



"We Create Futures"

Visalia

UNIFIED SCHOOL
DISTRICT

2019-2020

DISTRICT INFORMATION DIRECTORY

5000 W. CYPRESS AVE • VISALIA, CA 93277 (559) 730.7300

BELIEFS of the Visalia Unified School District

WE EXIST TO PROVIDE STUDENTS WITH AN EDUCATION THAT AFFORDS THEM LIMITLESS OPPORTUNITIES FOR THE FUTURE

We Believe...

EVERY STUDENT CAN LEARN

Every child can engage in rigorous learning and can achieve at high levels.

LEARNING IS CONSTANT, TIME AND RESOURCES ARE VARIABLE

Our focus is on learning, not just teaching. We will support students and adults to ensure that learning occurs.

WE WORK IN TEAMS

Together, we can do more and better.

FAMILIES HAVE THE MOST INFLUENCE IN A CHILD'S LIFE

The family is profoundly important in a child's emotional, social, and cognitive development.

THE TEACHER IS THE MOST INFLUENTIAL PERSON IN A STUDENT'S EDUCATIONAL LIFE

The teacher-student relationship is the most important one in our organization.

THE PRINCIPAL IS THE MOST INFLUENTIAL PERSON IN THE SCHOOL

The site principal leads and coordinates the services that support the teacher-student relationship.

EVERY PERSON IN OUR SCHOOL COMMUNITY HAS VALUE

We respect and value every person who engages in our community.

WE ARE ALL ACCOUNTABLE FOR EVERY STUDENT'S FUTURE

Each of us has an important role in the development of children.

THE DIVERSITY IN OUR COMMUNITY IS AN ASSET

The students who attend our schools and their families are diverse in many ways, and we value the qualities that this diversity brings to our schools and to our community.

ETHICS MATTER

We must develop the highest ethical standards in our students and model those standards ourselves. Our values include hard work, excellence, perseverance, trustworthiness, caring, responsibility, respect, fairness, and citizenship.



District Wide GOALS for 2017~22

WE EXIST TO PROVIDE STUDENTS WITH AN EDUCATION THAT AFFORDS THEM LIMITLESS OPPORTUNITIES FOR THE FUTURE

To attain this goal, our organization will:

1. ENGAGE STUDENTS IN A CHALLENGING CURRICULUM AND PROVIDE THEM THE SUPPORT TO BE SUCCESSFUL

- 1.1 - Maintain consistently high academic standards in a curriculum that is relevant to each student's chosen path*
- 1.2 - Provide equitable opportunities for every student to succeed*
- 1.3 - Provide systematic and reliable access to services that support academic development*

2. SUPPORT A DISTRICT-WIDE COLLABORATIVE CULTURE FOR STUDENTS AND ADULTS FOCUSED ON LEARNING AND RESULTS

- 2.1 - Establish a district-wide professional learning community*
- 2.2 - Engage the community fully as a partner in the education of students*
- 2.3 - Provide systematic and relevant opportunities for parents to participate in the education of their children*
- 2.4 - Communicate effectively with parents and the community*

3. MAINTAIN A CARING AND ENCOURAGING LEARNING ENVIRONMENT FOR STUDENTS AND ADULTS

- 3.1 - Ensure safe, secure, healthy, and positive environments that promote a sense of significance and belonging*
- 3.2 - Provide systematic and reliable access to services that support social and emotional development*

4. RECRUIT, HIRE, AND RETAIN HIGHLY QUALIFIED, TALENTED, AND PRODUCTIVE STAFF

- 4.1 - Aggressively recruit and hire highly qualified staff members who reflect the demographics of our students and community*
- 4.2 - Ensure competitive salary and benefits for all staff*
- 4.3 - Provide systematic and relevant certificated, classified, and management support services*

5. ALIGN RESOURCES TO SUPPORT DISTRICT GOALS, STUDENT ACHIEVEMENT, AND SCHOOL SITES

- 5.1 - Effectively manage resources to strengthen our fiscal foundation, maintain prudent reserves, and meet funding requirements for retiree health insurance and increases to employee retirement systems*
- 5.2 - All schools, facilities, and grounds will be clean, safe, secure, and well-maintained*
- 5.3 - Refine VUSD facility plans to align with the Measure E Implementation and Facility Master Plan*
- 5.4 - Plan for and open new schools that support the strategic interests of the district and the community*
- 5.5 - Maintain total transparency in all services and projects and be accountable to the community*



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Superintendent's Message

Dear VUSD Parents/Guardians:

Welcome to another wonderful year for students in Visalia Unified! The mission of Visalia Unified School District is to provide students with an education that affords them limitless opportunities for the future. This means that it is our job to ensure every VUSD graduate possesses a set of skills that extend beyond the subject-based skills we traditionally associate with public school education. It is important to know how to read, write, understand mathematics and the scientific method, and know about the history of our country; but to be competitive in today's world, students must also have additional skills that allow them to function at high levels in a complex world. These skills include creativity, communication, critical thinking, collaboration, and civic-mindedness. These skills are also an intended additional outcome of the new academic standards adopted by the state and are widely considered to be the 21st century skill set. By pairing 21st century skills with content, we create more powerful and meaningful learning.

Our Board and District are committed to meeting the needs of all students. While academic preparation is at the heart of our program, we have a broad range of co- and extra-curricular activities that provide our students with opportunities to grow socially and emotionally. Athletics, performing arts, clubs, student leadership and strong after-school programs offered at our schools combine to provide students with opportunities to engage in rewarding activity and to develop the leadership, collaboration, and communication skills that are so necessary for a successful life.

It is an honor to serve as the Interim Superintendent of the Visalia Unified School District. We have a thoughtful and dedicated Board of Trustees, caring and talented teachers, professional administrators, and capable and dedicated support staff. Most of all, Visalia children are incredible young people with families who care deeply for their success. As educators, we believe in the potential of every student. By working together, we can ensure that every student has a future of hope and purpose.

Sincerely,



Tamara Ravalin, Ed.D. Interim Superintendent

Board Of Education

John L. Crabtree, President

Juan R. Guerrero, Clerk

Niessen E. Foster

William A. Fulmer

Walta S. Gamoian

Joy M. Naylor

Lucia D. Vazquez

BOARD MEETING DATES FOR 2019-2020:

2019

July 23, 2019

August 13 and 27, 2019

September 10 and 24, 2019

October 15 and 29, 2019

November 12, 2019

December 17, 2019

2020

January 14 and 28, 2020

February 11 and 25, 2020

March 10 and 24, 2020

April 14 and 28, 2020

May 12 and 26, 2020

June 9 and 23, 2020

All meetings are held in the Boardroom at the District Office, 5000 West Cypress Avenue, unless otherwise posted. Meetings start with Closed Session at 5:30 p.m. and Open Session is held at 7:00 p.m., unless otherwise posted.

District Administration

Acting Superintendent
Assistant Superintendent, Administration Services
Assistant Superintendent, Human Resources Development
Area Superintendent, Elementary
Area Superintendent, High School
Administrator, Human Resources
Administrator, Special Education
Administrator, Accountability
Administrator, Equity and Student Services
Chief Financial Officer, Business Services
Area Supervisor
Area Supervisor
Director, Accountability
Director Administrative Services
Director, Administrative Services
Director, Administrative Services
Director, CTE
Director, Curriculum
Director, Curriculum
Director, Health Services
Director, Human Resources
Director, Human Resources
Director, Maintenance
Director, Nutritional Services
Director, Sequoia Adult Ed Consortium
Director, Social Emotional Wellness
Director, Student Services
Director, Student Services
Director, Transportation
Coordinator, Social Emotional Wellness
Coordinator, VAPA
Director, Special Education K-12
Program Manager, Special Education K-12
Program Specialist, CTE
Research Specialist
Supervisor, Human Resources
Supervisor, Teacher Support Services

Dr. Tamara Ravalín
Robert Groeber
TBD
Jacqueline Gaebe
Angela Sanchez
Dedi Somavia
Carol Swanson
Jim Sullivan
Brandon Gridiron
Nathan Hernandez
Claudia Ardon-Diaz
Kimberly Leon
Judy Burgess
Kyla Surratt
Al Foytek
Jessica Villarreal
Jamon Peariso
Phil Black
Sarah Seymore
Suzie Skadan
Christin Corliss
Doug Cardoza
Joe Haley
Regina Ocampo
John Werner
Ben Dhillon
Mimi Bonds
Frank Escobar
TBD
Serena Arias
Destiney Nutt
TBD
Cynthia Yoshida
Kathy Brophy
Hizkia Gunawan
Rachel Flores
Shelly Groom

For additional information, please call your child's school or:

Area Superintendent K-6	730-7517
Area Superintendent 7-Adult	730-7515
Compensatory Education	730-7566
Curriculum	730-7555
Drug/Alcohol Program	730-7580
Expulsion Information	730-7584
Health Services	730-7580

Peer Assistance Review	730-7986
Social Emotional Wellness	730-7581
Special Education/504	730-7581/730-7573
Student Services/ Records	730-7580
Transfers/Child Welfare	730-7573
Visalia Learning Center	730-7688
Middle School After School Programs	730-7570

VISALIA UNIFIED SCHOOL DISTRICT

ELEMENTARY SCHOOLS

ANNIE R. MITCHELL	2121 E. Laura St., Visalia, CA 93292	622-3195	Loretta Bryant, Principal
CONYER	814 S. Sowell, Visalia, CA 93277	730-7751	Tara Sharp, Principal
COTTONWOOD CREEK	4222 S. Dans St. Visalia, CA 93277	735-3539	Sonia Joyner, Principal
CRESTWOOD	3001 W. Whitendale, Visalia, CA 93277	730-7754	Debbie Peterson, Principal
CROWLEY	214 E. Ferguson, Visalia, CA 93291	730-7758	Courtney Jimenez, Principal
DENTON	2231 N. Denton, Visalia, Ca 93291	TBD	Stephanie Gendron Principal
ELBOW CREEK	32747 Road 138, Visalia, CA 93292	730-7766	Alma Navarro, Principal
FOUR CREEKS	1844 N. Burke, Visalia, CA 93292	622-3115	Rosa Montoya, Principal
GOLDEN OAK	1700 N. Lovers Ln., Visalia, CA 93292	730-7851	Susanna Ramirez, Principal
GOSHEN	6505 Ave. 308 Goshen, CA 93277	730-7847	Maria Bueno, Principal
GLOBAL LEARNING CHARTER	1051 Robin Drive, Visalia, CA 93291	730-7768	Karin Aure, Principal
HIGHLAND	701 N. Stevenson, Visalia, CA 93291	730-7769	Jessica Alvarado, Principal
HOUSTON	1200 N. Giddings, Visalia, CA 93291	730-7772	Adrian Leal, Principal
HURLEY	6600 W. Hurley, Visalia, CA 93291	730-7905	Lisa Whitworth, Principal
IVANHOE	16030 Ave. 332, Ivanhoe, CA 93235	730-7849	George Rodriguez, Principal
LINWOOD	3129 S. Linwood Visalia, CA 93277	730-7776	Natalie Taylor, Principal
MANUEL F. HERNANDEZ	2133 N. Leila St. Visalia, CA 93291	622-3199	Andrew Gomez, Principal
MINERAL KING	3333 E. Kaweah Ave. Visalia, CA 93291	730-7779	Silvia Duvall, Principal
MOUNTAIN VIEW	2021 S. Encina, Visalia, CA 93277	730-7783	Melanie Davis, Principal
OAK GROVE	4445 W. Ferguson Visalia, CA 93291	622-3105	TBD, Principal
PINKHAM	2200 E. Tulare Ave. Visalia, CA 93292	730-7853	Dori Bingaman, Principal
RIVER WAY	1341 Glendale Ave. Visalia , CA 93291	622-3350	Monica Saenz, Principal
ROYAL OAKS	1323 Clover Drive Visalia, CA 93277	730-7787	Lisa Majarian, Principal
SHANNON RANCH	3637 N. Ranch, Visalia, CA 93291	622-3258	Susan Wallace-Sims, Principal
VEVA BLUNT	1119 S. Chinowth Rd., Visalia, CA 93277	730-7793	Natali Garza, Principal
WASHINGTON	500 S. Garden, Visalia, CA 93277	730-7795	Liz Serrato, Principal
WILLOW GLEN	310 N. Akers Rd. Visalia, CA 93291	730-7798	Blanca Martinez-Ramirez, Principal

MIDDLE SCHOOLS (Grades 7-8)

DIVISADERO	1200 S. Divisadero, Visalia, CA 93277	730-7661	Robert Aguilar, Principal
GREEN ACRES	1147 N. Mooney Blvd. Visalia, CA 93291	730-7671	Carli Hawkins, Principal
LA JOYA	4711 W. La Vida, Visalia, CA 93277	730-7921	Travis Hambleton, Principal
VALLEY OAK	2000 N. Lovers Ln., Visalia, CA 93292	730-7681	David Garza, Principal
RIDGEVIEW	3315 N. Akers, Visalia, CA 93291	622-3308	Michal Yates, Principal

HIGH SCHOOLS (Grades 9-12)

EL DIAMANTE	5100 W. Whitendale, Visalia, CA 93277	735-3501	Jeff Hohne, Principal
GOLDEN WEST	1717 N. McAuliff, Visalia, CA 93292	730-7801	Jose Fregoso, Principal
MT. WHITNEY	900 S. Conyer, Visalia, CA 93277	730-7602	Rick Hamilton, Principal
REDWOOD	1001 W. Main St, Visalia, CA 93291	730-7701	Matt Shin, Principal
VTEC	2049 S. Linwood, Visalia, CA 93277	622-3212	William Davis, Principal

(VISALIA TECHNICAL EARLY COLLEGE)

ALTERNATIVE PROGRAMS

SEQUOIA HIGH SCHOOL (16+)	901 N. Mooney; Visalia, CA 93291	730-7649	Adolfo Reyes, Principal
VISALIA ADULT SCHOOL	3110 E. Houston; Visalia, CA 93291	730-7655	Tammi Olson, Principal
CHARTER HOME SCHOOLING ACADEMY (K-8)	211 W. Tulare Ave., Visalia, CA 93277	622-3273	Rebekah Moore, Lead Teacher
VISALIA CHARTER INDEPENDENT STUDY	1821 W. Meadow Lane, 93277	735-8055	Michelle Reid, Principal

More information can be found at each school web site: <http://www.vusd.org>

PARENT AND STUDENT RIGHTS YOUR RIGHTS AND RESPONSIBILITIES

As the parent of a child in California Public Schools

California state law governs the operations of public schools. The State Legislature passes new laws affecting public education, as well as laws directing local school districts to undertake new responsibilities. These laws often require that school districts inform parents of the opportunities and protections to which they are entitled. The following is a summary of state law provisions with which parents should be familiar. In most cases, the laws have been summarized with the California Education Code number provided if additional information is needed. (The symbol "E.C." stands for Education Code, which is the area of the state law that affects public schools.)

NOTIFICATION OF RIGHTS

School boards must notify parents of their rights to service and programs offered by public schools. Signature of the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not indicate that consent to participate in any particular program has either been given or withheld. (E.C. 48982)

PARENT'S/GUARDIAN'S RIGHTS NOTIFICATION ACCESSING STUDENT RECORDS (Ed. Code Section 49063)

You are hereby notified of your rights and responsibilities as a parent/guardian of a child enrolled in Visalia Unified School District (Ed. Code Section 48980).

Pupil records maintained by the Visalia Unified School District consist of personal identifying information, subjects taken, grades received, standardized test results, attendance records, and health records. Pupil records are maintained at each school where the pupil is attending. The school principal or his/her designee is responsible for maintaining each type of pupil records and the information contained therein. The green folder containing special education information and the red folder containing 504 information is kept in the cum folder. The confidential file containing psychological information is also kept in the Student Services Department in a locked file.

Pupil records are accessible only to parents or legal guardians, a pupil 16 years or older or having completed the 10th grade, and school officials who have a legitimate educational interest in the pupil. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as a youth services officer, an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A legitimate educational interest is one held by officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records in order to fulfill his or her professional responsibility to the school district. Officials of other public school systems or post-secondary institutions where a student intends or is directed to enroll may request records of the enrolling student from our school district for the purposes of enrollment or transfer.

