-term (16 school days or more) will require the IS engagement defined per the policies adopted by the local governing board. The IS agreement must be signed any time during the school year for short-term IS or prior to beginning long-term IS. All IS agreements must

include expectations of students, parent, and supervising teacher, and must be updated including the equitable access to students with disabilities based upon individual student needs. For more information on how BHUSD offers IS options, please contact the Education Services Department at (310) 551-5100 x2322.

(BP 6158)

The Board of Education authorizes independent study as an optional alternative instructional strategy by which students in grades K-12 may reach curriculum objectives and fulfill graduation requirements. Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting.

The Superintendent or designee shall determine that the prospective independent study student understands and is prepared to meet the district's requirements for independent study. Independent study entails a commitment by both the parent/guardian and the student. As the student gets older, he/she assumes a greater portion of the responsibility involved. Independent study may be offered only to students who can achieve in this program as well as or better than they would in the regular classroom.

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700)

The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

The Board recognizes that independent study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of independent study assignments, within the limits specified by the Board in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Except in unusual circumstances, it is expected that the supervising teacher will meet with each participating student at least once a week to discuss the student's progress.

To foster each student's success in independent study, the Board establishes the following maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work shall be as follows:

1. For students in grades 6-8: 2 weeks
2. For students in grades 9-12: 3 weeks

The independent study "written master" agreement, including the beginning and ending dates for the student's participation, shall be valid for a period no longer than one semester, or one-half year for a school on a year-round calendar. When circumstances justify a longer time, the Superintendent or designee may extend the maximum length of an assignment to a period not to exceed eight weeks, pursuant to a written request with justification.

When any student fails to complete three consecutive independent study assignments in a period of 15 school days, or misses two appointments with his/her supervising teacher without valid reasons, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study. Review findings shall be kept in the student's permanent record.

The Superintendent or designee shall annually report to the Board an evaluation of the program, including overall enrollment in the program and measurable performance outcomes, including academic performance of students and graduation rate and college/career indicators.

The Superintendent or designee shall encourage parents/guardians desiring to teach their children at home to have their children participate in independent study. Such participation allows continued contact and cooperation between the school system and the home-based student.

Individualized Instruction for Students with Temporary Disabilities

EC 48206.3, 48207, 48208, 48980(a)-(b)

A student with a temporary disability that makes attendance in the regular day classes or the alternative educational program in which the student is enrolled impossible or inadvisable may receive individualized instruction provided in the student's home for one hour a day. Please contact the Student Services Department at (310) 551-5100 x2250 for further information.

A student with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

A student who is unable to attend regular day classes due to a temporary disability that places him/her/they in a residential health facility shall receive individual instruction by the District in which the child is temporarily residing. **The location of the hospital or health facility is considered the child's place of residence during his/her/their stay there.**

It is the responsibility of the parent/guardian to notify the school District in which the hospital or other residential health facility is located of the presence of a student with a temporary disability. Upon receipt of the notification, the District will within five working days determine whether the student will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A student with a temporary disability may remain enrolled in the District of residence and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the District of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program.

An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a student who is terminally ill, from the resident governing school board, a county office of education or a charter school.

Juvenile Court School Pupils: Graduation Requirements and Continued Education Options

EC 48645.3, 48645.7, and 49076

A juvenile court school student has the right to a diploma issued by the school district of residence if he or she completed the graduation requirements while being detained. The school district of residence shall issue to the student a diploma from the school the student last attended before detention or in the alternative, the county superintendent of schools may issue the diploma. Please contact the County Office of Education with any questions regarding graduation requirements if your child is placed in a court school as a ward of the court.

Language Acquisition Program

5 CCR 11309, 11310; EC 310

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

English Learner students are evaluated and enrolled in a Structured English Immersion (SEI) program upon enrollment. SEI is a language acquisition program for English Learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum students are simultaneously offered ELD and access to grade level academic subject matter content.

Parents are annually notified of placement, English language proficiency, academic progress, exit criteria and an opportunity to request a different language acquisition program. Schools in which the parents or legal guardians of 30 students or more per school or the parents or legal guardians of 20 students or more in any grade request an additional language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a])

Parents of English learners have a right to decline or opt their children out of the school District's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to annually assess the student's English language proficiency, provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from Structured English Immersion, please contact the Education Services Department at (310) 551-5100 x2322 to ask about the process.

If interested in a different program from Language Acquisition, please contact the Education Services Department at (310) 551-5100 x2322 to ask about the process.

Migrant and Newly Arrived Immigrant Pupils: Graduation Requirements and Continued Education Options

EC 48204.7, 51225.1 and 51225.2

A student identified as a migratory youth or as participating in a newcomer program and is enrolled in what should have been his or her third or fourth year of high school may be eligible to graduate under the state reduced graduation requirements if certain criteria are met. Qualifying students may be able to graduate with their four-year cohort with the state reduced graduation requirements of 130 credits or have the option to remain for a fifth year in order to graduate with the state or the full LEA graduation requirement. A student who graduates with the reduced requirements will have limited access to higher education and other post-secondary opportunities. A student who graduates under the local LEA graduation requirements may expand their post-secondary opportunities and be eligible to submit applications to the UC or CSU systems. Contact our counseling office to determine eligibility. Students and parents of migratory children shall not request a transfer solely to qualify for this exemption.

In addition, as a public school that receives migrant education funds, our school is actively looking for parent involvement in the planning, operation, and evaluation of our programs. The parents have the authority to decide who may participate on the oversight council. If you are interested, or if you know other parents of migratory students who are interested in this council, please contact the Student Services Department at (310) 551-5100 x2250.

Notice of Alternative Schools

EC 58501

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

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him/her/they totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.

- (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

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

Placement in Mathematics Courses for Students Entering Grades 5 through 9

EC 51220, 51224.5, 51224.7, 51225.3; (BP 6152.1)

The Board of Education believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. To the extent possible, District students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California and California State University systems.

The Beverly Hills Unified School District's policy in implementing the California Mathematics Placement Act of 2015 focuses on creating a fair, objective, and transparent protocol that serves students who are transitioning between elementary and middle school and middle school and high school. Students shall be enrolled in mathematics courses based on the placement protocols and without regard to the students' race, sex, gender, nationality, ethnicity, socioeconomic background, or other subjective or discriminatory considerations in making placement decisions. Site administration shall report annually to the Superintendent on the aggregate student placement data, demonstrating that all students are appropriately and fairly placed in mathematics courses based upon the multiple objective performance measures.

The multiple objective academic measures of student performance include:

1. Teacher recommendation based upon classroom assessments and grades.
2. Results from a diagnostic assessment within the first four weeks of school to ensure accurate student placement and permit re-evaluation of individual student progress.
3. End of the course final, summative assessment grade measuring student mastery on state-adopted standards demonstrating advanced understanding and demonstrating sufficient preparation for the next in sequence mathematics course.
4. Final math grade on the end of the year official report card.
5. Standardized statewide mathematics assessment score, CAASPP performance data.
6. For students receiving special education services, the final mathematics placement will be determined by the student's IEP team.
7. For students who transfer into the District after the school year begins, the above criteria will be applied within the first four weeks of enrollment.

For students in grades 5 through 8, parents/guardians will receive communication from site administration informing them of the opportunity to take mathematics placement assessment(s), qualifying them for placement in mathematics courses above grade level. Data from the above-mentioned assessment(s) will determine mathematics placement for these students.

A parent/guardian may challenge a student's mathematics placement in the following manner:

1. Request that site administration present the outcomes from the objective multiple performance measures listed above.
2. Formally request that the student retake the end of the course final, summative assessment, and request reconsideration of mathematics placement based upon this new data.
3. Sign a waiver requesting that the student be placed in the next in sequence course in grade 9, against the professional recommendation of site administration, acknowledging and accepting responsibility for this placement.

Retroactive Grant of High School Diplomas: Departed and Deported Pupils

EC 51430

The governing board of the BHUSD may award a diploma to any student who may have been deported outside the US, if in good standing after completing the second year of high school. Any transfer credits from outside the US will be considered as completion through online or foreign classes.

Statewide Testing

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes. Please refer to "Appendix A" in this document for more information regarding each statewide test that will be administered to applicable students.

Surveys Regarding Health Behaviors

EC 51513

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent/guardian is notified in writing that: 1) this test, questionnaire, or survey is to be administered; 2) the student's parent is given the opportunity to review the test, questionnaire, or survey; and 3) he/she/they consents in writing. Questions pertaining to the sexual orientation and gender identity of a student shall not be removed from a survey that already includes them.

Title I

20 USC 6312; (BP 6171)

Parents/guardians of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students' classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

A school that receives Title I funds shall also provide to each individual parent/guardian information on the level of achievement and academic growth of his/her/their child, if applicable and available, on each of the required State academic assessments, and timely notice that his/her/their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

School Attendance

Absence Verifications

5 CCR 306, 421; EC 46012; (BP 5113)

When a student who has been absent returns to school, he/she/they shall present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having control of the minor, or the student if age 18 or older.

The following methods may be used to verify student absences:

1. Written note, fax, or email from parent/guardian, parent representative or student of 18 years of age.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative.
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated.
4. Physician's verification. When a student has had **14 absences** in the school year for illness verified by methods listed in #1-3 above, any further absences for illness shall be verified by a physician.

Avoiding Absences, Written Excuses, and Truancy Consequences

EC 48260, 48260.5, 48263, 48263.6, 48264, 48267, 48268, 48269, and 60901; WIC 236, 601, 601.3, 653.5, 654, and 651.5

Beverly Hills Unified School District urges parents to make sure their children attend school regularly and to schedule medical, dental, counseling, and other appointments after school, on the weekend if possible or during school holidays. The district also asks that travel or other absences be avoided during the time that school is in session. The higher the district's daily attendance rate, the more a student will learn and the greater the amount of classroom instruction and academic programs. The school calendar is designed to minimize issues for families who plan vacations around traditional holiday periods and thereby minimize student absences.

Following an absence, a student is required to bring a written note from home when returning to school. Illnesses, and doctor and dentist appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

Chronic Absenteeism

EC 60901; (BP 5113.1)

A student is considered a chronic absentee when he/she/they is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement. As part of the new State accountability system, a school's performance ranking will be penalized for high rates of chronic absenteeism.

Compulsory Education and the Importance of Good Attendance

EC 48200, 48293, 48400 et seq.

A student between the ages of 6 and 18 who is not otherwise exempted shall attend school full time. It is the obligation of the parents/guardians to compel the attendance of their children at school. Any parent/guardian who fails to meet this obligation may be guilty of an infraction and subject to prosecution.

Regular attendance plays an important role in student achievement and is an important life skill that will help students graduate from college and keep a job. When students do not attend school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance. Preliminary data from a California study found that children who missed at least

10% or more of school days in kindergarten or first grade were far less likely to read proficiently at the end of the third grade and more likely to be held back in later grades. By sixth grade, absenteeism is one of the three signs that a student may drop out of high school. By ninth grade, regular and high attendance is a better predictor of graduation rates than eighth grade test scores.

Absences can be minimized by scheduling medical, dental, and other appointments after school or when school is not in session. Vacations should be planned around holidays. Parents/guardians must make school attendance a priority.

Exclusion from School

EC 48213; (AR 5112.2)

The Superintendent or designee may exclude a student without prior notice to the parent/guardian if the student is excluded for any of the following reasons:

1. He/she/they resides in an area subject to quarantine pursuant to HSC 120230.
2. He/she/they is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to EC 49451.
3. The Superintendent or designee conducts a threat assessment to determine that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.

However, in such cases, the Superintendent or designee shall send a notice as soon as reasonably possible after the exclusion. Upon exclusion of the student, a parent/guardian may meet with the Superintendent or designee to discuss the exclusion. If the parent/guardian disagrees with the decision of the Superintendent or designee, he/she/they may appeal the decision to the Board of Education. The parent/guardian shall have an opportunity to inspect all documents upon which the District is basing its decision, to challenge any evidence and question any witness presented by the District, to present oral and documentary evidence on the student's behalf, and to have one or more representatives present at the meeting.

Excused Absences

EC 46014, 48205, 48980(a) and (i); (BP 5113)

The following is the required notice of the reasons listed under EC 48205 for which a student's absence may be excused.

Not with standing Section 48200, a pupil shall be excused from school when the absence is:

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
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 services rendered.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, *so long as the absence is not more than five days per incident.*
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, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
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 Section 49701, and has been called

to duty for, is on leave from, or has immediately returned from deployment. 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. For the purpose of participating in a cultural ceremony or event.
12. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B)(i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
13. (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, *so long as the absence is not more than three days per incident.* (i) To access services from a victim services organization or agency. (ii) To access grief support services. (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
14. Due to the pupil's participation in military entrance processing.
15. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
 - (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
 - (c) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.
 - (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - (e) For purposes of this section, the following definitions apply:
 - (1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civil forums, and town halls.
 - (2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
 - (3) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
 - (4) "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (g) of Section 230.1 of the Labor Code.

Additionally, a student, with the written parent/guardian consent, may be excused from school to participate in religious exercises or to receive moral and religious instruction at his/her/their place of worship or other suitable place away from school property designated by the religious group, church, or denomination. The student must attend school at least the minimum school day and cannot be excused from school for such purpose on more than four days per school month.

No student shall have his/her/their grade reduced or lose academic credit for any excused absence(s), if missed assignments and tests that can reasonably be provided are satisfactorily

completed within a reasonable period of time. The teacher of any class from which a student is absent shall determine the tests and assignments which are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed when absent.

Interdistrict Permit

EC 46600 et seq., 48980(g); (BP 5117)

The parent/guardian may seek release from the Beverly Hills Unified School District to attend a school in any other school District. School Districts may enter into agreements for the interdistrict transfer of one or more students for a period of up to five years. The agreement must specify the terms and conditions for granting or denying transfers, and may contain standards of re-application and specify the terms and conditions under which a permit may be revoked. Unless otherwise specified in the agreement, a student will not have to reapply for an interdistrict transfer, and the school board of the District of enrollment must allow the student to continue to attend the school in which he/she/they is enrolled. A student who has completed grade 10 by June 30, may enroll within the District of enrollment through grades 11 and 12 without any revocation from the desired District, and must be treated the same as any other resident student.

Regardless of whether an agreement exists or a permit is issued, the District will not prohibit the transfer of a student who is a child of an active military duty parent to a district of proposed enrollment if that district approves the application for transfer.

A student who has been determined by personnel of either the District or the district of proposed enrollment to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent/ guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

A student who is appealing a decision for an interdistrict permit approval through the County Office of Education may be eligible for provisional admission to the desired District in grades TK through 12, while continuing through the process of appeal, if space is made available by the desired District, not to exceed two months.

An application to request for an interdistrict transfer from the District to attend school in another District may be obtained from the Student Services Department. Requests shall be processed within 30 calendar days from the date of receipt. A denial of the request by the District may be appealed to the Los Angeles County Board of Education within 30 calendar days from the date of denial.

Each school District shall post their interdistrict policy agreements and local District caps on their District and/or school websites. Reasons for approval and denial of interdistrict transfer requests must be updated on the District website according to board policies. The County appeals process will be offered with the final denial in writing by the school District. The County appeal process may take up to a maximum of two months. If you have any questions about the interdistrict process please call the Student Services Department at (310) 551-5100 x2250 or call the County Office at 562-922-6233.

To transfer into the BHUSD from another school District/school, one of the following three criteria must be met, and enrollment numbers in alignment with board policy must support the approval of the permit application:

1. Parent/legal guardian must currently work for BHUSD
2. Parent/legal guardian must currently work **for** the City of Beverly Hills
3. Grandparents must have lived within attendance boundaries for 10 consecutive years

More details regarding permits can be found at bhusd.org and in Board Policy.

Intradistrict Transfer (Between schools within BHUSD)

EC 35160.5, 48980(g); (BP 5116.1)

The parents/guardians of any student who resides within the attendance boundaries of the Beverly Hills Unified School District may apply to enroll their child in any District school, regardless of the location of their residence within the District. Recognizing that changing schools in a student's academic career may have adverse impact, the Board of Education desires to minimize movement among schools. A student may move only once, unless special circumstances exist, which will be evaluated on a case-by-case basis. **No student currently residing with a school's attendance area shall be displaced by another student transferring from outside the attendance area. Transportation to any other school is the responsibility of the parent.**

Applications to request for an intradistrict transfer are available in spring of the school year preceding the school year in which the transfer is requested. If there are more requests for a particular school than there are spaces available, priority shall be granted in the following order:

1. Residents to return to their home school
2. Families to unite siblings when one child is already in attendance at the requested school
3. Case-by-case basis for child welfare issues as documented in writing by a court, physician, or therapist
4. Parent preference requests

When applications exceed the available space in any of the above priority categories, enrollment shall be granted within each category according to the order in which they were received, and a waiting list shall be established to indicate the order in which students may be accepted as openings occur. Late applicants may be added to the waiting list in the order in which they were received.

After the enrollment priorities have been applied in accordance with Board policy, if there are more requests for a particular school than there are spaces available, a random drawing shall be held from the applicant pool. A waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year but shall instead wait for a subsequent lottery.

Admission to a particular school shall not be influenced by a student's academic or athletic performance except insofar as academic standards are required for admission to specialized schools or programs such as programs for gifted and talented students or special education programs. Such standards shall be uniformly applied to all students. Any complaints regarding the selection process should be submitted in writing to the Superintendent or designee.

Meeting Residency Requirements for School Attendance

A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school District in which the residence of either the parent or legal guardian is located.

EC 48200, 48204, 48207, 48204.3, 48204.4, 48980(g); (BP 5111.1)

A student complies with the residency requirements for school attendance in the Beverly Hills Unified School District if he/she/they meets any of the following criteria:

1. The student's parent/guardian resides within the District's boundaries.
2. The student is placed within the District's boundaries in a regularly established licensed children's institution, licensed foster home, or a family home pursuant to a court-ordered commitment or placement.
3. The student is an emancipated minor residing within the District's boundaries.
4. The student lives with a caregiving adult within the District's boundaries and the caregiving adult submits an affidavit to that effect.
5. The student resides in a state hospital located within the District's boundaries.
6. The student is confined to a hospital or other residential health facility within the District's boundaries for treatment of a temporary disability.
7. The student's parent/guardian resides outside of the District's boundaries but is employed within the District's boundaries and lives with the student at the place of employment for a minimum of three days during the school week.

8. The student's parent/guardian was a resident of California who departed the state against his/her/their will due to a transfer by a government agency that had custody of the parent/guardian, a lawful order from a court or government agency authorizing his/her/their removal, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student lived in California immediately before moving out of state as a result of his/her/their parent/guardian's departure.
9. The student is a foster child who remains in his/her/their school of origin.

A student also complies with residency requirements if his/her/their parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within California. The school must accept enrollment applications by electronic means, and the parent must provide proof of residence within 10 days after the published arrival date provided on official documentation.

Persistently Dangerous Schools

5 CCR 11992; 20 USC 6316; (BP 5116.1)

Upon receipt of notification from the California Department of Education (CDE) that a District school has been designated as "persistently dangerous," the Superintendent or designee shall, within twenty (20) days, provide parents/ guardians of students attending the school with notice of the school's designation and the option to transfer their students to another school.

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide a written request to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent's/guardian's preference if the assignment is not feasible due to space constraints or other considerations. The Superintendent or designee shall cooperate with neighboring Districts to develop an interDistrict transfer program in the event that space is not available in a District school.

If parents/guardians decline the assigned school, the student may remain in his/her/their current school. For students whose parents/guardians accept the offer, the transfer shall generally be made within 30 school days of receiving the notice of the school's designation from the CDE. The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

Proof of Residency

5 CCR 432; EC 234.7, 48204.1; (BP 5111.1)

Reasonable evidence that the student meets residency requirements for school attendance must be provided by the parent/guardian upon request by a District employee. Verification of residency is required at the time of school enrollment and annually, thereafter, to comply with California laws related to the maintenance of specified information in a student's mandatory permanent records. Evidence of residency may be established by presenting the following documents (in their entirety and in English):

1. A current lease/rental agreement listing all the occupants, including but not limited to all school-aged children residing in the property, or a current Los Angeles County Property Tax Bill, Mortgage Statement or grant deed in the legal guardian's name showing residence property address, and

(Note: State-issued identification cards, like a driver's license, establish identity not residency.)

2. A current Southern California Edison bill or verification of electrical service connection* reflecting name and address at the location provided above, and
3. Two additional forms of residency verification reflecting name and address at the location provided above:
 - a. Current gas bill or verification of gas service connection*
 - b. Current cable/telephone bill
 - c. Current Income Tax documents (from the IRS, State, and/or County)

- d. Current water or verification of water service connection*
- e. Current waste management bill
- f. Current payroll stub
- g. Current social services documents

* *Note:* In the event a utility service connection is used as proof of residency, then a utility bill must be provided within 45 days to assure continued enrollment.

The District will **not** solicit or collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining residency within the District.

The District will investigate any cases where there may be reason to believe that a student does not comply with residency requirements for school attendance (i.e., returned mail, excessive absences/chronic absenteeism/truancy), that the parent/guardian has provided false information with respect to residency, or that the information provided at the time of enrollment is no longer current or accurate. The investigation may be conducted by a trained District employee or a private investigator employed by the District, and may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency. The investigation will not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view.

School Attendance Review Board

EC 48263, 48263.5, 48321(b)(1); (BP 5113.1)

The School Attendance Review Board (SARB; also known as District Attendance Review Team [DART]) is a multidisciplinary panel composed of school personnel, agency partners and community-based organizations that work to address attendance and/or behavior problems. Specifically, the panel may include, but is not limited to a parent, District staff, and representatives from child welfare and attendance personnel, school guidance personnel, county office of education, county probation department, county welfare department, law enforcement agencies, community-based youth service centers, school/county health care personnel, school/county/community mental health personnel, county District attorney's office, and county public defender's office. The intent of SARB is to resolve school-related issues through the use of available school and community resources. Failure to meet with SARB or follow its directives can result in a referral to the District Attorney's Office for truancy mediation and/or prosecution.

Truancy

EC 48260-48273; (BP 5113.1)

A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the District has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205 and 46010.1, as described above.

Parents/guardians of students who are identified as truant shall receive truancy notifications that may result in a referral to the School Attendance Review Team and the School Attendance Review Board if attendance does not improve. Additionally, law enforcement officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her/their home and who is absent from school without valid excuse within the county, city or school District.

Truant Consequences

EC 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3, 653.5, 654, 651.5

Any student who is identified as "Truant" may be assigned as a ward of the court, if the available community resources do not resolve the students' continued problem of truancy, by a Probation Officer or Deputy District Attorney.

Victim of a Violent Crime

20 USC 7912; (BP 5116.1)

A pupil who becomes a victim of a violent crime while in or on the school grounds must be offered the opportunity to transfer to a safe public school within the school District, including a public charter school, within ten calendar days. If there is not another school within the area served by the district, the district is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept pupils through an interdistrict transfer. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes. For more information, please contact the site principal.

When to Keep Student Home

Any student exhibiting one or more of the following conditions/symptoms must be kept home from school. Unless otherwise noted, a student may return to school the following day after it is determined to the satisfaction of District representatives that a contagious or infectious disease does not exist.

1. Temperature of 100° F or higher. Student may return to school when he/she/they has been without a fever for **24 hours without the use of fever-reducing medication**.
2. Nasal discharge that cannot be controlled with tissue and proper hand washing.
3. Non-allergy related sore throat and/or persistent cough. Student may return to school when symptoms are resolved or medical provider documents that the student can return to school.
4. Continued symptoms within 24 hours of illness-related absence.
5. Vomiting or persistent nausea. Student may return 48 hours after vomiting has stopped or medical provider documents that the student can return to school.
6. Diarrhea. Student may return 48 hours after diarrhea has stopped or medical provider documents that the student can return to school.
7. Rash of unknown cause. Student may return when rash is gone or medical provider documents that rash is not contagious.
8. Lice. Students found with live lice should be sent home to start treatment as soon as possible to avoid the spread of lice. Students may return to school upon satisfactory treatment and after there are no visible lice upon re-examination.
9. Suspected contagious condition (*i.e.*, impetigo, ringworm, scabies, pink eye, etc.). Student may return to school when condition has resolved or medical provider documents that the student can return to school.
10. Asthma symptoms not relieved with medication.
11. Allergic reaction. Student may return to school the next day if reaction has resolved.