Section 4155 of the Elementary and Secondary Education Act of 1965 requires that each school has in place a procedure to facilitate the transfer of disciplinary records with respect to a suspension or expulsion. Parents/Guardians have a right to review and challenge the contents of their child's records. (Ed. Code Sections 49069-49070)

Regarding student records, parents have the right to file a complaint with the family Policy Compliance Office, US Department of Education, 400 Maryland Ave., Southwest, Washington, D.C. 20202(1-800-872-5327)

RIGHTS TO REFRAIN FROM THE HARMFUL OR DESTRUCTIVE USE OF ANIMALS

Each teacher of a course that uses live or dead animals or animal parts, except for agricultural classes, shall inform students of their right to refrain from harmful or destructive use of animals. Students may then notify the teacher of their objection. If a student's objection is substantiated by a note from the parent/guardian and if the teacher believes an adequate alternative educational project is possible, the teacher may work with the student to develop and agree upon an alternative project which would provide the knowledge, information or experience required by the course of study. The alternative project shall involve time and effort comparable to that required by the original project.

A teacher's decision in determining if a student may pursue an alternative project or be excused from the project must not be arbitrary or capricious. Students who choose alternative projects shall pass all examinations in order to receive course credit. The students may seek alternative tests to any tests requiring the harmful or destructive use of animals. (Ed. Code. Sections 32255-32255.6)

RELEASE OF DIRECTORY INFORMATION

The Superintendent or designee may authorize the release of student directory information to representatives of the news media, employers, prospective employers or nonprofit organizations as provided by law.

Colleges and military recruiters shall have access to a secondary student's name, address and telephone number upon request, unless the parent/guardian or the secondary student has specified in writing that the information shall not be released without prior written parent consent.

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for employers, prospective employers, and representatives of the news media in accordance with Board Policy. 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.

Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy disclosed. Such student information includes: name, address, date and place of birth, dates of attendance, degrees and awards received, and most recent previous school attended.

The district shall not release directory information regarding any student whose parent/guardian has notified the district in writing that such information shall not be released without the parent/guardian's prior consent. Forms are available in each high school office, page 15 of this directory and on the Visalia Unified School District web site, <http://www.vusd.org>, under Student Services, Directory Information.

Military and College Recruiters

The district shall not release to Military or College recruiters the name, address, and telephone number of any secondary student who has, or whose parent /guardian has, requested in writing that this information not be released without prior written parent consent. Forms are available in each high school office, page 15 of this directory and on the Visalia Unified School District web site, under Student Services, Directory Information. <http://www.vusd.org>.

DISTRICT POLICIES

UNIFORM COMPLAINT PROCEDURES

The Board of Education recognizes that the district has primary responsibility for insuring that it complies with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level. The district shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:

Unlawful discrimination, harassment, intimidation, and bullying in all district educational programs, activities, or employment on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status; or failure to comply with state and/or federal laws in adult education, consolidated categorical programs, vocational education, and special education programs. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (5 CCR 4630)

The superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the superintendent or designee.

VUSD Compliance Officers

The Board of Education designates the superintendent or designee to receive and investigate complaints and ensure district compliance with law. If parents or community members have a concern or would like to file a complaint, please contact the following staff in the area of concern:

5000 West Cypress Avenue
Visalia, CA 93277
(559) 730-7300

Assistant Superintendent, Instructional Services (Special Education, Adult Basic Education, Consolidated Categorical Aid Programs, Migrant Education, Career Technical Education)

Assistant Superintendent, Administrative Services (Child Nutrition Programs)

Assistant Superintendent, Human Resources (Personnel)

Administrator Special Education

NOTIFICATIONS

Students and parents or guardians will receive their annual UCP notice through distribution of our district's annual notification of *District Information Directory*, and through a UCP flyer that will be translated into appropriate second language groups.

Certificated and classified employees will receive their annual notification through their respective handbooks that are reviewed at the first staff meeting of the year. Copies of the local educational agency complaint procedures shall be available free of charge.

PROCEDURES

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5, Section 4632.

STEP 1: FILING OF COMPLAINT

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the district. (See complaint form on following Page) The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

STEP 2: MEDIATION

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The superintendent shall ensure that the mediation results are consistent with state and federal law regulations. The use of mediation shall not extend the district's time lines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time (5 CCR 4631)

STEP 3: INVESTIGATION OF COMPLAINT

The compliance officer shall hold an investigative meeting within 5 days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representatives to repeat the complaint orally. The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)

STEP 4: DISTRICT RESPONSE

Within 45 days of receiving the complaint, the compliance officer shall prepare and send the complainant a written report of the District's investigation and decision as described in Step 5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (5CCR 4631)

STEP 5: FINAL WRITTEN DECISION

Complainant will receive the final written decision within 60 days of filing the complaint. The report shall include notice of the complainant's right to appeal, within 15 days, the decision to the California Department of Education, and procedures to be followed for initiating such an appeal.

(5 CCR 4631)

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision and must include a copy of the locally filed complaint and a copy of the district decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (5 CCR 4652)

CIVIL REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief, and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint. For assistance, you may contact:

Tulare County Office of Education
Legal Services Department
UCP Specialist - (559) 733-6306
Legal Aid - (559) 733-8770

REFERRING COMPLAINTS TO OTHER APPROPRIATE STATE OR FEDERAL AGENCIES

The following complaints shall be referred to the specific agencies for appropriate resolution and are not subject to local and Department complaint procedures set forth unless these procedures are made applicable by separate interagency agreements:

American Civil Liberties Act 504: Office for Civil Rights

Child Abuse: Department of Social Services, Protective Services Division, or Sheriff's Department

Health and Safety/Child Development: Department of Social Services

General Education: Visalia Unified School District

Discrimination/Nutrition Services: U.S. Secretary of Agriculture, U.S. Department of Agriculture, Western Region

Employment Discrimination: Department of Fair Employment and Housing

Fraud: California Department of Education Directors of Legal Counsel

BASIS FOR DIRECT STATE DEPARTMENT OF EDUCATION INTERVENTION

1. The Superintendent of Public Instruction shall directly intervene when:
2. The local agency fails to comply with complaint procedures;
3. Discrimination is alleged and/or there is indication of immediate loss of benefits such as education or employment for students;
4. The complainant requests anonymity and has proven retaliation;
5. The local agency fails to implement the final decision resulting from a local investigative or meditative process;
6. The local agency fails to respond to the complaint within 60 days;
7. For special education issues:
 - a. The public agency (other than the LEA)
 - i. Fails/refuses to follow provisions for free, appropriate public education
 - ii. Fails to comply with due process procedures
 - b. The complainant alleges that a student is not receiving services specified in the student's IEP
 - c. Violation of federal law governing Special Education

WILLIAMS UNIFORM COMPLAINT PROCEDURES

For Facilities, Instructional Materials, and Teacher Assignments

Effective January 1, 2005, all parents and guardians of Visalia Unified School district students have the right to file complaints regarding the adequacy of instructional materials, teacher vacancies and misassignments, and the physical condition of school facilities that expose students to impending safety concerns. Education Code 35186 requires that the following notice be posted in your child's classroom.

INSTRUCTIONAL MATERIALS

Each student has the right to sufficient textbooks and sufficient instructional materials to be used in class and to take home to complete required homework assignments. You have the right to file a complaint if you believe your pupil including English Language Learners, does not have standards-aligned textbooks or instructional materials, state adopted or District adopted textbooks, or other required instructional material to use in class or to complete required homework assignments. Likewise, you have the right to file a complaint if textbooks or other instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

TEACHER VACANCIES OR MISASSIGNMENTS

You have the right to file a complaint related to a teacher vacancy or misassignment if a semester begins and a properly credentialed teacher is not assigned to teach the class; if an unqualified teacher is assigned to teach English Language Learners in a class with more than 20% English Language Learners; or a teacher has been assigned to teach a class for which the teacher lacks subject matter competency.

PHYSICAL CONDITION OF SCHOOL FACILITIES

School facilities must be clean, safe, and maintained in good repair. You have the right to file a complaint over any unsafe conditions you believe exist in a District school site or other District facility.

COMPLAINT PROCESS

If you have a complaint regarding inadequate instruction materials, teacher vacancies or misassignments, or the unsafe or unclean condition of school facilities, please contact the Principal. You will be given the appropriate forms or referred to the appropriate District official for processing of your complaint. You have the right to file an anonymous complaint regarding any of the issues specified in this notice. (See Annual Notification of UCP on page 48)

NONDISCRIMINATION

(42 U.S.C. Sections 2000 et seq., 6707) (20 U.S.C. Sections 1681 et seq.)

The Visalia Unified School District has a policy that all programs and activities shall be free from discrimination or harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, age, sexual orientation, gender preference and physical mental disability, including eligibility under the Americans with Disability Act (ADA) and Section 504 of the Rehabilitation Act of 1973 or immigration status

Any individual who believes that his or her rights are being violated or that he or she is being discriminated against should immediately contact the principal or designee. If the situation is not promptly remedied at the site level, a complaint can be filed in accordance with administrative regulations by contacting the office of the Area Superintendents at 730-7515.

EXPECTATIONS AND STANDARDS

WE HOLD HIGH EXPECTATIONS AND STANDARDS FOR THE ACADEMIC AND SOCIAL DEVELOPMENT OF ALL STUDENTS AND THE PERFORMANCE OF ADULTS.

- All students can learn and succeed. Each student at every level:
 - will encounter a challenging and interesting curriculum
 - will experience a variety of instructional strategies
 - will build high self-esteem through success in personal achievement
 - will engage in enriching extra and co-curricular activities
- Family support and involvement greatly enhance the success of their child(ren) in school.
- Highly skilled and effective teaching, along with positive personal attitudes and relationships, are the essential factors in a successful classroom learning experience.
- The entire community and all of its organizations and agencies play a vital role in the success of students in school. The schools, parents, and community must effectively share in the responsibility of education and provide a social environment which enhances each student's ability to achieve a high level of academic success and physical and emotional well-being. It is essential to collaborate efforts and maximize time, money, and human resources.
- All aspects of our district and school site operations will strive to uphold the highest ethical standards and function on a values foundation of hard work, excellence in effort, perseverance, trustworthiness, caring, responsibility, respect, fairness, and citizenship.
- Our district recognizes and appreciates the cultural and human diversity of our students, staff, and families. This diversity offers educational opportunities enhancing respect and success for all.

SUN-PROTECTIVE HEADGEAR

(AR 5132(a))

The standards for wearing "sun protective headgear" are:

Kindergarten through Sixth grade:

Acceptable "sun-protective headgear" is a full brim hat, with no logo or lettering, which is to be worn as intended to provide sun protection and is only to be worn outdoors.

Seventh through Twelfth grade and the Adult School:

Acceptable "sun-protective headgear" is a full brim hat, with no logo or lettering, which is of a solid color and is made of either canvas or cotton cloth. This hat is to be worn as intended to provide sun protection and is only to be worn outdoors.

Further questions regarding headgear should be directed to your child's school principal.

USE OF ELECTRONIC SIGNALING DEVICES

(BP 5131(b))

Students may possess or use electronic signaling devices, including but not limited to, pagers, beepers and cellular/digital telephones, while on campus or at school-sponsored activities provided that such devices do not disrupt the educational program or school activity. Electronic signaling devices shall be turned off during class time and at any other time directed by a district employee. Please Note: At the Elementary and Middle Schools, the devices shall be turned off during the regular school day. If disruption occurs, the employee may direct the student to turn off the device and/or confiscate the device until the end of the class period, school day or activity. Such devices are considered personal property. Students possess these items at school entirely at their own risk. The school or district is not responsible for lost, stolen, or damaged devices.

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 health-related purposes. (Education Code 48901.5)

NOTIFICATION OF OPEN HIGH SCHOOL CAMPUS

(Ed. Code Section 44808.5)

The governing board of the Visalia Unified School District, pursuant to section 44808.5 of the Education Code, has decided to permit the pupils enrolled at all Visalia Unified School District high schools, except the freshman class at all high schools, to leave the school grounds during the lunch period (VUSD Board Policy 5112.5). During this time, students are held accountable to the district's Student Conduct Code and violators may lose the open campus privilege.

Neither the school district nor any officer or employees thereof shall be liable for the conduct or safety of any pupils during such time as the pupil has left the school ground (Ed. Code 44808.5).

PARKING LOTS ARE OFF LIMITS

Staff and student parking lots are off limits unless students have proper authorization, per Student Conduct Code.

IMPORTANT MESSAGE FOR HIGH SCHOOL STUDENTS

Visalia Unified School District requires you to be ON TRACK to graduate before you can obtain a WORK PERMIT.

Being "on track" means that each year you are making satisfactory progress towards earning the number of units you will need to graduate with your classmates when you become a high school senior.

Your high school has information about programs which will help you make up units you need for graduation. See your Counselor or Learning Director for more information.

HOMEWORK

The Governing Board recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives. (BP 6154 (a))

ACADEMIC HONESTY

The Governing Board expects students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can do successful work as a result of their own efforts. The Board expects that students will not cheat, lie, or plagiarize. (BP 5131.9)

AVAILABILITY OF COURSE PROSPECTUS

The parent/guardian may examine curriculum materials of the class(es) in which their child is enrolled. Parents/guardians can access course outline information at <http://www.vusd.org> for middle and high school students. School sites shall make available upon request and in a reasonable time frame, all materials and assessments stored and used by classroom teachers. The school may charge an amount not to exceed the cost of duplication. (Education Code 49091.14)

VISALIA UNIFIED SCHOOL DISTRICT FACTS

The Visalia Unified School District is an educational agency operating a variety of programs for students in the City of Visalia and Tulare County. The District educates all students, including special education, adult, preschool, and students in job training programs.

Curriculum and instructional help is available from the District Office staff, as is assistance in management, evaluation, and testing to the school sites. More information about Visalia Unified School District is available. If you have further questions, please call (559) 730-7300, or visit our Web site at <http://www.vusd.org>.

SCHOOL VISITORS

Parents/guardians and interested members of the community are encouraged to visit the schools and view the educational programs. To ensure the safety of students and staff and to avoid disruptions, all visitors are required to register with the principal or designee upon entering the school grounds.

SPECIAL EVENTS

Web site address <http://www.vusd.org>

COLLEGE NIGHT:

This annual event sponsored by the Tulare County Office of Education is an opportunity for all county students to learn more about college opportunities. Over eighty colleges offer information and personalized counseling to interested students and parents. Subject area workshops including: financial aid, college essay writing, middle school preparation, etc., are also offered during the evening. For more information check our Web site address <http://www.vusd.org>.

SPRING CONCERT:

Concerts are given by the students at grade level 4-12 to showcase students' musical ability and knowledge. Band, orchestra, and vocal performances are well attended by family, friends, and the community. Visalia Unified School District is known throughout the state and the nation for its quality music programs. For more information check our Web site address <http://www.vusd.org>.

VISALIA EDUCATION FOUNDATION

The Visalia Education Foundation supports the arts and its purpose is "to promote educational excellence for the students of Visalia Unified School District." All donations are welcome to support this essential part of the curriculum. Join other distinguished community supporters by calling the Foundation at (559) 730-7518 or for further information check our Web site at <http://www.visaliaef.org>.

CORPORAL PUNISHMENT

Corporal punishment is not permitted in California's public schools. "Corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a student. An amount of force reasonable for a person employed by, or engaged in, a public school to subdue a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the student, is not to be interpreted to be corporal punishment within the meaning and intent of this Education Code section (E.C. 49001).

ANNUAL SCHOOL ACCOUNTABILITY REPORT CARD

Each school is required to issue a School Accountability Report Card which shares with the community the programs and successes of the school including information about expenditures, discipline, attendance, and student performance. This information is available upon request at your child's school (E.C. 35256) or visit us at our web site <http://www.vusd.org>.

PHOTOS/VIDEOS AT SCHOOL

During the school year, the District may take photographs and/or produce videos to highlight programs offered in our schools. If you do not want your child included in a publicity photo or a video, please inform your child's Principal.

RELEASE OF STUDENT DIRECTORY INFORMATION FORM

The District makes student Directory Information available in accordance with state and federal laws. This means that a student's name, birthday, birthplace, address, major course of study, participation in school activities, dates of attendance, awards, and previous schools attended may be released to specified agencies upon request. In addition, the height and weight of student athletes may also be provided. The agencies that may receive this information include:

- Post-secondary education institutions (will also receive telephone numbers)
- Prospective employers • News media • Nonprofit organizations
- Military organizations (will also receive telephone numbers)

PARENT/STUDENT RIGHTS:

Upon written request from the parent of a student age 17 or younger, the District will withhold this Directory Information. If a student 18 or older or who is enrolled in an institution of post-secondary instruction makes a written request, the pupil's request to deny access to Directory Information will be honored. Any secondary student can request information not be shared with post-secondary education institutions and military organizations. Any secondary student (grades 9-12) can request that Directory Information be withheld from military and college recruiters.

You do not need to return this form if you want your directory information to be sent to the above organizations.

----- CUT ALONG DOTTED LINES -----

Student Name: _____ School: _____ Date of Birth: _____ Student ID # _____

Check boxes you wish to apply.