Student Conduct and Discipline

Academic Dishonesty

The Beverly Hills Unified School District believes that the school and home are engaged in a partnership to teach the values of integrity, truth, personal accountability, and respect for the rights of others. Academic honesty and personal integrity are fundamental components of a student's education and character development. Students are expected not to cheat, lie, plagiarize or commit other acts of academic dishonesty. Examples include:

1. Communicating with another student or copying material during an exam
2. Allowing another student to copy from his/her/their exam paper
3. Using unauthorized notes or devices
4. Submitting falsified information for grading purposes
5. Obtaining and supplying a copy and/or information about an exam without the knowledge and consent of the teacher
6. Stealing, selling, buying, or offering to sell or buy a final exam
7. Possessing a final exam without the knowledge and consent of the teacher
8. Submitting work written by another person (except as outlined below *)
9. Submitting work written by the student for another assignment without the instructor's knowledge or consent (self-plagiarism)
10. Copying another person's assignment(s)
11. Allowing another student to copy his/her/their assignment, or taking home exams without the knowledge and consent of the instructor

** When a student submits an assignment, that assignment should be only his/her/their own work unless the teacher has specifically set up the assignment as a group project or other collaborative assignment. In such cases, the names of all students involved in the group process should be listed on the assignment. If the teacher has not designated the assignment as a group project, submitting an assignment written by more than one person is "plagiarism".*

Depending on the type, frequency, and severity of the infraction, the following consequences may be imposed:

1. Conference with student, parent, and teacher
2. Assignment not counted in the grade calculation
3. Conduct mark lowered
4. Receipt of a grade of "F" in the course
5. Notation of academic dishonesty included on the report card and/or student record
6. Referral to the principal or designee
7. Involvement of law enforcement (particularly when the act of academic dishonesty involved unauthorized possession of school keys and/or illegal entry into school buildings)
8. Disciplinary action if the student's act of academic dishonesty constitutes grounds for suspension or expulsion

Acceptable Use of Technology Agreement

One of the adopted goals of the Beverly Hills Unified School District is to assist in advancing the use of technology to enhance student learning. Access to District technology is a privilege, not a right, and students enrolled in District programs or activities must follow District guidelines and procedures regarding the acceptable use of technology. As such, all students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using District technological resources. The District shall make a diligent effort to filter the inappropriate or harmful material accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using District technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

Additional Due Process Considerations for Students with Disabilities

20 USC 1415(k); 34 CFR 300.530-300.537; (AR 5144.2)

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities. However, when a student with disabilities has been suspended for more than 10 consecutive days or is being considered for expulsion, or when a series of removals of the student constitutes a pattern, a manifestation determination review must be held no later than 10 school days after the date the decision to take disciplinary action is made. At the manifestation determination review, the District, the student's parent/guardian, and relevant members of the IEP team shall review all relevant information to determine whether the conduct in question was: (a) caused by or had a direct and substantial relationship to the student's disability; or (b) a direct result of the District's failure to implement the student's IEP. The student may be disciplined in accordance with the procedures for students without disabilities if determined that the student's conduct was not a manifestation of his/her/their disability.

If the student commits one of the following acts, he/she/they may be placed in an interim alternative educational setting, determined by his/her/their IEP team, for up to 45 school days without regard to whether the behavior is a manifestation of the student's disability:

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

If the parent/guardian disagrees with any District decision regarding placement as a result of a suspension and/or removal for dangerous circumstances, the interim alternative placement, or the manifestation determination, he/she/they may appeal the decision by requesting a hearing. The District may request a hearing if the District believes that maintaining the student's current placement is substantially likely to result in injury to the student or others.

A student who has not been determined to be eligible for special education and related services and who has violated the District's code of student conduct may nevertheless assert any of the protections under IDEA, if the District had knowledge of the student's disability. Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred:

1. The parent/guardian had expressed concern to District supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian had requested an evaluation of the student for special education.
3. The student's teacher or other District personnel had expressed specific concerns directly to the District's director of special education or to other supervisory District personnel about a pattern of behavior demonstrated by the student.

However, the District shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her/they to be evaluated for special education services or has refused services or, after evaluating the student, the District determined that he/she/they was not an individual with a disability. When the District is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behaviors.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities.

Appropriate Use of Social Media

All District-related communication through social media platforms should always be conducted in accordance with District policies and procedures. District social media platforms may not contain content that is obscene, libelous or discriminatory. Staff or students who post prohibited content shall be subject to discipline in accordance with District policies and procedures. Users of District

social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act and federal disclosure laws.

Student's Use of Social Media

Students who do not abide by the following terms and conditions may lose their opportunity to take part in class/school projects and/or access to future use of online tools:

1. Follow all school rules and District policies.
2. Posting threatening, harassing, racist, biased, or derogatory comments toward or about any student or employee on any social media platform is prohibited and may be subject to discipline.
3. Limit communications to educational or school-related activities only.
4. Direct conversations with teachers can only be educational and must use District-supported platforms.
5. Notify a teacher or parent of any inappropriate behaviors or posts.
6. Be aware of what you post online – social media tools are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you would not want friends, enemies, parents, teachers, or a future employer to see.
7. Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
8. Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birth dates, and pictures. Do not share passwords with anyone other than teachers and parents.
9. Linking to other websites to support your own thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
10. Do your own work! Do not use other people's work without permission – it is a violation of copyright law to copy and paste someone else's thoughts. It is good practice to hyperlink to sources.
11. Pictures, videos, songs, and audio clips may also be protected under copyright laws. Verify you have permission to use the images, videos, songs or other clips.
12. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
13. Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. When editing someone else's work, be sure it is in the spirit of improving the writing.
14. If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.

Parent's Role Regarding Social Media

1. Monitor your children's online activities and only allow them to register for platforms supported by the school.
2. Communicate internet safety and cyberbullying with your children.
3. Model positive online etiquette and behavior.
4. If discovered, report to school administration postings that are inappropriate, threatening, harassing, racist, biased, derogatory, or disparaging toward or about any student or employee on any social media platform.
5. Do not use classroom social media sites for any illegal activity, including violation of data privacy laws.
6. Read and/or participate in social media projects.
7. Do not distribute any information that might be deemed personal about other students participating in the social media project.
8. Do not upload or include any information that does not also meet the student guidelines above.

Content Creators/Publishers' Social Media Usage

The following usage guidelines are specific to committees and organizations (e.g., PTA, BHEA, and Employee Bargaining Groups) operating within the school and/or District:

1. The purpose of any social media is to contribute to the peaceful, productive climate of the District and its schools.

2. When discussing the organization or District-related matters, employee Content Publishers will identify themselves by name and position with the office.
3. Content Publishers should provide knowledgeable information in their specific area of expertise and offer unique, meaningful perspectives.
4. When engaging in discussions that offer a variety of perspectives and differing opinions, postings shall remain appropriate and courteous.
5. Speak respectfully about the District and current or potential employees and partners. Postings are to be civil and not include postings that will reflect negatively on the organization's reputation. Postings are to be respectful, uphold the rights of all individuals and not include: ethnic slurs, name-calling, personal insults, obscenity, or any conduct that would not be acceptable in the workplace. Any posting should show proper consideration for others' privacy and for topics that may be considered objectionable or inflammatory.
6. Ensure that any posted content does not violate copyright or intellectual property laws, and that the employee Content Publisher has secured the expressed consent of all involved parties for the right to distribute or publish recordings, photos, images, video, text, slideshow presentations, artwork, or any other material(s) posted.
7. Do not include advertising for third party non-educational and for-profit events or activities in any content or postings.
8. Content Publishers will respect the privacy rights of students, staff, parents/guardians, board members, and other individuals, including student information and employee phone numbers and home addresses as required by policy and state and federal laws.
9. The postings of photographs, video and other personally identifiable images and names of minor students require parent/guardian written consent.
10. Content Publishers should remember that they could be held individually liable for online postings. Employees can be disciplined by the District for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that could create a hostile work environment.
11. Postings should not include unsubstantiated claims, speculations or personal opinions.
12. If an error is made, the information should be corrected as soon as possible. Any changes to a previous post or information should be indicated.
13. Only those authorized by the Superintendent or designee may use District brand marks or logos in social media site postings. The organizational logo, department logos, or program logos should not be used in personal blogs or postings. If an organization is not sure that its site has been authorized, please contact the Superintendent or designee.
14. Content Publishers should be aware of their association with the District in online social networks.
15. When identified as an employee, Content Publishers should ensure the profile and related content is consistent with organizational policies.
16. Content Publishers should be mindful of not blurring their professional and personal lives when administering District social networking sites. The Superintendent or designee shall ensure that official social media platforms are regularly monitored.

Behavioral Restraints Posted Annually In Report

EC 49006

BHUSD is now required to post the restraint and seclusion data that is submitted to CDE annually on their website as well.

Civility on School Grounds

CC 1708.9; EC 32210; (BP 1250)

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).

It is unlawful for any person, except a parent/guardian acting toward his/her/their minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Comprehensive School Safety Plans: Active Shooters, Armed Assailants, Drills

EC 32287

Each Beverly Hills Unified School District school site is required to have a Comprehensive School Safety Plan, which includes a plan for disaster preparedness, emergency procedures and assessment and response to reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, a school activity or on a school bus. Copies are available to read at each school office. Fire and emergency and active shooter drills are held periodically at each school

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her/their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the principal or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Dangerous Objects

Often, students like to bring objects, such as a collector's item, to school to show their friends. Examples of these objects include, but are not limited to, laser pointers, mini baseball bats, martial arts weapons (e.g., nunchaku, throwing stars), or any other sharp, pointy objects. Students should refrain from bringing objects that have the potential to inflict serious bodily injury to others.

District Technology

The District may provide students Internet access, desktop computers, mobile computers or laptops, tablets, handheld devices, video conferencing capabilities, online collaboration, message boards, email, web-based programs, document creation tools, shared calendars, education applications (including Google Apps for Education), and other technology and technology-related devices, capabilities, and/or features. These technologies improve student communication and collaboration skills, facilitate dissemination of lesson plans and assignments, and extend learning beyond classroom walls while building digital and technology-based skills. As new technologies emerge, the District intends to provide access to such technologies to the extent they further educational objectives. The guidelines, behavior, and terms and conditions outlined in this section cover all available technologies provided and/or made available by the District, not just specifically listed.

Dress Code

EC 35183, 49066; (BP 5132)

Appropriate dress and grooming promote a safe school setting that contributes to a productive learning environment. Although student dress and grooming should enhance comfort, provide for a feeling of individuality, and allow for pursuant of current fashions, students are expected to give proper attention to personal cleanliness and wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The following guidelines shall apply to all regular school activities:

1. Students must dress safely and appropriately for educational activities in which they will participate so as not to endanger their or other's health, safety, or welfare.
2. All clothing shall be neat, clean, and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school.
3. Articles of clothing and jewelry which display gang symbols, profanity, or products or slogans which promote tobacco, alcohol, drugs, violence, illegal activities, sex, or racial/ethnic/religious

prejudice that, as a result, materially interfere with school work, create disorder, or disrupt the educational process are not allowed.

4. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.
5. Extreme fashion that has the effect of disrupting the educational process or may pose a potential safety hazard will not be allowed.
6. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions. Clothes must be sufficient to conceal undergarments at all times. See-through fabrics which expose the body are not acceptable. Bare midriffs, tube-tops or halter-tops are prohibited.
7. Shoes or sandals must be worn by all students. Any footwear which creates a safety hazard is prohibited.
8. Attire that may be used as a weapon (e.g., steel-toed boots, chains, items with spikes or studs, etc.) may not be worn.
9. Schools may restrict head coverings to ensure a safe and disruption-free program. In general, hats, caps, and other types of head coverings shall not be worn inside buildings, unless the head covering is necessary for medical or religious reasons.
10. Schools shall allow students to wear sun-protective clothing including, but not limited to, hats, for outdoor use during the school day.
11. Students shall not display any material or paraphernalia which incites a disruption or creates a clear and present danger of either the commission of unlawful acts on school premises or the violation of District or school-site policies or rules.
12. Gang-related apparel or paraphernalia, including symbols, emblems, insignias, or other gang identifiers, may not be worn or displayed. This rule prohibits the presence of any apparel, jewelry, accessories, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, or other attribute, denotes membership in or affiliation with gangs.
13. Religious beliefs, when verified, may be grounds for an exemption to a specific portion of the Dress and Grooming policy. A request for exemption from enforcement of a specified portion of this dress code policy may be submitted to the school principal.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. However, no grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.

Electronic Listening or Recording Device

EC 51512

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the student, willfully in violation shall be guilty of a misdemeanor. Any student in violation shall be subject to appropriate disciplinary action.

Electronic Nicotine Delivery Systems

PC 308; (BP 5131.62)

The Beverly Hills Unified School District prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all District property and in District vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

HSC 119405 prohibits the sale of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by HSC 11014.5. PC 308 also states that every person under 18 years of age who purchases, receives, or possesses any tobacco, cigarette, or cigarette

papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking of tobacco, tobacco products, or any controlled substance shall, upon conviction, be punished by a fine of seventy-five dollars (\$75) or 30 hours of community service work.

Electronic Signaling Devices

EC 48901.5; (BP 5131)

As the technology of wireless communication in our society has evolved, there is now widespread use of electronic signaling devices, including cellular and digital telephones, among our student population that has previously been prohibited. Although the District does not encourage student possession or use of electronic signaling devices on a school campus nor does it assume liability if such devices are damaged, lost, or stolen, restrictions on their use on a school campus must exist to ensure that such use does not infringe upon the rights of others or interfere with classroom instruction or other school activities. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health.

Students who use electronic signaling devices on campus shall only do so before school, during nutrition, during lunch, and after school, and are encouraged to limit their use for family business and emergency purposes only. Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other District employee, and at any other time directed by a District employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

If the privilege of using these devices at school is abused or is in violation of District policy, the principal or designee has the right to revoke the privilege and prohibit a student from the possession of an electronic signaling device on school campus. Smartphone use may be prohibited while a student is at a school and under supervision and control of staff.

Expulsion Recommendations and Decisions

EC 48915, 48918, 48919; (BP 5144.1)

A student who is found to have committed any of the following acts shall immediately be suspended from school and recommended for expulsion:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance (as defined in HSC 11053-11058)
4. Committed or attempted to commit a sexual assault (as defined in PC 261, 266c, 286, 288, 288a, or 289) or committed a sexual battery (as defined in PC 243.4).
5. Possession of an explosive.

For all other acts, a decision to recommend a student for expulsion must be based upon a finding of either or both of the following:

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

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she/they should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that the student has committed one of the acts listed under "Grounds for Suspension and Expulsion." The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. Any other extension of timeline shall comply with the provisions of EC 48918.

The student and the student's parent/guardian shall be notified of the expulsion hearing at least 10 calendar days before the date of the hearing. The notice shall include:

1. The date and place of the hearing.

2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of District disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent's/guardian's obligation to provide information about the student's status in the District to any other District in which the student seeks enrollment.
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.
 - Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.
 - Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

The final action to expel a student from the Beverly Hills Unified School District shall be taken by the Board of Education at a public meeting. The parent/guardian is entitled to file an appeal of the Board's decision to the Los Angeles County Office of Education within 30 days of the Board's decision to expel the student.

Grounds for Suspension and Expulsion

EC 48900 et seq., 48980(a); (BP 5144.1)

The Beverly Hills Unified School District believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline in a fair and consistent manner, in accordance with the District's nondiscrimination policies. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. A student shall not be suspended or expelled for any acts listed below unless that act is related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

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

The following are grounds for which a student in kindergarten through grade 12 may be suspended or expelled:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
- (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic

performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school District or principal or occurring within any other school District. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school District or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Additional grounds for suspension and expulsion for students in grades 4 through 12 include:

1. Committed sexual harassment. Sexual harassment (as defined in EC 212.5) means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. Hate violence (as defined in EC 233) means any act punishable under PC 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.
3. Intentionally engaged in harassment, threats, or intimidation against District personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willful defiance of the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Gun Safety

EC 32221.5 (9-12), 49390, 48391, 49392

This is a reminder that firearms are to be safely stored and locked away from children and teens. The accidental shooting of children and youth is the third leading cause of death following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

Gun-Free School Zone

PC 626.9, 30310; (BP 5131.7)

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school. This does not apply to:

Law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of or acting in the scope of their duties.

A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

Internet Safety

An emerging national concern is the inappropriate use of the Internet by students. Across the nation, schools have seen an increase in negative student behavior as a result of messages written using electronic technology, posted to popular social networking Web sites. Many sites contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

Unfortunately, some students use the sites to participate in online bullying or to threaten harm to other students. The so-called “cyber bullies,” mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults, who are child predators and con artists, posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students’ home or school addresses, thereby becoming easy targets for predators.

Parents/guardians should be aware of what their children are writing on the Internet and what others are posting in reply. These Websites are public domain, and anything posted there can be seen by anyone who has Internet access. Parents/guardians are encouraged to discuss with their children the potential danger of the Internet and establish rules and guidelines to ensure their safety while on the Internet. For additional Internet safety tips and advice, visit any of the following Web sites:

- Common Sense Media – <https://www.common sense media.org>
- Connect Safely – <https://www.connectsafely.org/>
- National Center for Missing & Exploited Children – <https://www.net smartz.org/>
- Net Cetera – <https://www.consumer.ftc.gov/features/feature-0002-parents>
- Web Wise Kids – <http://www.webwisekids.org>

The District will continue to provide Internet security within its schools. It is important that parents also monitor Internet use at home.

Involvement of Law Enforcement

EC 48902

The principal or designee must notify the appropriate law enforcement authorities, within specified timelines, of any acts committed by students occurring on school grounds that involve:

1. Assault with a deadly weapon or instrument
2. Sexual battery or sexual assault
3. Controlled substances, alcoholic beverages, or intoxicants
4. Firearms or explosives
5. Any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun (as defined in PC 244.5(a)), any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun

Whenever the principal or designee reports a criminal act committed by a student with exceptional needs, the principal or designee shall ensure that copies of the student’s special education and disciplinary records are provided to law enforcement authorities for consideration.

Limitation of Liability

The Beverly Hills Unified School District is not responsible for damage or harm to persons, property, files, data, or hardware caused by inappropriate use by students. District employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, but it makes no guarantees as to their effectiveness. The District is not responsible, financially or otherwise, for unauthorized transactions conducted over the school network, for copyright violations, or any harm or damage resulting from user mistakes or negligence, or from the willful or intentional misuse of technologies. Further, the District is not responsible for any consequences of service interruptions or

changes, even if such arise from circumstances under the control of the District, and it is not responsible for harm or damage to student-owned technological devices used to access District networks. The District does not guarantee that a student who does not obtain parent/guardian consent will never gain access to the network.

Petitions and Other Printed Materials

At least one day prior to the distribution, posting, or publishing of any materials, the principal or designee shall review the materials based on the criteria listed below, and shall not disapprove materials in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy and law. The principal or designee shall not allow on school property, any materials (including buttons, badges, and other insignias of symbolic expression) that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools
3. Discriminate against, attack, or denigrate any group on account of any unlawful consideration
4. Position the school or District on any side of a controversial issue
5. Violates the right of privacy
6. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children

The principal or designee may also consider the educational value of the printed materials, the age or maturity of the students in the intended audience, and whether the materials support the basic educational mission of the school and the District, directly benefit the students, or are an intrinsic value to the student or their parents/guardians. As necessary, the principal or designee shall require a disclaimer on the printed materials stating that the distribution, posting, or publishing of the materials does not imply that the school or District endorses any of the activities, products, or services presented in the printed materials.

Distribution of printed materials shall be limited to the hours before school, during nutrition and lunch periods, and after the school day. The place of distribution shall be reasonably restricted to permit the normal flow of traffic within the school corridors, stairwells, and entrances and exits on the school campus. No coercion shall be used to induce students to accept the printed materials or to sign petitions. All petitions must be clearly marked as to origin and sponsorship. Printed materials for distribution, including petitions, shall not be left unattended at any place or time in the school or on school grounds. School administrators shall provide reasonable bulletin board space for posting student announcements. Student announcements shall contain the posting date and the signature of the appropriate advisor. Such announcements shall be removed after a prescribed reasonable length of time to assure fair access to bulletin boards for all other students.

Any student who (a) distributes a petition, circular, newspaper, or other printed material, (b) wears a button, badge, or other insignia, or (c) posts any item on a bulletin board in violation of the above prohibitions and restrictions is subject to suspension, expulsion, or other penalties depending on the severity or frequency of the violation, and in accordance with the established disciplinary procedures of the District.

Privacy When Using District Equipment

Students have no expectation of privacy in their use of District technology. Students' computer files, internet usage, communications (such as email and voicemail), and other technology-related activities are not private. The District has the right to monitor and inspect technology systems and students' use thereof at any time, without advance notice or consent.

Privileges of Use

The use of District technology is a privilege, not a right. Students are responsible for their own behavior at all times. Student safety is the District's highest priority. The system administrators (operating under the aegis of the Board of Education and the District Office) have the authority and

discretion to determine appropriate technology use, and to deny, revoke, or suspend the use of any user. Their decision is final.

Property Damage

EC 48900(u), 48904; (BP 3515.4, 6161.2)

Parents/guardians may be held financially liable if their child willfully cuts, defaces, or otherwise injures any property, real or personal, of the District or school employee, or willfully does not return District property loaned to the child upon demand of an authorized school employee. School property includes, but is not limited to, electronic files and databases. The liability of the parent/guardian shall not exceed ten thousand dollars (\$10,000), adjusted annually for inflation. The school may further withhold grades, diploma, and transcript of the student until restitution is paid.

Public Safety Cameras

EC 32280, 49061; (BP 3515)

In its commitment to providing a school environment that promotes the safety of students, employees, and visitors to school grounds, the Board of Education believes that reasonable use of Public Safety Cameras will help the District achieve its goals for campus security. Schools where cameras are installed shall have signs posted at conspicuous locations and shall inform students, staff, and visitors that the system may not be actively monitored by school personnel.

The cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy (*i.e.*, bathroom, shower, locker room, lactation room, etc.). Rather, cameras will be placed in common areas such as parking lots, hallways, and entry points. Any audio capability on the District's surveillance equipment shall be disabled so that sounds are not recorded.

The Superintendent or designee may approve the installation of a public safety camera in a permissible location and with proper consent, as needed, without providing notice to the public if the use of the camera is in connection with a specific investigation into student or employee misconduct. The camera shall be removed following completion of the investigation.

To the extent that any images from the District's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements. Recordings may be used in disciplinary proceedings, and matters captured by cameras may be referred to local law enforcement, as appropriate.

Pupils: Body Shaming Model Policy and Resources

EC 232.7

BHUSD believes students should have the knowledge and skills they need to develop healthy attitudes concerning, among other things, body image. As resources and support become available, we will share this information with parents via robocall systems and/or the district website.

Removal from Class by a Teacher

EC 48910; (BP 5144.1)

After other means of correction have failed to bring about proper conduct, a teacher may suspend a student from his/her/their class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. A teacher also may refer a student to the principal or designee for consideration of suspension from school.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without approval of the teacher of the class and the principal. During this period of suspension, the student shall not be placed in another regular class; however, if the student is assigned to more than one class per day, he/she/they may be placed in any other regular classes except those held at the same

time as the class from which the student was removed. The teacher may require the student to complete any assignments and tests missed during the removal.

Removal of a Student from School by a Peace Officer

EC 48906

A parent/guardian shall be notified when a school official releases a minor student to a peace officer for the purpose of removing the student from school grounds and of the place to which the student is reportedly being taken. However, if the student was taken into custody as a victim of suspected child abuse or neglect, school officials shall provide the peace officer with the address and telephone number of the student's parent/guardian. It shall be the peace officer's responsibility to notify the parent/guardian that the student is in custody and the place where he/she/they is being held. If the officer has a reasonable belief that the student would be endangered by a disclosure of the place where he/she/they is being held, or that the disclosure would cause the custody of the student to be disturbed, the officer may refuse to disclose the place where he/she/they is being held for a period not to exceed 24 hours.