- ☐ Do not release Directory Information to **any agency** listed below
- ☐ Do not release Directory Information to post-secondary education institutions
- ☐ Do not release Directory Information to prospective employers
- ☐ Do not release Directory Information to news media
- ☐ Do not release Directory Information to military organizations
- ☐ Do not release Directory Information to nonprofit organizations

Signature: _____ Printed name: _____ Date: _____ Circle one: Parent Self

Send to: Visalia Unified School District, Student Services Department, 5000 W. Cypress Ave Visalia CA. 93277 (559) 730-7579 submit the form no later than 30 days of the receipt of this notification. This request must be made on a yearly basis (Ed. Code 49073).

REQUIRED INSTRUCTIONAL MINUTES FOR PHYSICAL EDUCATION GRADES 1-12

The State of California requires all students in grades 1-12 to participate in a Physical Education Program for a designated number of minutes every 10 days (two weeks). The following chart outlines the required number of minutes students must receive under California State Law:

Elementary School Grades 1-6	200 Minutes every 10 days
Elementary School Grades 7-8	200 Minutes every 10 days
Middle/High School Grades 7-12	400 Minutes every 10 days

If you have a question or concern regarding the implementation of the physical education program, please contact your child's school site principal for more information. If you have additional concerns regarding instructional minutes of PE that are not addressed by the school site principal, you may submit a complaint form to the Director of Student Services at 5000 W. Cypress, Visalia CA 93277.

1-6 Grade Physical Education – Instructional Minutes Complaint Form			
Parent Name:		Contact Number	
School Site:			
Comment/Concern	Missing PE Minutes <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

VISALIA LEARNING CENTER

The Visalia Learning Center is located at 630 S. Atwood St. in the Cruz Bustamante Building, just behind (north of) the district office. Call us at 730-7688 or FAX us at 730-7693. The VLC houses the Instructional Materials Center and Library, professional development and training classrooms, meeting rooms, and technology laboratories, and is open to the general public, as well as, members of the VUSD community — faculty, staff, students, and parents. At this time, the center is open from 9:00 AM to 5:00 PM Monday, through Friday.

FOR PARENTS:

1. Library of over 60,000 children's books, DVDs, and audio books that may be checked out.
2. Children's Reading Room - Books, educational games, and toys

FOR TEACHERS:

1. Instructional Materials Center - Over 60,000 books, DVDs, resource kits, magazines, and other materials are for K-6 classrooms available for checkout.
2. Teacher Work Center - Includes more than 200 die cuts, a 24" and a 48" laminator, spiral binding, big book masters, and many other tools.
3. Computers for Internet access are available.

The staff of the Visalia Learning Center welcomes you. Please come by and let us help you.

SPECIAL EDUCATION

**(Ed. Code Sections 56000-56033, 56500 et. seq.) (20 U.S.C. Sections 1401-1461)
(34 C.F.R. Sections 300-301-300.302) (Calif. Adm. Code, Title 5, Sections 3000 et seq.)**

A free and appropriate public education is available to all students with exceptional needs at no cost to parents/guardians. Individuals with exceptional needs are considered “children with disabilities.” This term encompasses children evaluated and identified as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), an emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, a specific learning disability, deaf/blindness, or multiple disabilities, and who need special education and related services. (34 C.F.R. Section 300.8)

Any individual, public agency, or organization may file a written complaint with the District Superintendent or with the State Superintendent of Public Instruction if believe the school district has violated federal or state laws regarding Special Education. The complaint process and procedures are available by calling the Special Education Department at 730-7581. A copy of the Special Education Rights of Parents and Children is available at both school sites and the district office. (34 C.F.R. Sections 76.780-76.783) C.C.R, Title 5, Section 3080)

IDENTIFICATION AND REFERRAL, ASSESSMENT, INSTRUCTIONAL PLANNING, IMPLEMENTATION, AND REVIEW FOR ALL INDIVIDUALS WITH EXCEPTIONAL NEEDS, AS DEFINED IN CHAPTER 4, EDUCATION CODE - PART 30

In compliance with the Visalia Unified School District actively seeks out all individuals with exceptional needs through 22 years. This program of Child Find includes children not enrolled in public school programs reside in the Visalia Unified School District and are under the jurisdiction of the Tulare County Special Education Local Plan Area. The Visalia Unified School District has specific responsibilities under this law which includes the responsibility to actively seek out and accept referrals for any child who may need special education services. Those who wish to make such referrals or ask questions about the referral process should contact the Directors of Special Education, at 730-7581.

The Special Education Rights of Parents and Children are posted on the District website in English and Spanish. A copy of these documents may also be obtained at each school site or by calling the Directors of Special Education at 730-7581.

INDIVIDUAL INSTRUCTION FOR PUPILS WITH TEMPORARY DISABILITIES IN HOSPITALS OUTSIDE THE SCHOOL DISTRICT

(Ed. Code Section 48206.3-48208)

A pupil, with a temporary disability, who is in a hospital or residential health facility, except a state hospital, shall be deemed to be a resident of the school district where the hospital is located. The parent/guardian has the primary responsibility to notify the school district in which the pupil with the temporary disability is deemed to reside because of hospitalization. The resident school district will offer individualized instruction if the pupil qualifies unless the pupil’s prior school district provides such individualized instruction.

SECTION 504

IDENTIFICATION AND EDUCATION UNDER SECTION 504 OF THE REHABILITATION ACT AND AMERICANS WITH DISABILITIES ACT (ADA)

(Rehabilitation Act of 1973, Section 504. CODE OF FEDERAL REGULATIONS, TITLE 34)

The Visalia Unified School District recognizes the need to identify and evaluate students with disabilities within their jurisdiction in order to provide them a free appropriate public education. Parents/guardians may request evaluation for any student they believe to have a disability within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) or the Americans with Disabilities Act of 1990 (ADA). A school site committee of knowledgeable professionals shall meet to evaluate the student's eligibility under Section 504/ADA. The student's parents/guardians shall be invited to participate on this committee. Eligible and qualified individuals with disabilities within the meaning of Section 504/ADA shall be entitled to a written Service Plan. A school site 504 committee, including parents/guardians, will develop written accommodations to be addressed in the student's Service Plan. The parent/guardian shall be provided with a written copy of the Service Plan. If the committee determines that no accommodation is needed, the parents/guardians shall receive a record of the proceedings stating the basis for this decision. Parents/guardians shall also receive a copy of the procedural safeguards guaranteed under the Code of Federal Regulations, Title 34, Part 104.36.

If the situation is not promptly remedied at the site level, a complaint can be filed in accordance with administrative regulations by contacting the Administrator, Special Education 5000 W. Cypress, Visalia, CA, or by calling 730-7581.

NUTRITIONAL SERVICES

The Visalia Unified School District takes part in the National School Lunch, the School Breakfast, and the After-School Snack programs. Meals are served every school day.

MEAL PRICES

Breakfast	Elementary \$1.25, Middle \$1.50, High 1.75, Reduced \$0.30
Lunch	Elementary \$2.00, Middle \$2.25, High 2.50, Reduced \$0.40

NON-PRICING SITES

For the 2019-20 school year the following schools will be on a non-pricing meal system and all students at these sites regardless of categorical eligibility will receive meals at no charge: Annie R. Mitchell, Creekside Community, Conyer, Crestwood, Crowley, Divisadero MS, El Diamante HS, Elbow Creek, Four Creeks, Green Acres MS, Global Learning Charter, Golden Oak, Golden West HS, Goshen, Highland, Houston, Ivanhoe, La Joya MS, Manuel Hernandez, Mineral King, Mt. View, Mt. Whitney HS, Pinkham, Riverway, Royal Oaks, Redwood HS, Sequoia HS, Valley Oak MS, Veva Blunt, Washington, and Willow Glen.

MEAL APPLICATIONS

The school sites required to collect meal applications for the 2019-20 school year are: Hurley Elementary, Oak Grove K-8, and Shannon Ranch Elementary. Eligible students may receive meals free or at a reduced price. Applications are available at all school sites that require them and may be submitted at any time during a school day. You may also apply online at <https://onlinemealapps.vusd.org/>. Families will be responsible to pay for meals or bring a meal from home until the application is processed, which may take 7-10 days to process. Meal benefits begin the day the application is processed and meal charges prior to processing must be paid by the family. You will receive a letter regarding your child's status after the application processing is complete. The information you give to the school will not be given to anyone who is not part of the school's food nutritional services program. The information will be used only to decide if your child is eligible to receive free or reduced meals and to verify eligibility.

If you have any questions or need assistance in completing the meal application, please contact the Nutritional Services Department at 559-730-7871.

PRE-PAYMENT

The Nutritional Services Department accepts pre-payment for meals. Payments are accepted at your school or make a credit/debit card payment online at: www.myschoolbucks.com. Log on to www.myschoolbucks.com using your student's district ID number. You can obtain your student's ID number by calling your school office.

MEAL CHARGES

Please pay for your child's meal in advance. When a negative balance accrues:

1. A "negative balance letter" will be sent home once a negative balance has been reached on any student meal account. A phone call to the parents/guardian will be made if payment is not made and the negative balance reaches -\$25.

2. At any time, parents or students can check with the cafeteria cashier as to the meal account balance.

SPECIAL DIET REQUESTS

If your student requires a special diet due to an allergy or disability, please have your doctor complete and sign a Special Diet Request Form. This form can be turned in to the school nurse or the cafeteria staff at your site. The forms is available online at: <http://www.schoolnutritionandfitness.com/index.php?sid=2110111642557961&page=menus>

MENUS ARE AVAILABLE ONLINE AT:

<http://www.schoolnutritionandfitness.com/index.php?sid=2110111642557961&page=menus>

Look for the Going Green! Menu icon and sign up to have monthly menus sent to your email address.

Visit our Nutrition Services website at: <http://www.schoolnutritionandfitness.com/index.php?sid=2110111642557961> for menus, menu nutrition information, program information, online payments, and fitness information!

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. **mail:** U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
2. **fax:** (202) 690-7442; or
3. **email:** program.intake@usda.gov.

The USDA, CDE, and this agency are equal opportunity providers and employers.

EARNED INCOME TAX CREDIT INFORMATION ACT COMMUNICATION:

Based on your annual earnings, you may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its Web site at www.irs.gov.

You may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its Web site at www.ftb.ca.gov.

For additional information, refer to the IRS EITC Web page at <https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit> or the California EITC Web page at <https://www.ftb.ca.gov/individuals/faq/net/900.shtml>

ALTERNATIVE SCHOOLS

(Ed. Code Section 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 or 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/her desire to learn; (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects; (d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process; (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located. In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of 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.

CAREER TECHNICAL EDUCATION

Visalia Unified School District offers an exciting array of career technical education programs that focus on agriculture, business, graphic design, computer technology, health science, industrial technology, hospitality and culinary arts, engineering, media arts, Law and Justice, Public Safety, and many other career areas. These programs are rigorous and relevant and strive to ensure that participating students are college and career ready.

Career Technical Education pathways benefit all students, including those planning to attend a college or university after graduating from high school . Many of the pathways have dual/concurrent college coursework embedded and/or the pathways lead to a professional or industry certification opportunities.

The District CTE programs build around a set of courses called a career pathway. These pathways allow students to take part in a four-year career program that leads to a technical certification, community college associate degree, or a 4-year college degree. In addition to our traditional career pathways programs, Linked Learning Academies. These academies place students in cohorts to ensure that the career theme is embedded during their educational day. Academy themes include Architecture, Construction, & Engineering, Sports Medicine, Public Safety, Law and Justice, Business, Health Science, Computer Science, and Media Arts.

Anyone wanting more information should contact the Visalia Unified School District's Director of College and Career Readiness at 730-7510.

VUSD HIGH SCHOOL COUNSELING SERVICES

Each of the traditional high schools in Visalia Unified is staffed with one or more counselors who provide services to students to support success in school. To make parents and community members more aware of the wide range of services offered to high school students, this summary of services offered by counselors has been prepared.

TYPES OF COUNSELING SERVICES

Counseling activities are provided for students in three domains. The academic domain includes services provided to students in support of academic success. The career domain includes assistance offered to students in the exploration of and preparation for careers after high school. The personal/social domain includes services provided to students in support of student personal and social development.

Across these three domains, counselors provide services that are classified as planned or intentional. **Planned services** are those services that all students receive during the course of their high school careers. Intentional services provided to specific groups of students.

PLANNED COUNSELING SERVICES OFFERED TO STUDENTS INCLUDE THE FOLLOWING:

Academic Domain:

- Registration of new students
- Scheduling of currently enrolled students
- Postsecondary education planning
- Monitoring of student progress, and intervention when students are not successful
- Sophomore counseling for the preparation of a three-year plan for high school
- Senior counseling to monitor graduation status and completion of preparation for post-high school goals

- Informational events for parents and students, including 8th Grade Parents Night, Freshman Parent Night, Financial Aid Night, and Senior Awards night.

Career Domain:

- Career counseling
- Connection with Career Technical Education (Regional Occupational Programs)

Personal/Social Domain:

- Ongoing consideration and evaluation of special circumstances and needs of students
- New student orientation
- Awards and recognition programs

INTENTIONAL COUNSELING SERVICES OFFERED TO STUDENTS INCLUDE THE FOLLOWING:

Academic Domain:

- Meeting with students, parents, or teachers who “drop in” with specific academic questions, issues, or concerns
- Contacting students to address specific, individual academic concerns
- Monitoring of students at risk of not graduating
- Counseling, advisement, and referral of students to alternative education programs (including Sequoia High School, Charter Alternatives Academy, Independent Study, and other services available in the local community)
- Initiate Student Study Team meetings
- Facilitate, develop, and monitor 504 plans for students
- Participate in IEP meetings for special education students and monitor student progress

Career Domain:

- Meeting with students and parents who “drop in” with specific career related questions
- Coordinate student access to specific services provided by the Career Education Technician including aptitude testing, interest inventories, developing job acquisition skills, and job shadowing

Personal/Social Domain:

- Meeting with students who “drop in” with specific personal or social questions, issues, or concerns
- Provide intervention for students in personal crisis including suicide intervention, teen pregnancy, drug counseling, relationship counseling, conflict resolution, gang intervention, and support during transitions
- Coordinate student success to site school psychologist and the school nurse, and provide linkages to mental health, teen pregnancy, general health services, and other services offered in the local community
- Counsel individual students who receive behavior referrals or attendance referrals

Parents and students are encouraged to contact the counseling office at their high school to access any of these services or if they have questions about specific services offered at the school. For parents’ convenience, the following phone numbers are listed for each high school.

	Golden West	Redwood	Mt. Whitney	El Diamante
Counseling Office	730-7817 ext. 115	730-7730	730-7617	735-3514
School Nurse	730-7820 ext. 138	730-7716	730-7639	735-3520
Asst. Principal, Student Services	730-7810 ext. 117	730-7710	730-7615	735-3502
Student Services Secretary	730-7917 ext. 152	730-7713	730-7396	735-3509

ADVANCED PLACEMENT EXAMINATION FEES

The State has established a grant program for the purpose of awarding grants to cover the costs of Advanced Placement examination fees. This program is administered by the State Department of Education. Any economically disadvantaged pupil who is enrolled in an Advanced Placement course and has an interest in making application for a grant should speak to their Advanced Placement Instructor (E.C. 52244)

ENGLISH LEARNER INSTRUCTIONAL PROGRAM

Visalia Unified School District offers parents of students, who are identified as English Learners, instructional program options for grades K-12. Under state guidelines, all parents of English Learners will be provided with a clear description of all educational opportunities available. Upon completion of Language Proficiency Assessment (ELPAC), parents will be given the opportunity to request an instructional program, in conjunction with a recommendation from the school district assessment center, appropriate to the needs of their child. Students are supported/with Designated and Integrated English Language Development (ELD).

Option 1: English Mainstream Program

A classroom setting in which Instruction in all academic content area is developed in English. Students are supported with English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) until they are reclassified as Fluent English speakers.

Option 2: Structured English Immersion

A classroom setting for English learners in which nearly all classroom instruction is in English, but with the curriculum and presentation designed for students who are learning English.

Option 3: Transitional Program (Native Language)

A classroom setting for English learners that provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English. Students typically transition to "English only" instruction by third grade. This program is typically found in kindergarten through grade three, but may be offered at higher grade levels.

Parents may request a Transitional Program by at their school site office. When the parents of 30 students per school site OR the parents of 20 or more students in the same grade enrolled in the same school make such a request, the district will begin a formal process to examine and determine if such a program may be established. In the meantime, students will be enrolled in an English Mainstream or Structured English Immersion classroom.

AMERICAN INDIAN PROGRAM

The Visalia Unified School District is currently funded by the United States Department of Education to operate a supplementary educational program for children of American Indian descent under the auspices of Title VI of the Indian Education Act. Funding for this program is based upon the total number of students within our district who are known to be of American Indian descent.