Requirement of Parent/Guardian School Attendance

EC 48900.1; (BP 5144.1)

The parent/guardian of a student suspended by a teacher for any of the following reasons may be required by the teacher to attend a portion of a school day in the classroom from which his/her/their student was suspended:

- EC 48900(i) – committed an obscene act or engaged in habitual profanity or vulgarity
- EC 48900(k) – disrupted school activities or willful defiance

If the teacher imposes this requirement, the principal shall send a written notice to the parent/guardian stating that attendance by the parent/guardian, who is actually living with the student, is pursuant to law. The notice shall also ask the parent/guardian to meet with the principal after the visit and before leaving the school campus. Per LC 230.7, employers are not allowed to apply sanctions against the parent/guardian for complying with this requirement if the parent/guardian has given reasonable notice to his/her/their employer.

School Safety Plan: Dangerous, Violent, or Unlawful Activities

EC 32280, 32282, 47605, and 47605.6; (BP 0450)

The school site council of each school in the Beverly Hills Unified School District has developed, in consultation with local law enforcement, a comprehensive school safety plan, which takes into account the school's staffing, available resources, and building design, as well as other factors unique to the site. The plan includes an assessment and response to reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, a school activity or on a school bus. It also, at minimum, identifies appropriate strategies and programs that will provide or maintain a high level of school safety and addresses the school's procedures for complying with existing laws related to school safety, including, but not limited to, all of the following:

1. Child abuse reporting procedures
2. Routine and emergency disaster procedures, including adaptations for students with disabilities, an earthquake emergency procedure system, and a procedure to allow public agencies (e.g., American Red Cross) to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Fire and emergency drills are held periodically at each school.
3. Policies for students who commit acts which would lead to suspension or expulsion recommendations
4. Procedures to notify teachers of dangerous students
5. Policies prohibiting discrimination, harassment, intimidation, and bullying
6. Provision of a schoolwide dress code, which defines and prohibits "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. Policies enacted to maintain a safe and orderly environment conducive to learning
9. Rules and procedures on school discipline

The school safety plans are reviewed and updated by March 1 of each year and forwarded to the Board of Education for approval at a regularly scheduled meeting. Each school's most current safety plan is readily available for inspection by the public.

School Visiting Procedures

EC 51101(a)(12); (BP 1250)

All visitors must register immediately upon entering any school building or grounds when school is in session. This is to ensure the safety of students and staff, minimize interruption of the instructional program, and avoid potential disruptions. In order to register, a visitor shall, upon request, furnish school officials with the following information:

1. Name, address and occupation
2. Age, if less than 21
3. Purpose for entering school grounds
4. Proof of identify

Anyone on school grounds without permission is in violation of the law and may be reported to law enforcement.

Search and Seizure

(BP 5145.12)

In promoting a safe learning environment, school officials shall take appropriate action to eliminate, to the extent possible, the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or District property under their control and may seize illegal, unsafe, or otherwise prohibited items.

School officials may conduct a search when there is a reasonable suspicion that the search will uncover evidence that a student is violating the law, Board policy, administrative regulation, or other rules of the District or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, or student vehicles parked on District property.

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

A student's personal electronic signaling device (e.g., cellular or digital telephone) may not be searched, including, but not limited to, accessing and reading of text messages and digital photos, unless the school official:

1. Has obtained the specific, written consent of the student or parent/guardian.
2. Believes there is an emergency involving danger of death or serious physical injury to any person.
3. Is attempting to identify or contact the owner or authorized possessor of the device that, in good faith, is believed to be lost, stolen, or abandoned.
4. Is a sworn peace officer who has orders to search the device pursuant to a search warrant.

Student Conduct

EC 48980(a), 35291; (BP 5131)

All students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation. Each school in the Beverly Hills Unified School District has developed standards of conduct and discipline consistent with State and Federal laws, District policies, and administrative regulations that shall be outlined in the school's student/parent handbook.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Conduct that disrupts the orderly classroom or school environment
3. Conduct that obstructs or disrupts any authorized activity conducted under the authority of the Board of Education or its employees
4. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
5. Willful defiance of staff's authority
6. Refusal to give or giving false identification when requested to do so by any school official
7. Use of force, violence, threat, intimidation, extortion or coercion to obstruct any school officials in the performance of their duties
8. Failure to comply with the direction of police or any other law enforcement officers while they are acting in the performance of their duties on the school grounds
9. Use of profane, vulgar, or abusive language
10. Unauthorized entry or use of any school facilities, including buildings, grounds and equipment
11. Damage to or theft of property belonging to students, staff, or the District
12. Sale, purchase, use, or possession of fireworks of any kind, including "poppers" or "snappers"
13. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
14. Possession or use of laser pointers on school premises, unless used for a valid instructional or other school-related purpose
15. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time
16. Reckless driving in such a manner as to endanger persons or property, or parking in an unauthorized area on school property
17. Gambling
18. Plagiarism or dishonesty in school work or on tests
19. Falsifying a signature or tampering with any school documents, computer or hand-generated
20. Inappropriate attire
21. Tardiness or unexcused absence from school
22. Failure to remain on school premises in accordance with school rules

Tobacco-Free Campus

BPC 22950.5; EC 48901; HSC 104420, 104495, 104559; (BP 3513.3)

The use of tobacco and nicotine products is prohibited on school or District grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Smoking a cigarette, cigar, or other tobacco-related product and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area is also prohibited. Tobacco product includes, but is not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids. Any person who violates this provision of law is guilty of an infraction and shall be punished by a fine of two hundred fifty dollars (\$250) for each violation.

Use of Technology and Social Media

(BP 6163.4)

The Beverly Hills Unified School District believes the use of technology in school provides students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and society. The District encourages the use of technology in a safe, responsible, courteous, and legal manner to further learning and communication opportunities for students in support of the District's educational mission. Since the Internet and related technologies are vast and offer expanding resources capable of being used inappropriately, the following provides notice of the guidelines, behavior; terms and conditions that students are expected to abide by when using technologies made available by the District to students.

User Expectations and Conditions

Student use of District technology is permitted and encouraged where such use is suitable for educational purposes and supports the goals and objectives of the District. All technology is to be used in a manner that is consistent with applicable laws, District policies and regulations, and standards of student conduct. Without limitation, students shall use District technology in consideration of and/or compliance with the following:

1. Students shall use District technology responsibly and only for educational purposes.
2. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
3. Students shall not use another student's or staff member's online services account, read or access other users' electronic mail or files, attempt to interfere with other users' ability to send or receive electronic mail, or delete, copy, modify, use or forge other users' mail or electronic files.
4. District technology is not public forums – they are extensions of classroom spaces where student free speech rights are limited.
5. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion, or political beliefs. Harmful or inappropriate matter is that which the average person, applying contemporary societal standards, would consider as depicting or describing matter in a patently offensive way, sexual conduct, and which lacks serious literary, artistic, political or scientific value for minors.
6. Students shall not threaten, intimidate, harass, or ridicule other students or staff.
7. Students shall not use technology-based communication services to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices, or any activity prohibited by law or District policies and regulations.
8. Students shall use appropriate language while using technology-based communication and publishing services. Students must be aware that matter communicated or published may be copied, reproduced, distributed, and/or viewed globally.
9. Students shall report any message they receive that is inappropriate or makes them feel uncomfortable.
10. Students shall not use District technology to engage in commercial or other for-profit activities for financial gain.
11. Unless otherwise instructed by District personnel and/or a parent/guardian, students shall not disclose, use, or disseminate personal information about themselves or others. Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.
12. Unless otherwise instructed and approved by District personnel and/or a parent/guardian, students shall not meet with someone they have met online without their parent's approval and participation.
13. Unless otherwise instructed by District personnel, students shall not upload or download materials on District-provided technological devices. Students shall not upload, download, make or create computer viruses/malware, and/or otherwise intentionally to harm or destroy District equipment or materials, or manipulate District data, or that of any other user in any manner.
14. Students shall report any security problem, damage to, or misuse of the network, technological resources, or technology-related services to the supervising teacher or principal.
15. Students shall not intentionally waste limited resources such as printer paper and ink, or hard drive space or memory.
16. Students are responsible for maintaining up-to-date file folders. Email should be read and deleted regularly. File server space is limited.
17. Copyrighted material shall be posted online only in accordance with applicable copyright laws, and such laws will be observed in the use and distribution of information retrieved from or sent over the network/Internet. Any materials utilized for research projects should be given proper credit as with any other printed source of information. Downloading of copyrighted material may be done for personal use only, and copyrighted material may not be placed on the system for distribution without the author's permission. Software shall only be added when the original copy of the software's license is kept on file at the appropriate District location.

Violation of User Agreement

Whenever a student is found to have violated board policy, administrative regulation, or the Acceptable Use of Technology Agreement, a student's user privileges may be revoked, suspended, or otherwise restricted, and/or supervision of the student's use of technological resources may be increased, as appropriate.

In addition, student use of technology that violates applicable laws, board policies, administrative regulations, and/or the Agreement, shall result in disciplinary action in accordance with law and board policy. Consequences of such misconduct may include, but are not limited to: written notification to parent /guardian; documentation of offense in the student's record; referral for services; detention; loss, suspension, or restriction of use privileges; suspension; expulsion; and/or legal action and prosecution.

Walking or Riding a Bike to School

VC 21212

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear inline or roller skates, nor ride as a passenger on a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards. Students must wear helmets when they ride bicycles to and from school.

Student Records

Appearance of Students in News Media Presentations

(BP 1112, 1250)

Reporters and photographers from print and electronic media are often invited to school campuses to help publicize activities and programs to the community. News media representatives may also visit schools in the course of covering a news story. Media representatives are generally permitted on campus unless there is reason to believe that their presence would cause a disruption to the educational process. Once on the premises, the media is permitted to interview and photograph students. They may also ask students their names in order to identify them in stories and photographs. A parent/guardian who prefers that his/her/their student not be photographed or interviewed may submit a written request to the school to that effect. School staff and administrators will make every effort to ensure that the student's photo or name does not appear in news reports. Schools cannot guarantee that students will not appear in the background of photographs or be approached by reporters for comments.

In addition to notifying the school, it is important that parents/guardians tell their children if they do not wish for them to be photographed or interviewed. Whenever possible, teachers will send home a notice that a media visit to the campus or classroom(s) has been scheduled and will remind parents/guardians of their right to request that their student not participate.

Cal Grant Program

EC 69432.9

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or District official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she/they does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself/themself out, and can opt in if the parent/guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant Applicant will be provided to all students and their parents/guardians by January 1 of the students' 11th grade year.

Challenging Student Records

34 CFR 99.20; EC 49070; (AR 5125.3)

The parent/guardian may submit to the principal a written request to correct or remove from the student's records any information concerning the student which he/she/they alleges to be any of the following: inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted, misleading, or in violation of the privacy or other rights of the student.

The following process and timelines guide the process for challenging student records:

1. The request for correction or removal of a record must first start with the principal.
2. If the request is denied, the parent/guardian may submit a written request, including a summary of the attempt(s) to resolve the issue with the principal, to the Superintendent.

3. Within 30 days of receiving the request, the Superintendent or designee shall meet with the parent/guardian and the employee (if still employed) who recorded the information in question. The Superintendent shall either deny or approve the parent's/guardian's request. If the request is approved, the Superintendent shall order the correction or removal and destruction of the information.
4. If the Superintendent denies the parent's/guardian's request, the parent/guardian may within 30 days submit a written appeal to the Board of Education.
5. Within 30 days of receiving the appeal, the Board shall meet in closed session with the parent/guardian and the employee (if still employed) who recorded the information in question. The Board shall decide whether to approve or deny the request. If the request is approved, the Board shall order the correction or removal and destruction of the information from the student's records.
6. If the Board denies the parent's/guardian's appeal, the parent/guardian has the right to submit a written statement of objections. The statement shall become part of the student's record.
7. The decision of the Board shall be final.