If you are aware of ANY American Indian ancestry in your family background, your student(s) may be eligible for additional educational opportunities. If you feel you qualify for services, please contact the American Indian Office at 730-7563 for any additional information.

COMMUNICABLE DISEASE IMMUNIZATION

(Health and Safety Code Sections 3380-3381) (Calif. Adm. Code, Title 17, Sections 6000-6075)

Every pupil below the age of 18 years is required to be fully immunized against diphtheria, pertussis (whooping cough), tetanus, polio myelitis, measles (rubeola), mumps, rubella (German measles), hepatitis B, and varicella (chicken pox). Additionally, a TB skin test with results is required before admission to school in Tulare County. All students entering grades 7-12 must receive a Tdap booster at age 7 or older to continue with their educational program. Exemptions based on personal beliefs, including religious, are no longer an option in CA. For additional state required immunization information, visit www.shotsforschool.org.

HEALTH CARE AND EMERGENCIES

Mandatory Emergency Information

Parent/guardians shall furnish the school with the current information specified below:

1. Home address and telephone number.
2. Parent/guardian's business address and telephone number.
3. Name, address and telephone number of a relative or friend who is authorized by the parent/guardian to care for the student in case of emergency when the parent/guardian cannot be reached.
4. Local physician to call in case of emergency.
5. Pertinent medical information that staff should know for the safety of students at school including continuing medication (E.C. 49423).

Under Education Code (49407), no school district shall be held liable for the reasonable treatment of a student without the consent of the parent/guardian when the student requires medical treatment, and the parent/guardian cannot be reached unless a written objection to medical treatment has been filed with the school district.

STUDENT ACCIDENT INSURANCE

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. The insurance requirement can be met by the school district offering insurance or other health benefits that cover medical expenses and hospital expenses. Some students may qualify to enroll in no cost or low-cost local, state, or federally sponsor health insurance programs. Information about these programs may be obtained by calling 1(800) 300-1506.

Visalia Unified School District offers low-cost accident insurance intended to defray the cost of medical and hospital services resulting from injuries sustained while attending school, and it is available to students on a voluntary subscription basis. Parents are not required to purchase the insurance. The district is not liable for the payment of expenses incurred as the result of injury at school. The district may be responsible only when parents can prove the district and/or its employees have been guilty of negligence. Charges for non-covered procedures and above the schedule of benefits are the responsibility of parent (E.C. 49472).

PHYSICAL EXAM, VISION, HEARING, & SCOLIOSIS SCREENING

(Health and Safety Code Section 321.2, 323.5) (Ed. Code Sections 49451, 49452.5)

State law requires that the parent/guardian of a pupil entering the first grade must submit to the school written proof of a physical exam 18 months prior to entry and/or 90 days after entry to the first grade. Students shall have their vision and hearing tested by qualified personnel authorized by the district. (Ed. Code 49452). The school district may also screen every 7th grade girl and 8th grade boy for scoliosis (curvature of the spine). The parent/guardian has the right to submit to the school a written request that the pupil not participate in any of these screening programs. The parent/guardian has the right to sign an affidavit of personal beliefs exempting his or her child from a physical examination, including vision, hearing, dental, height and weight, asthma, and scoliosis screening.

EXEMPTION FROM PHYSICAL EXAMINATIONS

A child may be exempt from a physical examination if the parent files a written statement with the school principal stating that he/she will not consent to a routine physical examination of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious or infectious disease, the child will be excluded from school attendance (Education Code 49451).

HOME AND HOSPITAL INSTRUCTION

A student with a temporary disability, defined as a physical or mental disability, which makes school attendance inadvisable, shall be entitled to individual instruction at home, in a hospital, or residential health facility, excluding state hospitals. The temporary disability does not include a disability that would qualify a student for special education pursuant to Ed Code 56026 (Ed Code 48206.3) Home and hospital instruction is provided by credentialed teachers. A licensed health care provider may complete an application stating the need and duration for home and hospital instruction. Instruction shall begin within five days after eligibility determined. Forms for this program may be obtained from VUSD Health Services.

HEAD LICE

To prevent the spread of head lice infestations, school employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse or designee shall examine the student with symptoms for the presence of live lice. If live lice are found, the student shall be excluded from attendance and parents/guardians informed regarding recommended treatment procedures. Students must be treated before returning to school. A student will be excused a maximum of three consecutive days for head lice. Parents will be notified should a student in the class have a lice occurrence, so that they may thoroughly inspect their own child.

ADMINISTRATION OF PRESCRIBED MEDICATION AT SCHOOL

(Education Code Section 49423)

If during the regular school day a pupil is required to take prescription and nonprescription medication prescribed for him or her by a physician, the pupil may be assisted by the school nurse or designee if the school receives both: (a) a written statement from the pupil's physician detailing the method, amount, and time schedules by which the medication is to be taken, and (b) a written statement from the parent/guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician's statement. The medication must be sent to school in the original prescription bottle. Some common situations where it is necessary for a student to take medication at school are asthma, ADHD, seizure disorders, diabetes, frequent headaches, or menstrual pain. If your child needs to take any medication at school, please have your physician complete the "Medication in School" form. The parent must sign this form and return it to the school nurse with the medication in the original container. Students may carry their medication, such as an inhaler for asthma, if the physician writes this specifically on the order, and the school nurse is notified. Parents must insure that their child always brings their medication to school. Medication orders must be updated annually or more often as ordered by a health care provider.

PERMISSION FOR OVER THE COUNTER MEDICATION

(COMPREHENSIVE HIGH SCHOOLS ONLY)

Occasionally students will complain of non-injury or non-fever related headaches and /or menstrual pain. Parents or guardians may provide written permission on the student emergency card for the high school credentialed nurse to provide their child with the following over the counter medications. After assessment, the school nurse may provide 1 to 2 tablets Acetaminophen 325 mg. every 4 hours as needed or Ibuprofen 200 mg. 1 to 2 tablets every 6 hours as needed for headache and/or menstrual pain within the physician approved Nursing Standardized Procedures. Parents will be requested to state that their child has no known health problems that would contraindicate them to receive these medications.

TREATMENT FOR LIFE THREATENING

Allergic Reactions/Anaphylaxis

(Education Code 49414)

Anaphylaxis is a potentially life-threatening severe allergic reaction to a substance. Epinephrine is a drug that may be successfully utilized to counteract anaphylaxis. The Visalia Unified School District provides emergency epinephrine auto-injectors to trained personnel. "School districts shall provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered, and school nurses or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction."

CONFIDENTIAL MEDICAL SERVICES

(Education Code Section 46014)

Students in grades K-12 shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointments.

School authorities may excuse any student in grades 7-12 from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1) (cf. 5145.6 - Parental Notifications)

PREGNANT AND PARENTING ACCOMMODATIONS (AB 2289)

Pregnancy, childbirth and recovery is treated the same as other temporary disabilities; a student may be required to provide a doctor note indicating that they are physically and emotionally fit to continue participation in the regular education program. Pregnant and parenting students are not required to participate in pregnant minor programs or alternative education programs, but may do so voluntarily. Participation in school activities and courses shall not be denied solely based on a pupil's pregnancy, childbirth or recovery. An eight week parental leave may be allowed if considered a medical necessity. Parental leave is considered an excused absence and there is no requirement to complete academic work during the course of this absence. Upon return from parental leave, the pupil may resume their prior course of study and is allowed to make up work missed during their leave. Alternative education programs or a fifth year of high school instruction may be utilized in lieu of returning to a regular education program. Absences to care for a pupil's sick child will be excused without proof of a doctor's note.

LACTATION ACCOMMODATIONS FOR PARENTING STUDENTS

(Ed. Code § 222)

A school operated by a school district or a county office of education, the California School for the Deaf, the California School for the Blind, and a charter school must provide reasonable accommodations to a lactating student on a school campus to express milk, breast-feed an infant child, or address other needs related to breastfeeding. Reasonable accommodations under this section include, but are not limited to, all of the following:

- Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
- Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
- Access to a power source for a breast pump or any other equipment used to express breast milk.
- Access to a place to store expressed breast milk safely.
- A reasonable amount of time to accommodate the need to express breast milk or breast-feed an infant child.

A student may not incur an academic penalty as a result of her use of reasonable lactation accommodations and must be provided an opportunity to make up any work missed due to such use.

A complaint of noncompliance with the requirements of this provision may be filed under the District's Uniform Complaint Procedures. Complainants not satisfied with the District's decision may appeal the decision to the California Department of Education and receive a written decision within 60 days. If the District finds merit in a complaint, or if the Superintendent finds merit in an appeal, the District will provide a remedy to the affected student.

PREGNANT AND PARENTING STUDENT RIGHTS

(Ed. Code §§ 221.51, 46015)

The District cannot apply any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. The District cannot exclude or deny any student from any educational program or activity, including class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

The District may require any student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity.

Pregnant or parenting students cannot be required to participate in pregnant minor programs or alternative education programs. Pregnant or parenting students who voluntarily participate in alternative education programs will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.

The District must treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disabling condition.

Pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise this right. Failure to notify the school shall not reduce these rights. A pregnant or parenting student who does not wish to take all or part of the parental leave to which he or she is entitled shall not be required to do so. A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician.

When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program. During parental leave, the District shall not require a pregnant or parenting student to complete academic work or other school requirements.

A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, make-up work plans and reenrollment in courses.

Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when it is necessary in order for the student to be able to complete state and any local graduation requirements, unless the District makes a finding that the student is reasonably able to complete the District's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the District. A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.

A student shall not incur an academic penalty as a result of his or her use of these accommodations. A complaint of noncompliance with these requirements by be filed with the District under its UCP.

MEDICAID REIMBURSEMENT FUNDING PROGRAM

Visalia Unified School District, in cooperation with the California Department of Health services, has a program which allows the district to be reimbursed with federal Medicaid dollars for health services provided to students at school. In accordance with program policy to receive the federal dollars, the district must make an attempt to bill through private insurance companies by asking parents/guardians for consent to bill, as well as authorization to share health screening information for this purpose with the district's billing agency. Revenue generated through this program is utilized for health related services for all students. Parents/Guardians will never be billed for these services.

SOCIAL AND EMOTIONAL WELL BEING

Visalia Unified School District is committed to the health and well-being of all students. We acknowledge that students learn best when their social and emotional health is tended to. With this in mind, we encourage parents to partner with us in promoting student well-being and supporting suicide prevention.

Talking to your children about their social and emotional well-being, including thoughts and/or behaviors related to suicide is something you can and should do. Contrary to myth, talking about suicide doesn't plant the idea in someone's head. It actually can open up communication about a topic that is often kept quiet. By talking to your children about suicide or other at-risk thoughts or behavior, you give your child permission to bring up the subject again in the future.

If not prompted by a concern about your child's behavior, approach this topic in the same way as other subjects that are important to you, but may or may not be important to your child:

- Timing is everything! Pick a time when you have the best chance of getting your child's attention. Sometimes a car ride, for example, assures you of a captive, attentive audience. Or a suicide that has received media attention can provide the perfect opportunity to bring up the topic.
- Think about what you want to say ahead of time and rehearse a script if necessary. It always helps to have a reference point: ("I was reading in the paper that youth suicide has been increasing..." or "I saw that your school is having a training for teachers on suicide prevention.")
- Be honest. If this is a hard subject for you to talk about, admit it! ("You know, I never thought this was something I'd be talking with you about, but I think it's really important"). By acknowledging your discomfort, you give your child permission to acknowledge his/her discomfort too.
- Ask for your child's response. Be direct! ("What do you think about suicide?"; "Is it something that any of your friends talk about?"; "Have you ever thought about it? What about your friends?")
- Listen to what your child has to say. You've asked the questions, so simply consider your child's answers. If you hear something that worries you, be honest about that too. "What you're telling me has really gotten my attention and I need to think about it some more. Let's talk about this again, okay?"
- Don't overreact or underreact. Overreaction will close off any future communication on the subject. Underreacting, especially in relation to suicide, is often just a way to make ourselves feel better. ANY thoughts or talk of suicide ("I felt that way a while ago but don't any more") should ALWAYS be revisited. Remember that suicide is an attempt to solve a problem that seems impossible to solve in any other way. Ask about the problem that created the suicidal thoughts. This can make it easier to bring up again in the future ("I wanted to ask you again about the situation you were telling me about...")
- Be careful to not cast judgment about what your child might say or how they respond to the conversation about suicide. Making a statement such as, "You shouldn't think that way," can make your child shut down and stop talking. It can also lead to them not sharing potentially important information and feelings. Being careful to avoid judgment can save a life.

If your child gives signs or directly shares that they may be considering suicide, the following actions should be taken:

- Remain calm.
- Ask directly if he or she is thinking about suicide (e.g., "Are you thinking of suicide?").
- Focus on your concern for their well-being and avoid being accusatory.
- Listen.
- Reassure them that there is help and they will not feel like this forever.
- Do not judge.
- Provide constant supervision. Do not leave the child or youth alone.
- Remove means for self-harm.
- **Get help:** No one should ever agree to keep a child's suicidal thoughts a secret or feel that they need to handle things alone. Instead, parents should seek help from school or community mental health resources as soon as possible.

Possible suicide warning signs can be organized around the word "FACTS":

FEELINGS that, again, seem different from the past, like hopelessness; fear of losing control; helplessness; worthlessness; feeling anxious, worried or angry often.

ACTIONS that are different from the way your child acted in the past, especially things like talking about death or suicide, taking dangerous risks, withdrawing from activities or sports or using alcohol or drugs.

CHANGES in personality, behavior, sleeping patterns, eating habits; loss of interest in friends or activities or sudden improvement after a

period of being down or withdrawn.

THREATS that convey a sense of hopelessness, worthlessness, or preoccupation with death (“Life doesn’t seem worth it sometimes”; “I wish I were dead”; “Heaven’s got to be better than this”); plans like giving away favorite things, studying ways to die, obtaining a weapon or stash of pills; suicide attempts like overdosing or cutting.

SITUATIONS that can serve as “trigger points” for suicidal behaviors. These include things like loss or death; humiliations, rejections, or failures, getting in trouble at home, in school or with the law; a break-up; or impending changes for which your child feels scared or unprepared.

Just like possible warning signs indicate the risk of suicide, the presence of resiliency factors can lessen the potential of risk factors to lead to suicidal ideation and behaviors. If you have concerns about your children’s social and emotional well-being or you’ve learned that your child may be at risk of suicide, communicate with your child’s school and work with staff, friends, and family to build these factors in and around your children:

- Family support and cohesion, including good communication.
- Peer support and close social networks.
- School and community connectedness.
- Cultural or religious beliefs that discourage suicide and promote healthy living.
- Adaptive coping and problem-solving skills, including conflict-resolution.
- General life satisfaction, good self-esteem, sense of purpose.
- Easy access to effective medical and mental health resources.

LOCAL COMMUNITY RESOURCES

(559) 624-7471	Tulare County Suicide Prevention Task Force (www.sptf.org)
(559) 627-1490	Visalia Youth Services
(559) 635-4252	Synchrony of Visalia
(559) 784-0192	Central California Family Crisis Center
(559) 624-6027	Employee Assistance Program (EAP)

NATIONAL SUICIDE PREVENTION LIFELINE

800-273-TALK (8255) or text “home” to 741741 (24/7)

LOCAL CALL LINES

(559) 627-1490	Visalia Youth Crisis Line (8:00am-5:00pm)
(559) 730-9922	Visalia Crisis Line (after hours and weekends)
1-877-306-2413	Tulare County Warmline (24/7)
1-866-488-7386	Trevor Helpline/LGBTQ+ (or text “start” to 678678)

* If you need immediate crisis support, call 911

Adapted from: National Association of School Psychologists (NASP), www.nasponline.org and the Suicide Prevention Resource Center (SPRC), www.sprc.org

GROWTH AND DEVELOPMENT, SEXUAL HEALTH EDUCATION

**(Including Health, Growth and Development, Sexual Health, and Sexually Transmitted Diseases)
(Ed. Code Sections 51240, 51550, 51820)**

The parent/guardian has the right to exempt his or her child from instruction in growth and development (Grades 4-6) and comprehensive sexual health education, including pregnancy prevention and sexually transmitted infection (HIV/ AIDS) prevention instruction (Grades 7 and 9). The parent/guardian shall be notified in writing at least fifteen days prior to commencement of instruction. The parent/guardian shall have the opportunity to inspect the materials used in growth, development or comprehensive sexual health instruction and may request in writing that his/her child not participate in instruction. The written request is only valid for the school year submitted. This notification does not pertain to descriptions and/or illustrations of human reproductive organs that appear in science or health textbooks when the textbooks have been adopted pursuant to law.