Both the Superintendent and the Board have the option of appointing a hearing panel to assist in making the decision. The hearing panel may be used at the discretion of the Superintendent or the Board provided that the parent/guardian consents to releasing record information to panel members.

Directory Information

20 USC 1232g; 34 CFR 99.3; EC 49061, 49073; (BP 5125.1)

"Directory information" means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes the student's name, address, telephone number, email address, date of birth, major field of study, participation record in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

The primary purpose of directory information is to allow the school and the District to include this type of information from the student's education records in certain school and/or District publication (e.g., a playbill showing the student's role in a drama production, honor roll or other recognition lists, annual yearbook, graduation programs, sports activity sheets showing weight and height of team members). Additionally, the District has determined that the following individuals, officials, or organizations may receive directory information: Parent Teacher Association (PTA) or other school or District parent organization; alumni association; Beverly Hills Education Foundation; City of Beverly Hills; institutions of higher education; military recruiters; elected officials; Department of Public Health; and companies that manufacture class rings or publish yearbooks. Private schools and colleges may be given the names and addresses of 12th grade students and students who are no longer enrolled provided that they use this information only for purposes directly related to the institution's academic or professional goals.

No information may be released to private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. No directory information of a student identified as a homeless child or youth shall be released unless the parent/guardian or the adult student has provided written consent that directory information may be released. For all other students, directory information shall not be released if his/her/their parent/guardian notifies the school in writing, through the *Student Contact Information Opt-Out* form, that such information not be disclosed without his/her/their prior consent.

Release of Juvenile Information

WIC 827, 831

Juvenile court records should be confidential regardless of the juvenile's immigration status. Only if a court order is provided, will any student information be disseminated, attached or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court. Otherwise, juvenile information is protected from distribution and remains private without a court order.

Whenever a student has been found by a court to have committed any felony or misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense, assault or battery, larceny, vandalism, or graffiti, the court will provide a written notice to the superintendent of the school District of attendance. The superintendent will then provide the information to the principal at the school of attendance, who will disseminate the information to any administrator, teacher, or counselor directly supervising or reporting on the behavior or progress of the student, allowing them to work with the student in an appropriate manner.

Request to Change a Course Grade

EC 49066, 49070; (BP 5121; AR 5125.3)

Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's performance. The teacher of each course shall determine the student's grade and the grade shall be final. However, parents/guardians may request a change in the student's grade based on any of the following grounds: clerical or mechanical mistake, fraud, bad faith, or incompetency. The Board of Education and the Superintendent shall not order a student's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

The following process and timelines guide the process for requesting a grade change:

1. The request for a grade change must first start with the teacher that issued the grade.
2. If the request is denied, the parent/guardian may submit a written request for a grade change, including a summary of the attempt(s) to resolve the issue with the teacher, to the principal not later than 30 days after the student is no longer enrolled in the class where the disputed grade was assigned.
3. Within 30 days of receiving the request, the principal shall meet with the parent/guardian and teacher to discuss the request and to conduct a thorough, impartial investigation of the matter. The principal shall either deny or approve the parent's/guardian's request based on the information gathered in the investigation. If the request is approved, the principal shall order the immediate change of the student's grade.
4. If the principal denies the parent's/guardian's request, the parent/guardian may within 30 days submit a written appeal to the Board of Education.
5. Within 30 days of receiving the appeal, the Board shall meet in closed session with the parent/guardian and the teacher (if still employed). The Board shall decide whether to approve or deny the request for grade change. If the request is approved, the Board shall order the immediate change of the student's grade.
6. If the Board denies the parent's/guardian's appeal, the parent/guardian has the right to submit a written statement of objections. The statement shall become part of the student's record.
7. The decision of the Board shall be final.

To file a request to change a course grade and to appeal any decision made by District staff, parents/guardians and students may use the BHUSD Level One Complaint Form and Levels Two through Four Appeal Forms found at

https://www.bhusd.org/apps/pages/index.jsp?uREC_ID=799244&type=d&pREC_ID=1409565.

Social Media and Student Information

20 USC 1232g; 34 CFR 99.3; EC 49073; (BP 1113)

The Superintendent or designee shall ensure that official District social media content and postings protect the privacy rights of students, parents/guardians, staff, board members, and other

individuals. Social media and networking sites and other online platforms shall not be used by employees to transmit confidential information about students, employees or other District operations. Users of District social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act and federal disclosure laws.

As such, phone numbers, home addresses, and email addresses of students or their parents/guardians shall not be published on any school or District webpage or social media platform. Other directory information including, but not limited to, photographs of individual students with their names may be published except when a student's parent/guardian has prohibited the release of the student's directory information without prior written consent. Photographs of groups of students, such as at a school event, may be published provided that students' names are not included.

Student work may be published on District or school web sites provided that both the student and his/her/their parent/guardian provide written permission, or the work is part of an existing publication such as a school newspaper.

Student Records

34 CFR 99.7, 99.34; EC 49063; (BP 5125)

A cumulative record must be maintained on the history of a student's development and educational progress. Student records are any items of information, whether recorded by handwriting, print, tapes, film, microfilm or other means, gathered within or outside the District that are directly related to an identifiable student and maintained for the purpose of second-party review.

Per State and Federal law, the District shall keep the following *mandatory permanent records* indefinitely:

- student's legal name,
- date and place of birth,
- sex,
- enter and leave date each school year,
- subjects taken,
- marks or number of credits toward graduation,
- verification of or exemption from required immunization,
- date of high school graduation or equivalent, and
- parent's/guardian's name and address (including the student's address if different, and the annual verification of residency for both the student and the parent/guardian).

The District shall also keep the following *mandatory interim records* until three years after the student leaves or graduates, or their usefulness has ceased:

- log identifying persons or agencies who have requested or received information from the student record,
- health information,
- information on participation in special education programs,
- language training records, progress slips/notices,
- parental authorizations/restrictions/waivers,
- rejoinders to challenged records,
- results of standardized tests administered within the past three years,
- expulsion orders, and
- Independent study evaluation and findings.

The Assistant Superintendent for Education Services has been designated as the custodian of records at the District level, and at each school site, the principal shall act as the custodian of records for students enrolled at his/her/their school. The custodian of records is responsible for implementing the policies and procedures related to student records; in particular, he/she/they must protect the student and the student's family from invasion of privacy by ensuring only authorized persons may access student records. Access means personal inspection and review, request and receipt, and oral description or communication of any record. A log shall be maintained for each

student's record which lists all persons, agencies, or organizations that have requested or received information from the records and the legitimate educational interest of the requester.

School officials and employees with legitimate educational interests may access student records without parental consent as long as access to such records is required to fulfill their duties and responsibilities, whether routine in nature or as a result of special circumstances (e.g., working with the student, compiling and analyzing student data, connecting a student to education programs or services). School officials and employees also include contractors, consultants, volunteers, or other parties to who the District has outsourced District functions and who perform services for which the District would otherwise use employees. Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll, the District shall disclose educational records **without** parental consent.

Parents/guardians have the right to:

1. Inspect and review the student's educational record maintained by the school;
2. Request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's records, except to the extent that State and Federal laws authorize disclosure without consent; and
4. File a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605

When a student turns 18 years of age, all rights regarding student records are transferred from the parent/ guardian to the student. If the adult student is still claimed by the parent/guardian as a dependent for tax purposes, the parent/guardian may still access the student's records. Although noncustodial parents are not afforded the rights described above, they have the right to access their student's education records unless that right of access has been limited through a court order.

A request by a parent/guardian to access his/her/their student's educational records must be submitted in a written form to the school, who will, in turn, have five (5) business days from the day of receipt of the request to provide access to the records. Copies of student records are available to parents/guardians for a reasonable fee not to exceed the actual cost of furnishing the copies.

Student Records Obtained from Social Media

EC 49073.6

Other than the school newspaper and yearbook, the school may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and student safety. All social media information gathered will be destroyed within one year after the student turns 18 years old or one year after the student is no longer enrolled, whichever comes first.

Teacher Notice Regarding Student Behavior

EC 49079; (BP 0450, 4158)

State law requires that teacher(s) of each student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three school years which could constitute grounds for suspension or expulsion under EC 48900, with the exception of the possession or use of tobacco products, or EC 48900.2, 48900.3, 48900.4, or 48900.7 be informed that the student engaged in, or is reasonably suspected to have engaged in, those acts. The information shall be based upon District records maintained in the ordinary course of business or records received from a law enforcement agency.

Miscellaneous Notifications

Employee Interactions with Students

EC 44050; (BP 4119.21, 4219.21, 4319.21)

Employees of the Beverly Hills Unified School District are to maintain the highest ethical standards, exhibit professional behavior, follow District policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of the District and advance the goals of the educational programs. Each employee is expected to acquire the knowledge and skills necessary to fulfill his/her/their responsibilities and to contribute to the learning and achievement of District students. "Appendix I" in this document provides the section in the employee code of conduct that addresses employee interaction with students.

Rights of Parents/Guardians

EC 51101; (BP 5020)

Parents/guardians have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of District employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests.
6. To request a particular school for their child, and to receive a response from the school District.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child's class(es).
9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

School Accountability Report Card

EC 33126, 35256, 35258, 41409.3; (BP 0510)

The Board of Education annually issues a school accountability report card (SARC) for each school site. The SARC is designed to inform parents/guardians and the community about the conditions, needs and progress at each school and to help provide data by which parents/guardians can make meaningful comparisons between schools. The Board believes that the process of developing the SARC gives school staff opportunities to review achievements, identify areas for improvement, enlist local support, and establish a vision for the future. A copy of the SARC is posted on each school's website and can be accessed on the District's webpage at <https://www.bhusd.org/accountability/>.

Appendices

- Appendix A** Statewide Testing
 - Appendix B** High School Graduation Requirements
 - Appendix C** Immigration-Enforcement Actions: Know Your Rights
 - Appendix D** Parent's Guide to Immunizations
 - Appendix E** Type 2 Diabetes Information Sheet
 - Appendix F** Concussion Information Sheet
 - Appendix G** Sudden Cardiac Arrest Information Sheet
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 - Appendix I** Code of Ethics of the Education Profession
 - Appendix J** Rights under FERPA for Schools
 - Appendix K** Student Photo Opt Out Form
 - Appendix L** Sexual Harassment Poster
 - Appendix M** Who Do I Ask?
 - Appendix N** California Excused Absences
 - Appendix O** College Admission Requirements and Higher Education Information
 - Appendix P** Uniform Complaint Form
- Parent Acknowledgement of Rights and Responsibilities**

Appendix A. Statewide Testing

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) is a system that includes a number of assessments that are administered each spring to students in grades 3 through 8 and grade 11. These tests were created specifically to gauge each student's performance in English language arts/literacy, mathematics, and science as they develop – grade by grade – the skills called for by the standards, including the ability to write clearly, think critically and solve problems. Because CAASPP tests are given statewide, they provide an opportunity to measure the skills of all students against the same academic standards. Given online, the tests are computer-adaptive, allowing more precise measurement of individual skills.

The CAASPP system consists of the following assessments:

- **Smarter Balanced Assessment Consortium Assessments**

The CAASPP computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades 3 through 8 and grade 11 to measure whether students are on track to college and career readiness. In grade 11, results from the ELA and math assessments can be used as an indicator of college readiness.

The California State University (CSU) and participating California Community Colleges (CCC) can use student results as a student's Early Assessment Program (EAP) status. The EAP is designed to provide students, their families, and high schools with early signals about students' readiness for college-level English and mathematics. With parent/guardian consent, the District may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. The release of the results does not affect the student's application for admission; results are only used to determine placement of students after they have been admitted to the university.

- **California Science Tests (CAST)**

The new, computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grades 5 and 8, and once in high school. The new computer-based CAST replaces the California Standards Tests (CST) for Science.

- **California Alternate Assessments (CAA)**

The computer-based CAA for ELA and CAA for mathematics is administered to students with the most significant cognitive disabilities in grades 3 through 8 and grade 11. Test items are aligned with the CCSS and are based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades five and eight, and once in high school.

- **Standards-based Tests in Spanish (STS) for Reading/Language Arts**

California offers the optional STS for Reading/Language Arts, which are multiple-choice tests that allow Spanish-speaking English learners to demonstrate their knowledge of the California content standards. The California Spanish Assessment (CSA) will replace the optional STS. The CSA will be a computer based assessment that is aligned with the California CCSS en Español.

A parent/guardian may annually submit to the school a written request to excuse his/her/their student from any or all parts of the CAASPP assessments for the school year, and such a request shall be granted by the Superintendent or designee. If a parent/guardian submits an exemption request after testing has begun, any test(s)

completed before the request is submitted will be scored and the results reported to the parent/guardian and included in the student's records.

English Language Proficiency Assessments for California

California transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) in 2017–18. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test (PFT) for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades 5, 7, and 9 take the fitness test.

Appendix B. High School Graduation Requirements

To obtain a diploma of graduation from high school, students in the Beverly Hills Unified School District must complete a series of courses in grades 9 through 12, which meet or exceed the California state minimum requirements for graduation and meet or exceed the requirements for admission into the University of California (UC).

Students who transfer between schools any time after their second year of high school and are in foster care, homeless, former juvenile court school students, or children of military families may be eligible for exemption from the District's graduation coursework requirements that are beyond the state minimum requirements.

The following chart shows the District's high school graduation requirements, in comparison to the UC "a-g" admissions requirements and the California state minimum requirements for graduation. Each course is one year unless otherwise specified, and students will receive 5 credits for each semester course they have satisfactorily completed.

<i>Subject</i>	<i>UC "a-g"</i>	<i>BHUSD</i>		<i>CA State Minimum</i>
<i>Social Science</i>	2 years, including World History and US History or half year of US History and half year of Government ("a")	3 years, including World History/ Geography, US History, and half year of US Government and half year of Economics		3 years, including World History, US History, and half year of US Government and half year of Economics
<i>English</i>	4 years ("b")	4 years (may include ELD 3 and 4)		3 years
<i>Mathematics</i>	3 years, including Algebra and Geometry ("c")	3 years, including Algebra, Geometry, and an UC-approved math		2 years, including Algebra 1
<i>Science</i>	2 years in at least two of the three: biology, chemistry and physics ("d")	2 years, including biological and physical science		2 years, including biological and physical science
<i>World Language</i>	2 years of the same language ("e")	2 years of the same language		1 year in either course (can include a course in career technical education)
<i>Visual/Performing Arts</i>	1 year from dance, music, theater or the visual arts ("f")	1 year of the same course		
<i>Physical Education</i>	Not applicable (N/A)	2 years		2 years
<i>Electives & Additional Courses</i>	1 year from the "a-f" course beyond those used to satisfy the requirements above	% '26 to '28 5 cr. Health 5 cr. Finance 55 sem. cr.	% '29 & beyond 55 sem. cr.	N/A
Total Credits	N/A	235 Credits	225 Credits	130 Credits

Appendix C. Immigration-Enforcement Actions: Know Your Rights

KNOW YOUR EDUCATIONAL RIGHTS

Your Child has the Right to a Free Public Education

- All children have a right to equal access to free public education, regardless of their or their parents'/ guardians' immigration status.
- All children in California:
 - Have the right to a free public education.
 - Must be enrolled in school if they are between 6 and 18 years old.
 - Have the right to attend safe, secure, and peaceful schools.
 - Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

- Schools must accept a variety of documents from the student's parent/guardian to demonstrate proof of child's age or residency.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents/guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If so, the school District must provide parents/guardians with written notice of the directory information policy and provide the option to refuse release of your child's information.

Family Safety Plans if You Are Detained or Deported

- You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.

- You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

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

CHECKLIST FOR IMMIGRANT STUDENTS AND FAMILIES ATTENDING PUBLIC SCHOOLS

You do not have to share the following information with school officials:

- You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
 - You do not have to provide Social Security numbers (SSN) or cards.
 - When completing the "Free and Reduced-Price Meals" form, only provide the last four digits of the SSN of the adult household member who signs the application.
 - If the family meets the income eligibility requirements and no adult household member has a SSN, your child still qualifies. Check the "No SSN" box on forms where applicable, to ensure that applications are complete.
 - If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of his/her/their SSN to qualify the student for free or reduced-price meals at school.
 - When providing information for proof of a student's residency or age, you do not have to use documents that could reveal information related to immigration status.
- #### ***Take steps to protect student information:***
- Ask for the school's written privacy policies regarding student information.

- Review the school’s policy for “directory information”—which allows for public release of basic student information—and consider whether to opt out of releasing of that information.



Take steps to prepare for situations where one or more parents or guardians are detained or deported:

- Develop and keep in a safe place a “Family Safety Plan” that includes the following information:
 - Name of a trusted adult to care for your child if no parent or guardian can.
 - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports,

Social Security cards, doctor contact information, etc.)

https://www.lirs.org/assets/2474/bna_beinform_ed_safetyplanningtoolkit.pdf (example plan)

- Make sure that your child’s school always has current emergency contact information, including alternative contacts if no parent/guardian is available.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:
Bureau of Children’s Justice, California Attorney General’s Office
P.O. Box 944255, Sacramento, CA 94244-2550
Phone: (800) 952-5225  E-mail: BCJ@doj.ca.gov 
<https://oag.ca.gov/bcj/complaint>

PARENTS' GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY



Starting July 1, 2019

Students Admitted at TK/K-12 Need:

- **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) — 5 doses**
(4 doses OK if one was given on or after 4th birthday.
3 doses OK if one was given on or after 7th birthday.)
For 7th-12th graders, at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.
- **Polio (OPV or IPV) — 4 doses**
(3 doses OK if one was given on or after 4th birthday)
- **Hepatitis B — 3 doses**
(Not required for 7th grade entry)
- **Measles, Mumps, and Rubella (MMR) — 2 doses**
(Both given on or after 1st birthday)
- **Varicella (Chickenpox) — 2 doses**

These immunization requirements apply to new admissions and transfers for all grades, including transitional kindergarten.

Students Starting 7th Grade Need:

- **Tetanus, Diphtheria, Pertussis (Tdap) — 1 dose**
(Whooping cough booster usually given at 11 years and up)
- **Varicella (Chickenpox) — 2 doses**
(Usually given at ages 12 months and 4-6 years)

In addition, the TK/K-12 immunization requirements apply to 7th graders who:

- previously had a valid personal beliefs exemption filed before 2016 upon entry between TK/Kindergarten and 6th grade
- are new admissions

Records:

California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and all students advancing to 7th grade before entry. Parents must show their child's Immunization Record as proof of immunization.

Appendix E. Type 2 Diabetes Information Sheet

Developed by the California Department of Education (CDE) in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

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

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

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

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

Risk Factors

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

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

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos,

or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.

- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms

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

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fat levels

Prevention Methods and Treatments

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

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication. The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and

height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood

sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.

- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease.

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

Appendix F. Concussion Information Sheet

A concussion is a type of brain injury and all brain injuries are serious. A concussion can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. It can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness.

What are the signs and symptoms of concussion?

Signs and symptoms of concussion may show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion listed below, or if you notice the symptoms or signs of concussion yourself, your child should be kept out of play the day of the injury and until a healthcare professional, experienced in evaluating for concussion, determines that your child is symptom-free and able to return to play.

Signs observed by coaching staff:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can’t recall events prior to hit or fall
- Can’t recall events after hit or fall

Symptoms reported by athletes...

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not “feeling right” or “feeling down”

Concussions affect people differently. While most athletes with concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer. In rare cases, a dangerous blood clot may form on the brain and crowd the brain against the skull. An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body she/he exhibits any of the following danger signs:

- One pupil is larger than the other

- Is drowsy or cannot be awakened
- Weakness, numbness, or decreased coordination
- Slurred speech
- A headache that not only does not diminish, but gets worse
- Loses consciousness
- Convulsions or seizures
- Cannot recognize people or places
- Repeated vomiting or nausea
- Has unusual behavior
- Becomes increasingly confused, restless, or agitated

Why must an athlete be removed from play after a concussion?

If an athlete has a concussion, his/her/their brain needs time to heal. Continuing to play while the brain is still healing leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that young athletes will often under report symptoms of injuries. And concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete’s safety.

If you think your child has suffered a concussion

If you suspect that your child has a concussion, remove him/her/they from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without written medical clearance. Do not try to judge the severity of the injury yourself. Close observation of the athlete should continue for several hours. Rest is key to helping an athlete recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working

on the computer, or playing video games, may cause concussion symptoms to reappear or get worse.

California Education Code 49475 and the California Interscholastic Federation (CIF) Bylaw 313 require implementation of long and well-established return to play concussion guidelines that help ensure and protect the health of student athletes:

Any athlete who is suspected of sustaining a concussion or head injury in an athletic activity shall be immediately removed from the athletic activity for the remainder of the day, and shall not be permitted to return to the athletic activity until he/she/they is evaluated by a licensed health care provider who is trained in the management of concussions and is acting within the scope of his/her/their practice. The

athlete shall not be permitted to return to the athletic activity until he/she/they receives written clearance to return to the athletic activity from that licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

It's better to miss one game than miss the whole season.

For more information, visit:

<http://www.cdc.gov/headsup/youthsports/index.html>

(Centers for Disease Control and Prevention) or

http://www.cifstate.org/sports-medicine/concussions/student_parents (CIF)

Appendix G. Sudden Cardiac Arrest Information Sheet

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. It is fatal in 92 percent of cases if not properly treated within minutes.

What are the warning signs and risk factors of SCA?

SCA often has no warning signs. In fact, the first symptom could be death. Athletes (and often their parents) don't want to jeopardize their playing time, so they may avoid telling parents or coaches in hopes that the symptoms will "just go away" on their own. Or, they may think they're just out of shape and need to train harder. Student athletes need to recognize and seek help if any of the conditions listed below are present.

Potential indicators that SCA is about to happen:

- Racing heart, palpitations or irregular heartbeat
- Dizziness or lightheadedness
- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise
- Excessive shortness of breath during exercise

Factors that increase the risk of SCA:

- Family history of known heart abnormalities or sudden death before age 50
- Specific family history of Long QT Syndrome, Brugada Syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- Family members with unexplained fainting, seizures, drowning or near drowning or car accidents
- Known structural heart abnormality, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants, "recreational" drugs or excessive energy drinks

How can the conditions of SCA be detected?

- **Physical Exam and Medical History.** Prior to participating in athletics, students are required to get a physical and complete a medical history. This form asks questions about family history and heart conditions. The physical exam should include listening to the heart.
- **Heart Screening.** An electrocardiogram (ECG) is an effective diagnostic tool that detects irregularities. An abnormal ECG exam can lead to other tests like an echocardiogram, stress test, Holter monitor and more.

If you think your child has experienced any SCA symptoms

If your child has experienced any SCA-related symptoms, it is crucial to get follow-up care as soon as possible with a primary care physician. If the athlete has any of the SCA risk factors, these should also be discussed with a doctor to determine if further testing is needed. Wait for the doctor's feedback before returning your child to play, and alert his/her/their coach, trainer and school nurse about any diagnosed conditions.

California Education Code 33479.5 and the California Interscholastic Federation (CIF) Bylaw 503 require implementation of a sudden cardiac arrest protocol that helps ensure and protect the health of student athletes:

A student who passes out or faints while participating in or immediately following an athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity, must be removed from participation at that time by the athletic

director, coach, athletic trainer, or authorized person. A student who is removed from play after displaying signs and symptoms associated with sudden cardiac arrest may not be permitted to return to participate in an athletic activity until the student is evaluated and cleared to return to participate in writing by a physician and surgeon.

For more information, visit: <http://cifstate.org/sports-medicine/sca/index> (CIF)

Appendix H. Prescription Opioids Information Sheet

Prescription opioids may be used to help relieve moderate-to-severe pain and are often prescribed after surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your healthcare provider to make sure you are getting the safest, most effective care.

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death.