MEDICAID PROGRAM THAT HELPS FUND SCHOOL HEALTH SERVICES

Visalia Unified School District, in cooperation with the California Department of Health services, has a program to allow the district to be reimbursed with federal MediCaid dollars for health services provided to students at school who have an Individualized Educational Plan. In accordance with program policy to receive the federal dollars, the district must make an attempt to bill through private insurance companies by asking parents/guardians for consent to bill, as well as authorization to share health screening information for this purpose with the district's billing agency.

Revenue generated through this program help pay for school nursing and counseling services for all students. Parents/Guardians will never be billed for these services.

SCHOOL SAFETY

DRUG AND TOBACCO FREE SCHOOLS

In an effort to keep the schools free of tobacco and drugs, the district has implemented policies and programs to prohibit the possession and use of drugs, tobacco, and electronic smoking devices on all school sites and school related activities both on and off school district properties. Signs declaring school sites and all district properties Tobacco Free Zones have been posted throughout the district. Educational anti-tobacco and anti-drug programs are provided at all grade levels. In an effort to inhibit drug use, the district may use a specially trained dog to alert staff to the presence of substances prohibited by law or district policy.

VIDEOTAPING

The Board recognizes the District's continuing responsibility to maintain and improve student discipline, to ensure the health, welfare and safety of its staff and students when on school grounds, and to protect school property from burglary and vandalism. Because the District has found that there is an ongoing or escalating problem with student behavior and vandalism/theft on school campuses, the District may use video surveillance equipment in public areas of the school campus to monitor student behavior, unauthorized persons on campus, and property burglary/vandalism activity. (BP 3515.7)

SEARCH AND SEIZURE

The Board of Education is committed to maintaining an environment for students and staff, which is safe and conducive, to learning and working. The Board recognizes that incidents may occur where the health, safety and welfare of students and staff are jeopardized and which necessitate the search and seizure of students, their property, or their lockers by school officials. The searches may include use of metal detectors, BP 5145.12 (a) The Board authorizes school officials to conduct searches when there are reasonable grounds or suspicion that the search will uncover evidence that the student is violating the law or the rules of the district or the school. The Board urges that discretion, good judgment, and common sense be exercised in all cases of search and seizure.

LOSS OR DAMAGE DUE TO VANDALISM OR THEFT

Visalia Unified School District is not responsible for the loss or damage of personal property, including textbooks, because of vandalism or theft. Students are responsible for all of their personal belongings, including textbooks that are left in school lockers.

STUDENT HARASSMENT AND DISCRIMINATION

(Prohibited by Law and by Visalia Unified School District's Board Policy 5145.3, 5145.7 and 5145.9)

The Board of Education will not tolerate harassment or discrimination and will make efforts to maintain schools free from this type of behavior. Any and all forms of harassment or discrimination based on race, ethnic group, religion, gender, color, race, ancestry, national origin, and physical or mental disability, age or actual or perceived sexual orientation which includes perceptions of a person's identity, appearance or behavior or immigration status is expressly prohibited.

VISALIA UNIFIED SCHOOL DISTRICT'S BOARD POLICIES

1. Prohibits harassment/discrimination of any student by any employee, student, or other person in, or from the District.
2. Expects students or staff to immediately report incidents of harassment or discrimination to a site administrator or to another District administrator.
3. Each site administrator has the responsibility of maintaining an educational and work environment free of harassment and discrimination.
4. Each harassment complaint shall be promptly investigated in a way designed to respect the privacy of all parties concerned. This responsibility includes discussing this policy with his/her students and employees and assuring them that they NEED NOT endure sexually insulting, degrading, or exploitative treatment or any other form of sexual harassment or discrimination.

WHAT IS SEXUAL HARASSMENT?

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from, or in, the work or educational setting under any of the following conditions:

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

SEXUAL ORIENTATION HARASSMENT AND DISCRIMINATION

Harassment or discrimination based on sexual orientation and gender, which includes perceptions of a person's identity, appearance or behavior, is expressly prohibited under VUSD policies and State law, including Education Code Section 220 and Penal Code Sections 422.6 and 422.76. The prohibition on retaliation, the consequences for sexual harassment and the grievance complaint procedures applicable to sexual harassment are equally applicable to harassment or discrimination based on sexual orientation.

Further, Student Safety Counselors have been designated at each school site whose role will include accepting complaints of sexual orientation harassment or discrimination. It is their responsibility to promptly and appropriately respond to and report on verbal and written complaints of harassment or discrimination of student on the basis of actual or perceived sexual orientation. Contact your student's middle or high school for the names of the Student Safety Counselor. For elementary schools, the designated person is the principal.

Student training programs will be provided at all VUSD high schools, continuation schools, and middle schools on addressing school safety issues. This will involve addressing forms of harassment and discrimination, including preventing harassment and discrimination, on the basis of actual or perceived sexual orientation.

TRANSGENDER STUDENTS

Assembly Bill 1266 amended Education Code Section 221.5 to require that a student be permitted to participate in sex segregated school program, activities and facilities including athletic teams and competitions, consistent with his or her gender identify, irrespective of the gender listed on the student's records. Pursuant to state law, students may access sex segregated programs and facilities including locker room and restroom facilities consistent with their gender identity. Any student may request the use of private or unisex restroom facilities for increased privacy. VUSD endeavors to protect the privacy of all students.

EXAMPLES OF HARASSMENT

Harassment may occur as a pattern of degrading sexual speech, or action ranging from verbal or physical annoyances, or distractions to deliberate intimidations and frank threats or sexual demands.

Forms of harassment include, but are not limited to the following:

1. **Verbal Harassment** - Derogatory comments, jokes, or slurs; graphic verbal abuse of a racial or sexual nature; comments about an individual's body/dress, sexual preferences, sexual conduct, sexual orientation or gender preference; racial/sexual degrading words used to demean, label, or describe an individual; or, spreading sexual rumors.
2. **Physical Harassment** - Unnecessary or offensive touching, or impeding or blocking movement.
3. **Visual Harassment** - Derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; suggestive or obscene letters, notes or invitations; the display in the educational environment of or sexually suggestive objects or racially derogatory pictures.
4. **Sexual Favors** - Unwelcome sexual advances, requests for sexual favors, unwelcome sexual flirtations, or propositions.

PREVENTION OF HARASSMENT

It is the Board of Education's intent to maintain an academic and work environment which protects the dignity and promotes the mutual respect of all employees and pupil. Student training programs will be provided at all VUSD high schools, continuation school and middle schools on addressing school safety issues. These trainings will involve addressing various forms of harassment and discrimination including prevention of harassment based on race or on the basis of actual or perceived sexual orientation.

School Safety Counselors have been identified for each school site. The School Safety Counselors are familiar with proper investigation and remedies for allegations of harassment or discrimination and how to work with other staff concerning these matters. It is their responsibility to promptly and appropriately respond to and report on verbal and written complaints of harassment or discrimination of students. Contact your student's middle or high school for the names of the Student Safety Counselor. For elementary schools, the designated person is the Principal.

RETALIATION

The District prohibits retaliatory behavior against any complainant as a result of a negative response to sexual advances or the making of an informal or formal complaint alleging sexual harassment.

CONSEQUENCES FOR SEXUAL HARASSMENT

Any student who engages in sexual harassment is subject to disciplinary action according to the Student Conduct Code, Board Policies 5145.7 and 5131, and in accordance with the Education Code. (Employees are subject to disciplinary action according to Board policies and in accordance with the Education Code.)

VUSD BULLYING POLICY 2019-20

In its continuing efforts to provide safe and supportive climates in all schools, Visalia Unified School District has adopted a policy expanding on its current policy prohibiting acts of discrimination, harassment, and intimidation by including bullying based on the actual or perceived characteristics described in section 422.55 of the Penal Code and section 220. The characteristics are as follows; 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. *Bullying is when someone repeatedly and intentionally says or does mean or hurtful things to another person who is unable to stop the behavior on their own.*

Bullying as defined by Education Code section 48900 subdivision (r) is:

A 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 Sections 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/s 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 his or her physical or mental health;

- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance or
- (D) Causing a reasonable pupil to experience substantial inference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

School personnel receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics as noted above must adhere to the following guidelines:

- School Personnel who witness such acts take immediate steps to intervene when safe to do so
- Set a reasonable timeline to investigate and resolve complaints; and
- Provide an appeal process for complainant if complainant disagrees with resolution.

VUSD personnel will respond to bullying by providing on the spot interventions by adults including (1) stopping the bullying (2) support the student who has been bullied (3) name the bullying behavior and refer to school rules (4) engage the participants including bystanders (5) take steps to ensure bullied student will be protected from future bullying (6) site administration and other adults at the school will work with students with bully behavior to assist in stopping bullying incidents.

This policy shall apply to all acts related to school activity or school attendance occurring within a school or a school activity under the jurisdiction of the superintendent of the school district.

GRIEVANCE (COMPLAINT) PROCEDURES

1. Any student who feels that he/she is being sexually harassed should immediately contact a school site administrator.
2. Staff members who receive complaints of sexual harassment from students should refer such complaints to the site or other District administrator.
3. If the site or District administrator is notified that an allegation of sexual harassment was not addressed to the complainant's satisfaction, that administrator should provide the student and/or the student's parent/guardian with a copy of the District's sexual harassment policy and grievance (complaint) procedures.
4. Nothing in the District's grievance (complaint) procedures shall affect the right of the complainant to pursue the matter with any state or federal enforcement agency.
5. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process.

TITLE IX COORDINATOR FOR STUDENT-TO-STUDENTSEXUAL HARASSMENT

The Administrator, Equity and Student Services is the Title IX Coordinator for student-to-student sexual harassment and is designated by the District to receive and process complaints under this procedure.

TITLE IX COORDINATOR FOR STUDENT SEXUAL HARASSMENT COMPLAINTS INVOLVING EMPLOYEES OF THE DISTRICT

The Assistant Superintendent of Human Resources Development is the Title IX Coordinator for any student sexual harassment complaints involving employees of the District.

SAFE PRACTICES

GETTING YOUR CHILD TO AND FROM SCHOOL SAFELY

Visalia Unified School District seeks to ensure a safe learning environment for all students. Parents can help to make the school experience safe.

If your child rides a bicycle or walks to school, please make certain he, or she:

- Takes the safest route to school and NEVER TAKES SHORTCUTS
- Watches for cars or other vehicles backing out of driveways
- Crosses the fewest busy streets as possible
- Walks to school with other responsible students; if your child rides a bike to school, please make certain he or she wears a bicycle helmet. All cyclists under the age of 18 must wear protective helmets whenever they are riding on public streets or trails
- Rides on the right side of the roadway
- Uses reflectors on his or her, bike
- Walks his or her bike across busy streets
- Stops at all traffic signals and uses bike lanes whenever possible
- Uses a bike lock

THE VISALIA UNIFIED SCHOOL DISTRICT IS NOT RESPONSIBLE FOR THE LOSS OR THEFT OF ANY BICYCLE, ROLLER BLADE SKATES, OR SKATEBOARDS FROM SCHOOL GROUNDS INCLUDING BIKE COMPOUNDS AND STORAGE RACKS.

Don't allow your child to arrive at school too early. Your child's school principal can tell you what time is best for your child to arrive at school. Instruct your child to come home immediately after school unless you know in advance where your child will be and arrangements have been made for his/her care.

TRAFFIC CONGESTION AROUND THE SCHOOLS

Visalia Unified School District and the Visalia Police Department are working together to help ensure your child's safety at school. You can help. Traffic congestion around school campuses poses a potential danger to all students. To help avoid accidents that can occur, please:

1. Teach your child that being safe means obeying all traffic rules, whether your child:
 - Rides the school bus to and from school
 - Walks to school
 - Is transported to school by a parent or other driver
 - Drives a car
2. Use the specially designated areas at your child's school for dropping your child off or picking him/her up before and after school. (Each school has an area at, or near, the school for this purpose). Please:
 - Do not park in a NO PARKING ZONE
 - Do not park in a bus zone
 - Do not double park when you drop your child off or pick your child up
 - Do not block driveways or parking spaces
 - Do not drive through school parking lots to enter or leave the school grounds
 - Do not park across the street from the school and call your child to you
 - Do not allow your child to cut between vehicles or jaywalk to reach your vehicle

Our staff monitors the safe operation of motor vehicles on District property to keep fire lanes, bus zones, reserved spaces and handicapped parking areas clear for use only by those authorized. Parking citations may be issued for illegally parked vehicles on school campuses.

SCOOTERS, BICYCLES AND OTHER SIMILAR ITEMS

- Parents will be accepting the responsibility for permitting their child to ride scooters, bicycles, motorcycles, and other similar items to school.
- Each site will determine parking locations for these items while the student is in school.
- These items may not be ridden on any campus.

ROLLER BLADES, SKATES AND SKATEBOARDS

- Students may use roller blades, skates and skateboards as a mode of transportation to and from school.
- Roller blades, skates, and skateboards may not be ridden on any campus.
- Roller blades, skates and skateboards are not allowed on any school bus
- Schools should advise parents that roller blades, skates, and skateboards will be the responsibility of the student.
- Each site will determine a procedure as to how the student will be responsible for roller blades, skates, and skateboards while the student is in school.
- Although parents will be accepting the responsibility for permitting their child to ride roller blades, skates, or skateboards to school, each site should stress the importance of safety as is done for students riding bicycles.

EMERGENCY, DISASTER, AND CIVIL DEFENSE PROCEDURES

EMERGENCY INFORMATION

The Visalia Unified School District schools are required to have comprehensive safety plans which include their emergency response system. These plans are reviewed annually by the VUSD School Board. We believe that the reactions of people in emergencies depend largely upon their training. Our school staff is trained and a variety of drills are held regularly to make certain that the students understand emergency procedures.

We want your children to be as safe at school as they are at home in a serious emergency. School buildings have been designed with safety in mind, and inspections are regularly made to remove known possible hazards. There are personnel trained in first aid. Our primary concern in the event of emergency is the safety and welfare of the students.

Your children should be instructed to obey the directions of their teachers and bus drivers. If they are walking or riding bicycles, they should be told to continue toward their destination (to or from school) when an emergency situation develops.

Your cooperation is asked in an emergency:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to school. Streets should be as open as possible for emergency vehicles.
- Do turn your radio to the local station. Information and instructions for picking up students during or after an emergency will be given over the radio.
- Your children should know the safest and quickest route home in the event that buses are unable to proceed as planned, making it necessary for students to walk home from school.
- If early dismissal of school was to occur the school will need current phone numbers in order to contact parents/guardians.
- You should review the above procedures with your children regularly and emphasize that the regular means of getting home from school will be used except in an extreme emergency.

We assure you that our schools will continue to work closely with the Tulare County Office of Emergency Services and will adjust our plans should changes be necessary.

ANNUAL ENVIRONMENTAL PROTECTION AGENCY

NOTICE

This message provides annual notification to District parents and guardians that is required by the Environmental Protection Agency (EPA) through the "Asbestos Hazard Emergency Response Act." The Act requires that notice be given documenting the original asbestos inspections and asbestos-related activities that have occurred since the last annual notice.

The original inspections were completed during the 1988/89 school year. Visalia Unified School District personnel conducted the inspections and prepared the Management Plans which were subsequently submitted to and approved by the State's Office of Local Assistance. Copies of the inspection and management plan for your child's school are maintained at the school and in the Maintenance and Facilities offices located at 801 North Mooney Blvd., Visalia, California.

UPDATED INFORMATION

Surveillance of asbestos containing materials is conducted every six months at each school district site. Trained Visalia Unified School District personnel conduct the six-month surveillance, and the results are added to the District's management plan for each site. The next three year re-inspection completed for all sites is due to be in 2017. Recent asbestos work includes the, removal and handling of asbestos at Mt. Whitney and Divisadero. Work planned for the next fiscal year may include asbestos work due to flooring replacement at various sites.

If you have any questions, please call Joe Haley at Maintenance and Operations office at 730-7589.

PEST AND WEED MANAGEMENT PROGRAM

Assembly Bill 2260 establishes the Healthy Schools Act of 2000 and promotes the least-toxic pest management programs for school districts. Part of routine sanitation and maintenance involves the control of unwanted pests and weeds. After carefully considering non-poisonous alternatives, Visalia Unified School District has determined that the best action to control this problem is to treat the pest infestation with an EPA and State of California approved materials. The materials will be applied in strict accordance with the law and every safety precaution will be taken.