The use of prescription opioids can have a number of side effects as well, even when taken as directed:

- Tolerance – meaning you might need to take more of a medication for the same pain relief.
- Physical dependence – meaning you have symptoms of withdrawal when a medication is stopped.
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating

RISKS ARE GREATER WITH:

- History of drug misuse, substance use disorder, or overdose
- Mental health conditions (such as depression or anxiety)
- Sleep apnea
- Pregnancy

Avoid alcohol while taking prescription opioids. Also, unless specifically advised by your healthcare provider, medications to avoid include:

- Benzodiazepines (such as Xanax or Valium)
- Muscle relaxants (such as Soma or Flexeril)
- Hypnotics (such as Ambien or Lunesta)
- Other prescription opioids

KNOW YOUR OPTIONS

Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options may actually work better and have fewer risks and side effects.

Options may include:

- Pain relievers such as acetaminophen, ibuprofen, and naproxen
- Some medications that are also used for depression or seizures
- Physical therapy and exercise
- Cognitive behavioral therapy, a psychological, goal-directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress.

IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN

- Never take opioids in greater amounts or more often than prescribed.
- Follow up with your primary health care provider
 - Work together to create a plan on how to manage your pain
 - Talk about ways to help manage your pain that don't involve prescription opioids
 - Talk about any and all concerns and side effects.
- Help prevent misuse and abuse.
 - Never sell or share prescription opioids
 - Never use another person's prescription opioids
- Store prescription opioids in a secure place and out of reach of others including visitors, children, friends, and family.
- Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration (www.fda.gov/Drugs/ResourcesForYou).
- Visit www.cdc.gov/drugoverdose to learn about the risks of opioid abuse and overdose.
- If you believe you may be struggling with addiction, tell your health care provider and ask for guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

Be Informed! Make sure you know the name of your medication, how much and how often to take it, and its potential risks and side effects.

For more information, visit: www.cdc.gov/drugoverdose/prescribing/guideline.html

Appendix I. Code of Ethics of the Education Profession

The Board of Education expects employees of the Beverly Hills Unified School District to maintain the highest ethical standards, exhibit professional behavior, follow District policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of the District and advance the goals of the educational programs. Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her/their responsibilities and should focus on his/her/their contribution to the learning and achievement of District students.

All employees are to exercise good judgment and maintain professional standards and boundaries when interacting with students both on and off school property. In fulfillment of the obligation to the student, the employee:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning
2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not furnish tobacco, alcohol, or other illegal or unauthorized substances to a student
6. Shall not physically abuse, sexually abuse, neglect, or otherwise willfully harm or injure a student
7. Shall not intentionally expose the student to embarrassment or disparagement
8. Shall not engage in harassing or discriminatory behavior
9. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
10. Shall not use professional relationships with students for private advantage
11. Shall not engage in inappropriate socialization or fraternization with a student
12. Shall not solicit, encourage, or establish an inappropriate written, verbal, or physical relationship with a student
13. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

Appendix J. Rights under FERPA for Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the BHUSD receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should write the school principal clearly identifying the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school District's annual notification for FERPA rights. A school official typically includes a person employed by the school or school District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his/her/their tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her/their professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school District in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(7) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Appendix K. Student Photo Opt Out Form

In the event this form is not returned your student will be opted in. Please complete the form and return it to the Enrollment Center - enrollment@bhusd.org.

STUDENT NAME (PLEASE PRINT) _____

SCHOOL SITE _____

Throughout the school year, there may be times when Beverly Hills Unified School District (“District”) staff, the media, or other organizations, with the approval of a District or school administrator/designee, may take photographs, audio/video recordings, or otherwise record student work for school-related stories or purposes in a way that could individually identify a specific student. Those photographs and/or class work may appear in school publications, educational or promotional materials, the District’s websites, or the District’s social media accounts (e.g., Facebook, Twitter, etc.) and are not intended to be used for commercial sale. **No home addresses, email addresses, or telephone numbers** will appear in any photograph or published work. Students may be identified by name and/or grade level.

Notwithstanding the above, the District acknowledges there may be instances where photographs or recordings could be reproduced or otherwise transformed into an electronic format to which the general public may have access beyond the control of the District. As such, the District has no control over non- District media sources and their use of my child’s likeness, name or photograph.

This form is provided to inform you of the intended use of such photographs and recordings and to afford you an opportunity to opt your child’s photograph and/or recorded image or student work out of use for these purposes.

I hereby grant the right of Beverly Hills Unified School District to use my child’s photograph, recorded image and/or class work for the purposes mentioned above. By signing below, my child may be photographed, audio/video-taped, or interviewed by the news media or other organization for school related stories or articles.

I hereby revoke the right of Beverly Hills Unified School District to use my child’s photograph, recorded image and/or class work for the purposes mentioned above. I understand and agree that I may opt my child back in through written consent. By signing below, my child will not be photographed, audio/video-taped, or interviewed by the news media or other organization for school related stories or articles. My revocation applies only to classroom activities and/or school events that are not open to the public.

PARENT/GUARDIAN SIGNATURE _____

DATE _____

STUDENT SIGNATURE* _____

DATE _____

NOTE: The information on this form will remain in effect for the time in which your child attends BHUSD. If you change your mind at a future date, please email enrollment@bhusd.org to complete a new form.

* Students that are 18 years of age or older may sign this opt-out form for themselves.

Appendix L. Sexual Harassment Poster



STOP SEXUAL HARASSMENT

Students do not have to endure sexual harassment under any circumstance.

BHUSD - takes all complaints of sexual harassment seriously, and will investigate and address identified sexual harassment by taking reasonable, immediate corrective action to stop the harassment, eliminate a hostile environment, and prevent future harassment. Supportive measures will be implemented during an investigation to ensure a safe school environment. To the extent possible, complaints will be kept confidential.

Report a charge of sexual harassment to:
The Principal of the school

You can also notify your teacher, principal, or any other school employee.
For more information: [Link to LEA Policy](#)

Appendix M. Who Do I Ask?



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATION REIMAGINED

COMMUNICATION GUIDELINES
FOR PARENTS AND GUARDIANS

WHO DO I ASK?

We are dedicated to providing you with transparent information about your child's education in a timely manner. We want you to feel comfortable addressing your questions in our district. With direct and respectful communication, most issues are resolved at the school level. Please present your questions and concerns in this order.

If you have a question related to your child or their learning, contact their classroom teacher directly.

1. Call the school asking the teacher to call you.
2. Email the teacher directly.

If you haven't heard from the teacher in a reasonable amount of time or if, after discussion the issue has not been resolved move to step 2.

1 YOUR CHILD'S TEACHER



What are the details?

(Who, What, Where, When?)

How have you/your child been affected by this decision?

With whom have you communicated about this? When?

What outcome or solution are you seeking?

Your first point of contact will be your Assistant Principal, they may then advise you to talk to your child's school counselor or the school Principal.

1. Call the school requesting an in person meeting or phone call.
2. Email the administration directly.

2 YOUR SCHOOL ASSISTANT PRINCIPAL OR PRINCIPAL

If you are dissatisfied or the situation has not been resolved move to step 3.

The Assistant Superintendents supervise Principals at BHUSD elementary, middle and high schools. To help resolve your situation it is important for you to know the names of all the staff members with whom you have spoken to and the dates of your conversations.

Email the appropriate district administrator - www.bhusd.org/admin/
After reading your concerns and communicating with the principal the district administrator will contact you with the next steps.

3 DISTRICT ADMINISTRATOR THAT OVERSEES THE AREA OF YOUR CONCERN

If the situation has not been resolved move to step 4.

The Superintendent, Dr. Bregy, supervises District Office Staff and all BHUSD elementary, middle and high school staff. Only after the previous steps to resolve the situation should you contact the Superintendent of Schools.

1. You can contact Dr. Bregy by email or phone. www.bhusd.org/admin/
2. The Superintendent may arrange for a phone conversation or meeting, this may include all involved parties and not a one-on-one meeting.
3. The Superintendent may email or call you explaining the next steps.

4 SUPERINTENDENT

If you are dissatisfied or the situation has not been resolved move to step 5.

The Board of Education has been elected by the community to provide leadership and citizen oversight of the District. The Board shall ensure that the District is responsive to the values, beliefs, and priorities of the community.

1. You can contact Board Members via email. www.bhusd.org/board/
2. You may speak at open comment during a Board Meeting.

5 BOARD OF EDUCATION

Appendix N. College Admission Requirements and Higher Education Information

Beverly Hills Unified School District COLLEGE ADMISSION REQUIREMENTS AND HIGHER EDUCATION INFORMATION

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

To attend a community college, you need only a high school diploma or equivalent, or be over the age of 18. To attend a CSU, you have to take specific high school courses, have the appropriate grades and SAT/ACT test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above, and you applied to a campus or enrollment category that is not impacted. To attend a UC, you must meet requirements for coursework, GPA, and test scores. If you are a California student who has not been admitted to UC campus to which you have applied, you will be offered a spot at another campus if space is available and you rank in the top 9 percent of California high school students or of your graduating class at a participating high school. You may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

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

<https://www2.calstate.edu/> – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

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

www.assist.org – This online student-transfer information system shows how course credits earned at one public California college or university can be applied when transferred to another.

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

You may meet with a school counselor to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both. For more information, please contact the College and Career Offices at (310) 551-5100 x8290.

Appendix O. Uniform Complaint Form



BEVERLY HILLS
UNIFIED SCHOOL DISTRICT
EDUCATION REIMAGINED

Beverly Hills Unified School District Uniform Complaint Form

Last Name: _____ First Name: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Address: _____

Home Phone: _____ Cell Phone: _____ Work

Phone: _____

Email Address: _____

Date of Alleged Violation: _____ School/Office of Alleged Violation: _____

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- Adult Education
- Child Nutrition
- Special Education
- After School Education/Safety
- Tobacco-Use Education
- Bilingual Education
- Migrant Education
- California Peer Assistance and Review Programs for Teachers
- Career/Technical Education, Career Technical and Technical Education
- Courses without Educational Content/Already Satisfied for Graduation/Postsecondary Education
- School plans for student achievement
- American Indian Education Centers & Early Childhood Education Program Assessments
- Accommodations for pregnant, and parenting pupils, including reasonable accommodations for lactating pupils
- Deficiencies related to preschool health and safety issues for a California state preschool program licensing exempt (5 CCR §1596.7925, EC §8235.5); per public notices posted for applicable classrooms.
- Educational and graduation rights of foster youth, homeless youth, and other youth (e.g. former juvenile court school, pupils, pupils from military families, newcomers, and migratory education students).
- Any other state or federal educational program in the State Superintendent of Public Instruction or designee deems appropriate.
- Consolidated Categorical Aid
- Regional Occupational Centers and Programs
- Pupil Fees for Educational Activities
- Agricultural Vocational Education
- Local Control Accountability Plan
- Every Student Succeeds Act
- School Safety Plans
- Child Care & Development
- Foster/Homeless
- NCLB
- Physical Education Minutes
- Economic Impact Aid
- State Preschool
- Compensator education

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based:

- | | | |
|---|--|--|
| <input type="checkbox"/> Sex | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Gender |
| <input type="checkbox"/> Gender Identity | <input type="checkbox"/> Gender Expression | <input type="checkbox"/> Ancestry |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Race or Ethnicity | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Nationality | <input type="checkbox"/> National Origin | <input type="checkbox"/> Age |
| <input type="checkbox"/> Color | <input type="checkbox"/> Mental or Physical Disability | <input type="checkbox"/> Lactating Student |
| <input type="checkbox"/> Immigration status | | |
| <input type="checkbox"/> Association with a person or group with one or more of the actual or perceived categories listed above | | |

For Bullying complaints not based on these protected groups and other complaints not listed on this form, contact your school's Title IX coordinator or Site Administrator.

1. Please give the facts about your complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you attempted to discuss your complaint with any Beverly Hills Unified School District personnel? If so, with whom and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature _____ Date _____

Mail, or email your complaint/documents to:

Executive Director, Personnel Services
Beverly Hills Unified School District
624 North Rexford Drive
Beverly Hills CA, 90210

Acknowledgement of Receipt and Review

Dear Parent/Guardian:

The Beverly Hills Unified School District is required to annually notify parents and guardians of rights and responsibilities in accordance with Education Code 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact an administrator at your child's school. He/she/they will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

This acknowledgement takes place electronically through the Aeries Annual Data Confirmation process.

Note: Parents/guardians may also acknowledge receipt and review via online enrollment.