Below is a list of products that are used by the District as part of our Pest Management Program:

Maxforce	D-Force H.P.X	Wilco Gopher getter Type 1
Ant Bait Stations	Suspend Polyzone	Weevil-Cide Tabs
Ant Killer Granular Bait	Suspend CS	Termidor
Roach Bait Stations	Gentrol Aerosol	Cykick
Roach Killer Bait	Gentrol	P.T. 565
Demon Max	Arilon	Nyguard plus
Demand CS	Niban	Cynoff EC

Below is a list of products that are used by the District as part of our weed and grass management program:

Activator 80	Lifeline	Dimension
Fusilade II	SedgeHammer	Cheetah
Goal 2XL	Speedzone Southern	Revolver
Pendulum 3.3 ec		No Foam
Bulls-Eye (Dye)	Surflan AS	Dithiopyr

Please contact your student(s) school immediately if your student(s) is/are allergic or has/have any kind of reaction to any of the above materials. You can request and complete the "Pest Notification Form" that the school will provide. By completing this form, you will be informed at least 72 hours prior to any product application.

REPORTING OF WEAPONS AND DANGEROUS OBJECTS

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law. (BP 5131.7 (b), Ed. Code 49335)

Students may use the following reporting strategies:

- | | | | |
|----|--|----|---------------------------|
| a. | Use of district hotline/help line 730-7999 | c. | Write to school officials |
| b. | E-mail school officials | d. | Call school officials |

SCHOOL ATTENDANCE

REGULAR SCHOOL ATTENDANCE IS IMPORTANT

Students must attend school regularly to achieve in the classroom. Parents/guardians who make regular school attendance a top priority help their children become dependable and responsible. The importance of being in school every school day applies to students at all grade levels. Students in the primary grades (K-3rd) should set a pattern of regular attendance early in their school careers. The habit will carry over through high school and beyond.

ABSENTEEISM FROM SCHOOL HURTS THE STUDENT

Visalia Unified School District data shows that students who do not attend school regularly achieve at a lower level than their classmates. Poor school attendance is the most frequently identified symptom of the potential school dropout. The average number of absences for students who were "on track" to graduate with their classmates was 4 absences a semester or 8 days during the entire school year. On average, high school students who are not on track to graduate are absent 9 or more days a semester, or 17 days in a school year. **On average, students who are absent 1-2 days a month or more, are not on track to graduate with their classmates regardless of the school they attend, their grade level or the courses they take.**

ABSENTEEISM HURTS OTHER STUDENTS

When students who have been absent return to school, they need more individual attention from their teacher. They often deprive their classmates of the teacher's full attention.

GREAT ATTENDANCE IMPACTS YOUR CHILD'S SCHOOL

State funding to schools is linked to student attendance. The more your child is present, the more funding a school district receives from the state to continue to grow educational opportunities and programs for all Visalia Unified School District students.

EXCESSIVE ABSENTEEISM AND YOUR ABILITY TO GET A WORK PERMIT

If you have 5 or more absences without a doctor's note after being placed on Attendance Supervision, you will not be given a work permit, or the permit you have will be revoked until the end of the school year.

Your high school principal may waive these requirements if you are denied a work permit, and it is verified that a personal or family hardship exists regarding employment or because of medically related reasons.

GREAT ATTENDANCE IMPACTS OUR COMMUNITY

Students who attend school on a consistent basis are more likely to be prepared to join the work force or continue their education beyond high school. Agencies in our community confirm that daytime criminal activity decreases when students are in school. Make sure your child attends school every school day!

KEY TERMS

Truancy: A student is truant if he or she is absent or tardy 30 minutes or more without a valid excuse on 3 occasions in a school year.

Habitual Truancy: A student is a habitual truant when he or she has been reported as truant on three or more occasions during the school year.

Chronic Truancy: A student is considered a chronic truant when he or she has been absent without a valid excuse for 10 % or more of the school year.

Chronic Absentee: A student is chronically absent when he or she is absent regardless of excused or unexcused reason for 10% or more of the school year.

VISALIA UNIFIED SCHOOL DISTRICT ATTENDANCE STANDARDS

California Attendance Laws

Education Code 48200

Each person between the ages of 6 and 18 years not exempted under the provisions of this chapter or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Education Code 48263

If any minor pupil in any district of a county is an habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a school attendance review board or to the probation department for services if the probation department has elected to receive these referrals. The supervisor of attendance, or any other persons the governing board of the school district or county may designate, making the referral shall notify the minor and parents or guardians of the minor, in writing, of the name and address of the board or probation department to which the matter has been referred and of the reason for the referral. The notice shall indicate that the pupil and parents or guardians of the pupil will be required, along with the referring person, to meet with the school attendance review board or probation officer to consider a proper disposition of the referral.

If the school attendance review board or probation officer determines that available community services can resolve the problem of the truant or insubordinate pupil, then the board or probation officer shall direct the pupil or the pupil's parents or guardians, or both, to make use of those community services. The school attendance review board or probation officer may require, at any time that it determines proper, the pupil or parents or guardians of the pupil, or both, to furnish satisfactory evidence of participation in the available community services.

If the school attendance review board or probation officer determines that available community services cannot resolve the problem of the truant or insubordinate pupil or if the pupil or the parents or guardians of the pupil, or both, have failed to respond to directives of the school attendance review board or probation officer or to services provided, the school attendance review board may, pursuant to Section 48263.5, notify the district attorney or the probation officer, or both, of the county in which the school district is located, or the probation officer may, pursuant to Section 48263.5, notify the district attorney, if the district attorney or the probation officer has elected to participate in the truancy mediation program described in that section. If the district attorney or the probation officer has not elected to participate in the truancy mediation program described in Section 48263.5, the school attendance review board or probation officer may direct the county superintendent of schools to, and, thereupon, the county superintendent of schools shall, request a petition on behalf of the pupil in the juvenile court of the county.

Education Code 48293

(a) Any parent, guardian, or other person having control or charge of any pupil who fails to comply with this chapter, unless excused or exempted therefrom, is guilty of an infraction and shall be punished as follows:

- (1) Upon a first conviction, by a fine of not more than one hundred dollars (\$100).
- (2) Upon a second conviction, by a fine of not more than two hundred fifty dollars (\$250).
- (3) Upon a third or subsequent conviction, if the person has willfully refused to comply with this section, by a fine of not more than five hundred dollars (\$500).

In lieu of imposing the fines prescribed in paragraphs (1), (2), and (3), the court may order the person to be placed in a parent education and counseling program.

(b) A judgment that a person convicted of an infraction be punished as prescribed in subdivision (a) may also provide for the payment of the fine within a specified time or in specified installments, or for participation in the program. A judgment granting a defendant time to pay the fine or prescribing the days of attendance in a program shall order that if the defendant fails to pay the fine, or any installment thereof, on the date that it is due, or fails to attend a program on a prescribed date, he or she shall appear in court on that date for further proceedings. Willful violation of the order is punishable as contempt.

(c) The court may also order that the person convicted of the violation of subdivision (a) immediately enroll or reenroll the pupil in the appropriate school or educational program and provide proof of enrollment to the court. Willful violation of an order under this subdivision is punishable as civil contempt with a fine of up to one thousand dollars (\$1,000). An order of contempt under this subdivision shall not include imprisonment.

Penal Code 270.1

A parent or guardian of a pupil of six years of age or more who is in kindergarten or any of grades 1 to 8, inclusive, and who is subject to compulsory full-time education or compulsory continuation education, whose child is a chronic truant as defined in Section 48263.6 of the Education Code, who has failed to reasonably supervise and encourage the pupil's school attendance, and who has been offered language accessible support services to address the pupil's truancy, is guilty of a misdemeanor punishable by a fine not exceeding two thousand dollars (\$2,000), or by imprisonment in a county jail not exceeding one year, or by both that fine and imprisonment. A parent or guardian guilty of a misdemeanor under this subdivision may participate in the deferred entry of judgment program defined in subdivision (b).

EDUCATION ASSISTANCE FOR HOMELESS STUDENTS MCKINNEY-VENTO ACT /RIGHTS AND OPPORTUNITIES

Information for Parents & School-Age Youth

If your family or you live in any of the following situations:

- In a shelter (family, domestic violence, or youth shelter or transitional living program)
- In a motel, hotel, or weekly rate housing
- In a house or apartment with more than one family because of economic hardship or loss
- In an abandoned building, in a car, at a campground, or on the street
- In substandard housing (without electricity, water, or heat)
- With friends or family because you are a runaway or an unaccompanied youth

Then preschool-aged, school-aged children and unaccompanied youth have certain rights or protection under the McKinney-Vento Homeless Education Assistance Act.

Homeless children and youth have the right to:

- Go to school, no matter where you live or how long you have lived there. You must be given access to the same public education including preschool education, provided to other children and youth.
- Continue in the school you attended before becoming homeless or the school you last attended if that is your choice and is feasible. If a school sends your child to a school other than the one you request, the school must provide you with a written explanation and offer you the right to appeal the decision.
- Receive transportation to the school you attended before your family became homeless or the school you last attended if you or a guardian request such transportation.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll in school without giving a permanent address. School cannot require proof of residency that might prevent or delay school enrollment.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrollment.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.

- Receive transportation to school and to school programs that are normally afforded other students or in order to maintain enrollment in school of origin.

When you move, you should do the following:

- Contact the school district's local liaison for homeless education or assistant (see phone number below) for help in enrolling your child in a new school or arranging for your child to continue in his or her former school.
- Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.

Local Area contacts:

First Contact Your School Principal. If you have further questions contact: Homeless Liaison: **Jim Sullivan 730-7566**. If you need further assistance, call the National Center for Homeless Education at the toll-free Help Line number 1-800-308-2145

EARNING A HIGH SCHOOL DIPLOMA IS YOUR TOP PRIORITY

A student must be ON TRACK to graduate with your classmates before you can obtain a WORK PERMIT. This means that a STUDENT MUST EARN THE FOLLOWING NUMBER OF UNITS BY THE END OF EACH SCHOOL YEAR:

9TH GRADERS (Class of 2023)	50 CREDITS	10TH GRADERS (Class of 2022)	100 CREDITS
11TH GRADERS (Class of 2021)	160 CREDITS	12TH GRADERS (Class of 2020)	220 CREDITS

In addition to the on-track requirement mentioned above, a student applying for a work permit shall achieve a grade point average of 2.0 with no more than one "F" in the grading period preceding the date in which the work permit is to be issued.

Should an individual fall below the above requirement after receiving a work permit, a 6 week probationary period will be provided to allow the student to bring up his/her grades. If unsuccessful in bringing the grades up to the standard required, the student's work permit will be revoked during the next 6 weeks and the student will not be able to obtain another work permit until his/her grades meet the academic standards at the conclusion of a regular grade reporting period.

Students who are transferring into Visalia Unified School District Schools from other school districts and who are NOT ON TRACK to graduate may gain a work permit ONLY IF they earned no "F" (failing) grades at the end of the previous semester and are enrolled in more than 30 units during the current semester.

Your high school principal may waive these requirements if you are denied a work permit, and it is verified that a personal or family hardship exists regarding employment or because of medically related reasons. If you want more information on whether you are eligible for a work permit, contact your high school counselor.

Graduation Requirements under AB 1330

On April 10, 2012, the Visalia Unified School District Board of Trustees adopted the provisions contained within AB 1330. These provisions allow a student to use a Career Technical Education (CTE) course to satisfy the one-course Foreign Language or Visual and Performing Arts district requirement for graduation. In Visalia Unified, CTE courses are associated generally with the Agriculture, Business, Consumer and Family Studies, and Industrial Education departments. Current lists of these courses may be found in the course catalog or program planning guides for each high school.

It is important to note that this legislation does not change California State University or University of California entrance requirements which do not allow for the substitution of a CTE course for a foreign language or visual and performing arts course.

STATE TESTING AND ASSESSMENTS

Each year Visalia Unified School District students in grade 3 through 8 and grade 11 participate in state testing for the subject areas of English Language and Arts Mathematics. Students in grades 5, 8, and 12 also participate in California Science Test. Parents are hereby notified that exempting their student from participating in said test(s) will be honored following a submission of the written request that must be presented annually in accordance with Education Code Section 60615. This written request can be submitted directly to the student's site administration office.

SCHOOL TRANSFERS

ENROLLMENT OPTIONS AND OPTIONS FOR MEETING RESIDENCY REQUIREMENTS

Each student shall be enrolled in the particular school designated by attendance area boundaries for the school; however, the Board of Education desires to provide options that meet diverse needs and interests of district students. Students who reside within district boundaries may apply for enrollment in any district school and **if space permits**, may be enrolled.

The district shall admit only those students who provide proof of residency in the Visalia Unified School District. Such proof (i.e., utility service payment receipts, rent payment receipts, property tax payment receipt, or a residency visit by a district official) shall be required prior to enrollment.

Families who allow “another family” to reside in their residence must go to their home school and file a “Residency Affidavit” in order for the “other family” to attend the home school. These residency affidavits must be filed at the school on an annual basis.

Residency Requirement Options:

- Student lives with parent/guardian.
- Student is in a licensed foster home, family home, or children's institute within the district.
- Student is placed by parent/guardian into a properly licensed home.
- Student lives in the home of a relative who is a “care giving adult” located within the district.
- Student is confined to a district area hospital or residential care facility for treatment of a temporary disability.
- Student has a current inter district attendance agreement.
- Student's parent/guardian works within the district boundaries and a current inter district agreement is in effect.
- Student is an emancipated minor living in the district.

PROGRAM OPTIONS THAT MAY NOT BE OFFERED AT YOUR CHILD'S SCHOOL

There are program options offered within local attendance areas or available through intra district or inter district transfers. These options are listed below. To obtain more information regarding eligibility standards and programmatic offerings, contact your child's teacher, counselor, or site administrator.

If further explanation of attendance options under California law is desired, please contact the Student Services Division at 730-7573 or the Curriculum/Educational Division at 730-7555.

Gifted and Talented Education (GATE)
Special Education Classes
Home Schooling
Independent Study

Specialized High School Classes
Regional Occupation Program (TCOVE)
Advanced Via Individual Determination (AVID)
Bilingual Programs

CHOOSING YOUR CHILD'S SCHOOL

A Summary of School Attendance Alternatives in California

California law (Education Code Section 48980(j)) requires all school boards to inform each student's parents/guardians at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students that attend schools other than those assigned by the district are referred to as “transfer students” throughout this notification. There is one process for choosing a school within the district in which the parents/guardians live (Intra district transfer), and two separate processes for selecting schools in other districts (Inter district transfer). The general requirements and limitations of each process are described below.

CHOOSING A SCHOOL WITHIN THE DISTRICT IN WHICH PARENTS/ GUARDIANS LIVE

The law (Education Code Section 35160.5(b) requires the school board of each district to establish a policy that allows parents/guardians to apply to the school of their choice, regardless of where the parents/guardians live in the district. **The law limits** “school choice” within a school district as follows:

- Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school’s attendance area. Each district must decide the number of openings at each school which can be filled by transfer students and transfers are based on **space availability**.
- In cases in which there are more requests to attend a school than there are openings, the selection process must be “random and unbiased” which generally means students must be selected through a lottery process rather than on a first-come, first serve basis. A district cannot use a student’s academic or athletic performance as a reason to accept or reject a transfer.
- A district is not required to provide transportation assistance to a student that transfers to another school in the district under these provisions.
- If a transfer is denied, a parent/guardian does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents/guardians to appeal a decision.

INTRA-DISTRICT TRANSFER PROCEDURES

State law requires that California school districts offer intra-district transfer opportunities to parents within certain guidelines. The information below reflects the transfer procedures, within the law, that allows parents to request enrollment of children in District schools which have available space, so long as certain requirements are met.

Q: What is an intra-district transfer?

A: State law provides the parents (guardians) of each school-age child, who is a resident of the school district, the opportunity to transfer to a school which has “space available.”

Q: Which schools are allowed intra-district transfer?

A: Schools are determined according to individual school capacities. **Space availability** depends upon:

- District growth patterns
- The physical capacity of the school (based on the number of classrooms and seats at standard capacity)
- Staffing allocations at the school (the law does not require that school districts add teachers to accommodate intra district transfers)

Q: Who can participate in the intra district transfer program?

A: Any student **who lives** within District boundaries.

Q: When did intra district transfers start in Visalia Unified School District?

A: The District first offered the intra-district transfer during school year 1994/95 and has continued every year.

Q: How do parents apply to take part in the intra-district transfer process?

A: Interested parents can complete an application form and return it to their home school according to the established timeline. (Please see the intra district transfer calendar for the 2018-19 school year).

Q: How are students selected for intra-district transfers?

A: A lottery drawing is held from the applicant pool, a random, unbiased process that prohibits an evaluation of whether a student should be enrolled based upon academic, athletic, or any other performance.

Q: What about siblings or special consideration?

A: Placement of siblings, students outplaced the previous year, staff at the school site and students with special considerations will be given priority. However, their placement will depend upon **space availability**.

- Q: Do students selected for intra-district transfers need to apply to stay at their school every year?**
A: No. Once accepted, students are considered residents of the new school regardless of where they reside within the school district. Transfers approved for Elementary students are approved for the remainder of grades at that elementary school. If a student would like to continue in the middle school feeder they must apply for a transfer for the 7th grade. Once a student is approved for a transfer in middle school students are allowed to continue into the high school feeder without re-applying for a new transfer.
- Q: Will transportation be provided for intra-district transfer students?**
A: No. A parent who transfers a child through the intra district transfer process is responsible for transportation.
- Q: Can students return to their home school after transferring to an Open Enrollment School?**
A: Only if there is space available at K-6. At the 7-12 grade level, if there is space available and during the first week of the new school year.
- Q: What about special education students?**
A: It is recommended that when special education students are attending special classes and/or receiving specialized services that their families consult with the student's IEP team or Program Specialist before applying for an intra district transfer.

INTRA-DISTRICT TRANSFER CALENDAR FOR THE 2020-21 SCHOOL YEAR

Students must attend their school of residence unless they have an approved Intra-district transfer.

Lottery Application Time Lines:

(Grades 1st - 12th)	(Kindergartners)
December 2, 2019 - February 7, 2020	March 2, 2020 - April 10, 2020

Notification for all grades will be approximately **May 2020**

Applications for Transfer:

Transfer applications are available at all school sites.

Reasons for Transfer:

Transfers granted on **space available** basis only. Please complete and turn in at home school.

Waiting List:

If space is not available, child will be placed on a waiting list for K-6. Waiting list will be honored before any new requests are honored. Waiting list for K-6 is maintained until March of each school year. The wait list for 7-12 will be maintained until the end of September of each school year. Transfers for Middle and High Schools will be reviewed as received throughout the year on a case by case basis.

Sibling Preference:

In order to keep families together, there will be a preference given to requests where an older sibling will continue to be enrolled at the school being requested.

Moving to middle/high school:

Important notice for parents: If your child is moving on to middle school they will be expected to attend their school of residence unless they apply for and receive an intra district transfer. Approved transfers to middle school will be valid for grades 7-12. When the student promotes to high school, the student has the option of continuing on with the normal transfer to that middle school's receiving high school or attend the high school in the student's home address' attendance area. A transfer may also be submitted for the lottery to another high school.

7-8 Grade Programs at Elementary Schools:

If your child is attending the 7-8 program at Ivanhoe Elementary, Oak Grove Elementary, and Willow Glen Elementary. Your student has the option of continuing on with the normal transfer to that receiving high school or attend the high school in the student's home address attendance area.

SCHOOL PLACEMENT OPTIONS

If your child received an intra-district transfer for the allowing him/her to attend a school other than the school of residence, you need to be aware that there are options available to you.

1. Your child can continue to exercise his/her transfer and remain at the current school for another year.
If you want to exercise your option to keep your child in the current school, please let the staff at your school know that your child will be remaining with them.
2. Your child can return during the first week of the new school year to the home school (school of residence) based on space availability.
space must be available in order for a student to return to the school of residence.
3. Request another intra district transfer to yet another school. If you want another intra district transfer and want your child to attend yet another school, you must fill out and submit a transfer form by February 9, 2018 to qualify for the lottery selection process. You may pick up a transfer request form at any school starting December 9, 2017.
4. Your child is completing elementary or middle school this year and will not need to maintain their current transfer.
If your child is moving on to a middle school or high school next year 2017-2018, he/she **will be expected to attend the school of residence**, unless you apply for and receive another intra district transfer.

Please assist the schools involved by letting them know your plans for next year. This will help with teacher staffing and insure that optimum space is available for all students, including your child, and provide the best learning environment for all.

If you have any questions **about this process** direct those questions to Student Services at 730-7573.

INTER-DISTRICT TRANSFER INFORMATION

(Transfers either from or into V.U.S.D.)

These transfers are processed on a continuing basis. They are 3nly approved for one year at a time and will be honored if space permits. If you are interested in applying for a transfer out of the district for next year, applications can be picked up in the Student Services Division at the District Office after February 3, 2020. On this date, applications to enter VUSD will be accepted. Applicants must apply through their home district. The enclosed information will further assist you in understanding your options and the procedures related to student transfers. If you should have any questions, please contact the Student Services Department at 730-7573.

INTER-DISTRICT TRANSFER PROCEDURES

INCOMING STUDENTS:

Parents/guardians wishing to enter into an inter district agreement should contact the Student Services Department at 730-7573. When a request for an incoming inter district agreement is made, it will be determined by the district as to which school the student may be assigned on a space available basis. The parent/guardian will be asked to apply for an inter district agreement from the district in which they reside.

Parents applying for inter district agreements should be cautioned that when receiving permission to enroll their child under an inter district agreement, there is no guarantee of attendance at the same school for succeeding years.

OUTGOING STUDENTS:

Parents/guardians of a child residing in the Visalia Unified School District and applying for an inter district agreement to attend school in another district should call the Student Services Department at 730-7573. Their request will be processed. Such agreements must be renewed annually.

INTER-DISTRICT OPTIONS

Parents/guardians have two different options for application to a school outside the district in which they live. The two options are described below:

1. INTER DISTRICT TRANSFERS

The law (Education Code Section 46600) allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. There are no statutory limitations on the kind of terms and conditions districts are allowed to place on transfers. The law on Inter district transfers also provides for the following:

- Both of the school districts a parent/guardian is requesting a transfer to and the one a parent/guardian is transferring from give consideration to the childcare needs of the pupil. If the transfer is approved based on childcare needs, the student may be allowed to stay in the new district or the high school district through the 12th grade, subject to certain conditions.
- If either district denies a transfer request a parent/guardian may appeal that decision to the county board of education. There are specified time lines in the law for filing an appeal and for the county board of education to make a decision.
- The Superintendent or designee may deny a transfer into the district for reasons that are not arbitrary or discriminatory (Education Code 46600 (a). A transfer may be denied to Visalia Unified, per AR 5117.1 (b), for the following reasons:
 1. Overcrowding, lack of space.
 2. The cost of educating the student will exceed the increase in state revenue.
 3. The request is based solely on a desire to participate in athletics or extra-curricular activities.
 4. The student has a history of failure to meet reasonable standards of behavior, attendance or diligence to studies.

*** No district is required to provide transportation to a student who transfers into the district.**

2. PARENTAL EMPLOYMENT IN LIEU OF RESIDENCY TRANSFERS ("ALLEN BILL TRANSFERS")

The law (Education Code Section 48204 (f) provides that if one or both parents/guardians of an elementary school student are employed in the boundaries of a school district other than the one in which they live, the student may be considered a resident of the school district in which his/her parents or guardians work. This code section does not require that a school district automatically accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental income, academic achievement, or any other "arbitrary" consideration. Other provisions of Education Code Section 48204(f):

Either the district in which the parent/guardian lives or the district in which the parent/guardian works may prohibit the transfer if it determines there would be a negative impact on its court ordered or voluntary desegregation plan.

The district in which the parent/guardian works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student. The limitation might particularly apply to any special needs student that would require extra services from the district for which the district believes the state aid it would receive would not fully pay.

There are limits (based on total enrollment) on the net number of students that may transfer out of the district under this law, unless the district approves a greater number of transfers.

There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent/guardian the specific reason for denying the transfer.

The above summary of the attendance alternatives available to parent/guardian and their children is intended to provide them with an overview of the laws applying to each alternative. Any parents/guardians who are interested in finding out more about these options should contact their own school district, or the district they may be thinking about transferring into for more information on district policies, procedures, and timeline for applying for transfers

TRANSPORTATION

BUS TRANSPORTATION

Administration Regulation (3541.a)

Transportation 730-7856 • Foggy Day Information: 730-7594

A. Walking Distance to School

The district shall furnish transportation to those students involved at the various grade levels who live beyond the distances from the school as listed below. For grades kindergarten through six, these distances shall be measured by using the most direct route from the student's residence to school. For grades seven through 12, these distances shall be measured by using a radius from the school.

1. All pupils in kindergarten and grades 1 through 3.....one mile
2. All pupils in grades 4 through 6.....two and one-half miles
3. All pupils in grades 7 through 8two and one-half miles, radius
4. All pupils in grades 9 through 12.....three miles, radius

Consideration for varying these distances may be given for those students with special medical reasons. This requires a statement from the family doctor with the need explained and the length of time this special transportation will be needed. Medical permits shall be renewed each school year. All other students living within the walking distance may also petition for transportation. Special consideration request may be submitted and shall be renewed each school year by the parent or guardian.

B. Walking Distances to Meet the Bus on Routes

Bus routes shall be planned to give students the best possible service. Every effort shall be made to locate the bus stops at points where pupils can be loaded and discharged safely and conveniently. In areas where pupils live at considerable distances from each other, the school bus may need to stop at each point along the route that is nearest to the pupil's home rather than at central gathering points. In areas where students live close together, they may be required to walk to certain designated bus stops located at intervals along the route. The following is considered reasonable walking distance to meet buses.

1. Students in kindergarten and grades 1 through 3.....1/2 mile
2. Students in grades 4 through 12.....3/4 mile

The above distances to be measured from the point of entry to privately owned property.

Consideration for varying these distances may be given for those students with special medical reasons. This requires a statement from the family doctor with the need explained and the length of time this special transportation will be needed. Medical permits shall be renewed each school year by the parent or guardian.

RULES OF CONDUCT ABOARD THE SCHOOL BUS

(Calif. Adm. Code, Title 5, Section 14103)

It is the purpose of Visalia Unified School District Transportation Department to make school bus transportation a safe, pleasant experience for the students of our District. Conduct of students on the school buses is a serious matter. One misbehaving student can jeopardize the safety and welfare of many others by distracting the driver's attention away from traffic conditions.

Pupils transported in a school bus shall be under the authority of and responsible directly to the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway, or road. **Continued disorderly conduct or persistent refusal to submit to authority of the bus driver shall be sufficient reason for a pupil to be denied transportation.** A bus driver shall not require the pupil to leave the bus in route between home and school or other destinations.

Riding on a School Bus is a "PRIVILEGE" not a Right. All students who ride a school bus are subject to bus riding regulations. Safe transportation in a school bus requires cooperation and consideration of all people. Listed below are **some** of the unacceptable behaviors that could jeopardize student bus riding privileges:

Refusing to obey the driver	Failure to remain seated
Throwing objects in, out, or at the bus	Disobeying the bus monitor
Eating, drinking, chewing gum on bus	Lighting matches/lighters
Bothering others, spitting, profanity	Willfully destroying bus property
Smoking on bus	Hanging out of window
Bringing animals on bus	Bringing skateboard on bus
Fighting	Failure to wear a seat belt

1st Offense:	Warning to student and/or alternative consequences.
2nd Offense:	Not allowed to ride the bus for 1-3 days (or alternative consequences K-6 only), parent conference.
3rd Offense:	Not allowed to ride the bus for 3-5 days, parent conference.
4th Offense:	Not allowed to ride the bus for 5-7 days, parent conference.
5th Offense:	Possible loss of bus privileges for the remainder of the school year.

Note: Depending on the seriousness of the act, the student may lose bus privileges for the remainder of the school year on the first or succeeding offense. Also, decisions about bus discipline will be a collaborative effort between transportation and school administration.

PROCEDURES TO FOLLOW WHILE WALKING TO AND FROM BUS STOPS

1. Parents and students should choose the safest route to the bus stop.
2. Parents of pre-kindergarten through grade 3 students should walk with their students to the bus stop prior to the first day riding the bus.
3. Leave home early enough to arrive at your school bus stop five minutes before the scheduled pick up time.
4. Always go directly to the bus stop. Do not talk to strangers and do not accept rides.
5. Cross at crosswalks. Keep to the right in crosswalks.
6. Before crossing, look in all directions.
7. At intersections controlled by signal lights, cross only on the proper signal.
8. Watch for cars. Be sure that it is clear before you cross.
9. Avoid crossing between parked cars.
10. Where there are no sidewalks and it is necessary to walk in the roadway, walk on the left side of the street, facing oncoming traffic.
11. Wear or carry retro-reflective material at night to help make you visible to others.
12. Do not chase or follow anything into the street.
13. Walk in an orderly manner, respecting the property of others.
14. Avoid horseplay; it can result in injuries.

RULES OF CONDUCT AT SCHOOL BUS LOADING ZONES

1. Do not push or shove each other.
2. Stay clear of the roadway. Stand on the sidewalk or driveway if possible.
3. Do not throw objects.
4. While waiting at the bus stop, do not stand on private property and yards. Respect the property of others.
5. Wait for the bus in an orderly manner. No horseplay.
6. Do not use profane language.

7. Wait at least twelve feet from the edge of the roadway in a single file line until the bus has come to a complete stop. Do not approach the bus to load until the door of the bus opens.
8. Enter the bus in an orderly manner. Quickly find a seat and remain seated while the bus is in motion.

FOGGY DAY PROCEDURES

TV Channel 24, 26 or 30, Radio Stations KJUG AM & FM, KMJ AM 580

Posted on the VUSD website (<http://www.vusd.org>)

or call 730-7594 for a recorded message.

In accordance with the Vehicle Code Section 34501.6, Visalia Unified School District school buses shall not operate when atmospheric conditions reduce visibility to 200 feet or less.

In determining a foggy day transportation schedule, the following procedure shall be used. Foggy day transportation scheduling will be implemented when visibility is less than 200 feet in two or more of Visalia Unified School District's elementary school attendance areas.

Media will announce foggy day transportation scheduling for the Visalia Unified School District by indicating one of the plans listed below, using only the letter designation, such as Plan "A". **Parents and students should be familiar with these plans.** Parents are urged to use caution in determining how conditions affect their student's method of getting to and from school. Parents may opt to send Kindergarten - 12th grade students after the fog has lifted, causing them to be late to school. These students will not be penalized for being tardy or absent if an excuse is provided in writing or by telephone.

PLAN "A"

WHEN THIS ANNOUNCEMENT IS MADE, IT WILL INDICATE:

1. Ground fog exists in certain isolated areas throughout the Visalia Unified School District.
2. Bus transportation and classes will start on **regular** schedules.

PLAN "B"

WHEN THIS ANNOUNCEMENT IS MADE, IT WILL INDICATE:

1. Bus transportation will be delayed by two (2) hours.
2. Classes will start on regular schedule.
3. Changes, **if necessary**, will be announced at approximately 8:00 A.M.

PLAN "C"

WHEN THIS ANNOUNCEMENT IS MADE, IT WILL INDICATE:

1. All **morning** bus routes to school will be canceled.
PM Kindergarten bus routes to school will not be affected.
2. Classes will start on the regular schedule.
3. Buses will be dispatched on all "school-to-home" routes on the regular day schedule.
4. Field trips may be postponed. Bus drivers have discretionary authority to discontinue field trips when visibility is reduced to 200 feet or less.

INCLEMENT WEATHER PROCEDURES

School buses, charter buses and vehicles SHALL NOT operate when atmospheric conditions (fog, wind, rain, etc) reduce visibility to 200 feet or less. When the V.U.S.D. transportation department determines that visibility may be reduced to less than 200 feet, the trip will be canceled. While on the activity or athletic event, the driver is to continually monitor the weather conditions. When visibility becomes reduced, the driver shall communicate with their supervisor/coach/ teacher on the status or weather conditions. If the driver determines (after conferring with their supervisor) an earlier return is required, the coach or teacher will be notified of the revised time.

If at any time while in route the visibility is reduced to 200 feet or less, the driver shall find the nearest available lighted area so as to pull the bus or vehicle off the roadway and away from traffic. Drivers SHALL NOT stop on the shoulder of any highway under these conditions except for an emergency.

BUS EMERGENCY PROCEDURES

Upon registration, the appropriate school site will provide to the parents or guardians of all pupils in pre-kindergarten through grade 6 who have not previously been transported in a school bus or school pupil activity bus, written information on school bus safety. In accordance with Education Code section 39831.5, all students pre k through the 8th grade that ride the bus will receive safety instructions at least once each year during a scheduled bus evacuation drill.

Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to all of the following:

- A. Proper fastening and release of the passenger restraint system;
- B. Acceptable placement of passenger restraint systems on pupils;
- C. Times at which the passenger restraint systems should be fastened and released; and
- D. Acceptable placement of the passenger restraint systems when not in use.

Prior to departure on a school activity trip, all students riding on a school bus or school pupil activity bus shall receive safety instruction which 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.

This Safety Plan shall include: Assembly Bill 1297 (which includes added Section 39831.3 of the Education Code) and amended Vehicle Code 22112.

This Safety Plan is effective January 1, 1998. It may be subject to revisions based on legislative changes and/or Board Policy amendments and/or additions. Any revisions will be sent by District mail or E-mail to each school site to take the place of the current plan in use.

SAFETY RULES AND PROCEDURES FOR SCHOOL BUS STOPS

Visalia Unified School District Board Regulations, in conjunction with the California Education and Vehicle Codes, requires the following:

1. The driver shall stop to load or unload pupils only at a school bus stop designated for pupils by the school district superintendent or authorized by the superintendent for school activity trips.
2. Students shall be assigned a designated bus stop by the Transportation Department. Students are to board and exit the bus at their regular designated bus stop only. Drivers shall make every effort to ensure that students comply and will report non-compliance to the Department. Students requesting to exit the school bus at a stop other than their regular designated stop must obtain, and the driver shall be given, written permission from their parent, guardian or school official.
3. Upon stopping the school bus on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer, or official traffic control signal, the driver shall determine if there are students loading or unloading who must cross the highway or private road.
4. The school bus driver shall escort all pupils in pre-kindergarten, kindergarten, and any of grades 1 to 12, inclusive, needing to cross the highway or private road upon which the school bus is stopped. Escorted stops shall not be made on a divided highway. The driver shall use an approved hand-held "STOP" sign while escorting all pupils. All pupils are required to walk in front of the bus as they cross the road.

ESCORTED CROSSING PROCEDURES

The Transportation Department encourages parents and guardians to discuss with their children the dangers of crossing the street during an escort. Although your driver is a professional, trained in loading and unloading safety procedures, it is important for your child to use extreme caution when crossing the road. Please instruct your child to use the following safety procedures every time they must cross the road at the bus stop:

1. Students shall remain seated until the bus comes to a complete stop. The driver will indicate when they should come forward to prepare to exit the bus.
2. The student's will follow the driver as he/she exits the bus. Once outside, the students shall stand beside the bus, off of the roadway. Students need to pay close attention to the driver and wait for the driver to tell them that it is safe to cross. Students should never assume traffic will stop nor should they cross without the protection of the school bus driver.
3. When the driver tells the students that it is safe to cross, they are to walk in FRONT of the bus, between the bus and the bus driver. Students should walk quickly, straight across to the other side of the street. Once the students have safely crossed the roadway, the driver will return to the bus. It is very important that the students do not re-enter the roadway as traffic will be ready to proceed and it would be extremely UNSAFE.

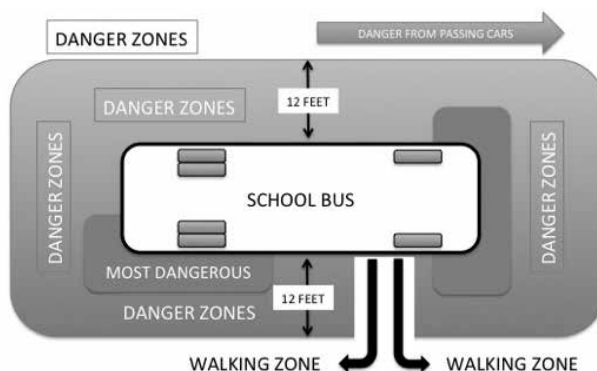
RULES OF THE ROAD FOR PARENTS

A reminder for all parents and guardians - the speed limit, when approaching and passing by a school building or school grounds, while children are going to or leaving the school either during school hours or during the noon recess is 25 miles per hour.

The Amber Warning Light System and the Flashing Red Light Signal System are used by school buses to protect children while entering or exiting the school bus. When the Amber Warning Lights are flashing it means caution, get ready to stop. When the Red Warning Lights are flashing it means stop, students will be loading or unloading. It is against the law for the driver of any motor vehicle to pass a school bus with the Red Warning Lights flashing on an undivided highway. The Transportation Department urges everyone to use caution when driving in school zones and bus pick-up and drop-off locations.

THE SCHOOL BUS DANGER ZONE

There is an area 12 feet around the school bus called the “Danger Zone.” Parents and guardians should discuss with their students the hazards of being in this area. Please see the attached diagram. Students should stay clear of the danger zone and be at least 12 feet from the bus both before and after boarding the school bus. If a student drops something in the danger zone, they should notify the driver of the bus who will retrieve the item. **Under no circumstances** should a student ever reach or crawl under the bus.



PARENTS GUIDE TO THE INTERNET

A high-quality education offers Americans the best path to a rewarding career quality living for a lifetime. As citizens of the 21st Century, we must include information and technology literacy among the elements of a good education.

It is important that our students receive guidance as they engage in the online world. Although children can use the web to access the Library of Congress or download images of Mars, not all of the material on the Internet is appropriate for children. As a parent, you should monitor your child's Internet usage; you can guide and teach your child to ensure their Internet activity is safe and meaningful.

ESTABLISH RULES FOR INTERNET USE AT HOME

Like most parents, you probably have rules for how your children should deal with strangers; which TV shows, movies, and videos they watch; and even where and how far from home they're allowed to travel. It's important to make similar rules for your children's Internet use and to be aware of their online activity.

Surfing the Net or participating in social network sites should not replace homework, face to face social activities, or other important interests. You might even set a timer if your child tends to lose track of time while on the computer.

E-MAIL, TEXTS, AND SOCIAL MEDIA

Just as we tell our children to be wary of strangers they meet, we need to tell them to be wary of strangers on the Internet. Teach your children these few rules about online activity:

Never give out personal information (e.g.; name, age, address, etc.) or use a credit card online without your permission.

Never share their password, even with friends.

Never arrange a face-to-face meeting with someone they meet online unless you approve and accompany them.

Never respond to a message that makes them feel confused or uncomfortable. If they receive such a message, they should tell you right away.

Never use bad language or send mean hurtful messages on line.

Never send negative or threatening messages on line.

Teach your children that people they meet online are not always who they say they are and that online information is not necessarily private, and they can get into a lot of trouble if they send “threats” online even if they send them in jest.

INAPPROPRIATE CONTENT ON THE INTERNET

There are rules that govern Internet content. Innocently, your children can come across material on the Internet that is obscene, pornographic, violent, hate filled, racist, or offensive in other ways. While offensive material is not illegal, there are steps you can take to keep it away from your children and out of your home.

- Make sure your children understand what you consider appropriate for them. Set clear, reasonable rules and consequences for breaking them.
- Make online exploration a family activity. Put the computer in the living room or family room. This arrangement involves everyone and helps you monitor what your children are doing.
- Pay attention to games your older child might download or copy. Some are violent or contain sexual content.
- Check with your Internet service provider about services that filter out offensive materials and sites. Such options can be turned on and are usually free to the subscriber.

ENCOURAGE INFORMATION LITERACY

Not all online information is reliable. Some individuals and organizations are very careful about the accuracy of the information they post, but others are not. Teach your children to view the information critically and to use common sense. Remind them not to plagiarize online material or copy software without the publisher’s permission.

INTERNET EXPERIENCES AT SCHOOL

Research has shown that technology, like the Internet, can improve student performance. When possible, students will be encouraged to use technology tools to accomplish their schoolwork. Before a student is allowed to use the Internet, the school must receive an [Internet Use Permission Form](#) signed by a parent/guardian. The permission is good for the student’s entire school experience while attending VUSD. A parent who wishes to withdraw their permission must contact their child’s school. To assure that your child has a successful, safe Internet experience, teachers follow the 4-5 rule for Internet-based student activities.

- **SIGNATURE** - only students with Internet Use Permission slips on file will be allowed to use Internet tools.
- **STRUCTURE** - Internet use will be within the context of a curriculum activity and not allowed for recreational use.
- **SUPERVISION** - Computer activity will be supervised by school personnel in the same way that children are monitored on the yard.
- **SOFTWARE FILTER** - The district uses a filtering system that blocks most inappropriate sites. This filter is updated regularly but due to the dynamic nature of the Internet, there may be a small percentage of inappropriate sites that may temporarily pass through the filter.

DISTRICT TITLE I PARENTAL INVOLVEMENT POLICY

PART I. General Expectations

The Visalia Unified School District agrees to implement the following statutory requirements:

The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level Parental Involvement Plan meets the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school district will incorporate this district wide Parental Involvement Plan into its LEA plan developed under section 1112 of the ESEA. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student

academic learning and other school activities, including ensuring...

- A. that parents play an integral role in assisting their child's learning;
- B. that parents are encouraged to be actively involved in their child's education at school;
- C. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- D. the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. Description of how the district will implement required District Wide Parental Involvement Plan components

1. The **Visalia Unified School District** will take the following actions to involve parents in the joint development of its district wide Parental Involvement Plan under section 1112 of the ESEA:

- At each Title 1 school, through the School Site Council and other parental groups, will review and develop policies regarding Parental Involvement.
- The District English Learner Advisory Committee will review and provide input and suggestions during the annual Parental Involvement Plan revision process.
- Other district level parent committees, as appropriate, will annually review the Parental Involvement Plan.
- The Parental Involvement Plan will be developed, with input from other parent advisories, by the Visalia Unified District Advisory Council.

2. The **Visalia Unified School District** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- The District English Learner Advisory Committee will review and provide input and suggestions during the annual Parental Involvement Plan revision process.
- Other district level parent committees, as appropriate, will annually review the Parental Involvement Plan.
- District Advisory Council representatives will bring input regarding the Parental Involvement Plan from their school site councils.
- The Parental Involvement Plan will be annually reviewed and revised by the District Advisory Council.

3. The **Visalia Unified School District** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Annual Advisory member training
- Technical assistance for principals in planning for effective parent involvement
- Monitoring of parent involvement policies and plans
- Financial support of Title 1 schools specifically targeted for parent involvement
- Provide opportunity for parent training through the District's Parent University programs

4. The **Visalia Unified School District** will coordinate and integrate parental involvement strategies to State-operated preschool programs, by:

- Coordination of programs in the Single Plan for Student Achievement.
- Technical assistance and information provided to school principals and program coordinators to increase effective parental involvement strategies and activities.
- Through the district's Parent University program, parent education and training is offered through a variety of resources including Title I.
- Provide district level administrative support to coordinate and increase parental involvement activities.

5. The **Visalia Unified School District** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about the Parental Involvement Plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement plans.

- Parental involvement activities will be annually reviewed and evaluated by members of the school site council and other site based parent advisories and organizations. This review and evaluation will be facilitated by each school principal. Information will be forwarded to the District Advisory Council.
- The district will facilitate an evaluation process as an annual activity of the District Advisory Council. The District Advisory Council is coordinated at the district level and is comprised of representatives from each school's site council. Additionally, other district level advisories will review the effectiveness of the district's parental involvement activities and provide input in the revision of parental involvement activities and policies.
- The above evaluation will culminate in the annual adoption of each school's Single Plan for Student Achievement and include parental involvement plans and activities.

6. The **Visalia Unified School District** will build the schools and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. Through the District's Parent University programs, the school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators
- B. Through the District's Parent University programs, the school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Support materials will be provided parents regarding grade level standards
 - Annual training will be provided by specific school sites and/or VUSD to assist parents in supporting their children's educational needs
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Providing training to paraprofessionals who work with parents
 - Providing training for principals in how to work with parents
 - Providing parent friendly materials related to grade level expectations, etc.
- D. Through the District's Parent University programs, the school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschool and other programs that encourage and support parents in more fully participating in the education of their children.
- E. The school district will ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURESS (UCP)

For students, employees, parents/guardians of its students, school and district advisory committee members, private school officials, and other interested parties

The *Visalia Unified School District* has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- Career Technical Education
- Child Care and Development Programs including state preschool
- Consolidated Categorical Programs
- Discrimination, Harassment, Intimidation, and Bullying
- Foster and Homeless Youth

- Local Control Funding Formula and Local Control Accountability Plans
- Migrant Education
- NCLB Titles I-VII
- Nutrition Services - USDA Civil Rights
- Regional Occupational Centers and Programs
- School Facilities
- Special Education
- Tobacco-Use Prevention Education Program
- Unlawful Pupil Fees

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Name or title: Assistant Superintendent

Unit or office: Instructional Services

Address: 5000 W. Cypress

Phone: 559-730-7515

E-mail address: lmartinez@vusd.org or spreito@vusd.org

A pupil fees complaint is filed with the *Visalia Unified School District* and/or the principal of a school.

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

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621. The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision.

The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.

VUSD Uniform Complaint Form

VUSD ensures it complies with applicable state and federal laws and regulations governing education programs. The district prohibits discrimination, harassment, intimidation, and bullying in all district educational programs, activities, or employment on the basis and/or association with a person or group with one or more of these actual or perceived characteristics: age, ancestry, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family, immigration status or marital status.

Complaints may be communicated in writing to the Uniform Complaint Procedures (UCP) officer. UCP Investigations into complaints shall begin within 10 business days of the receipt of the complaint. The district will respond in writing within 60 calendar days of the receipt of the complaint.

Complete and submit this form to any Visalia Unified School District staff member or mail to: Melanie Stringer, Assistant Superintendent, VUSD, 5000 W. Cypress, Visalia, CA 93277

Description of Complaint: *(Please provide a detailed description of complaint including name(s), location(s), date(s), what happened, and specific laws, regulations, or District rules violated. Attach additional pages and/or use the back of this form, if necessary)*

Requested Remedy: *(Please provide your suggested resolution or corrective action to the Complaint.)*

Name (Print): _____ Signature: _____ Date: _____
Contact Number: _____ Email: _____
Address: _____

Staff: When giving or receiving the form, please ensure Complainant has a current copy of BP & AR 1312.3.

Received by: *(Please print)*

Date:

Title:

VUSD LETTER TO PARENTS

BULLYING POLICY

In its continuing efforts to provide safe and supportive climates in all its schools, Visalia Unified School District has adopted a policy expanding on its current policy prohibiting acts of discrimination, harassment, and intimidation by including bullying. Bullying is not to be confused with teasing. Teasing, although hurtful, is usually a short-term behavior that is stopped after the student is reprimanded or has suffered the consequences defined in the policies of the school district. In general, bullying is defined as an aggressive behavior that involves unwanted, negative actions which typically involves a pattern of behavior repeated over time, and involves an imbalance of power between the bully and the victim where the victim has a sense of being powerless against the bully. Bullying can take many forms. Bullying can occur face to face, on paper either with written notes or drawing pictures, or by using electronic devices to do cyber-bullying. In whatever form of bullying occurs, it must still fit the general description above to be considered bullying.

If you believe that your child is being bullied:

Let the school know

Frequently, students or parents are hesitant to notify the school when bullying may have occurred. There are four options by which you can inform the school of a bullying incident;

- Call the school directly
- Call the VUSD Hotline/Message Phone – 559-730-7999

What you can expect of us

Our schools take reports of bullying seriously. When students report that they are being bullied, you can be assured that we will

- Investigate the situation, and take action to stop the bullying behavior
- Counsel/discipline the student who engaged in bullying behavior
- Support the student who was the victim of bullying

What we're doing to create schools with less bullying

VUSD recognizes the need to provide education and interventions to minimize the number of bullying incidents in its schools and has implemented the following program to address this issue:

- Olweus Anti-Bullying Program which instructs staff and students in recognizing the causes and effects of bullying on the victim, the bully, and the school community in general. Olweus establishes the groundwork to a safe and supportive school climate.

If you have questions about our bullying policy, please contact your child's school.

SUICIDE PREVENTION

KNOW THE SIGNS

Visalia Unified School District is committed to the health and well-being of all students. We acknowledge that students learn best when their social and emotional health is tended to. With this in mind, we encourage parents to partner with us in promoting student well-being and supporting suicide prevention.

Talking to your children about their social and emotional well-being, including thoughts and/or behaviors related to suicide is something you can and should do. Contrary to myth, talking about suicide cannot plant the idea in someone's head. It actually can open up communication about a topic that is often kept quiet. By talking to your children about suicide or other at-risk thoughts or behavior, you give your child permission to bring up the subject again in the future.

For more information about suicide risk factors, warning signs, protective and resiliency factors, as well as guidance on how to talk with youth and children about suicide and how to respond to a child who has suicidal thoughts; please visit the Visalia Unified School District website:

vusd.org/knowthesigns



National Suicide Prevention Lifeline

800-273-TALK (8255)
or text "go" to 741741 (24/7)

Local Call Lines

Visalia Youth Crisis Line (8:00am-5:00pm)
(559) 627-1490

Visalia Crisis Line (after hours & weekends)
(559) 730-9922

Tulare County Warmline (24/7)
1-877-306-2413

Trevor Helpline (LGBTQ)
1-866-488-7386

**If you need immediate crisis support, call 911*

Local Community Resources

**Tulare-Kings Counties Suicide
Prevention Task Force** (www.sptf.org)
(559) 624-7471

Visalia Youth Services
(559) 627-1490

Synchrony of Visalia
(559) 635-4292

Central California Family Crisis Center
(559) 784-0192

Employee Assistance Program (EAP)
(559) 624-6027

