

Delano Joint Union High School District

**ANNUAL NOTICE TO
PARENTS/GUARDIANS
2025-2026**



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DELANO JOINT UNION HIGH SCHOOL DISTRICT
1720 Norwalk Street, Delano, California (661) 725-4000

**ANNUAL NOTICE TO PARENTS/GUARDIANS
REGARDING YOUR RIGHTS**

Dear Parent/Guardian:

As required by law, I wish to notify you, the parent or guardian of student(s) enrolled in our schools, of your rights and responsibilities. I ask that you please take a moment of your time to carefully review the attached materials. Please note that references herein to "parent(s)" include natural or adoptive parent(s) and legal guardian(s). After your review, please sign and return the attached acknowledgment indicating that you have received and reviewed these materials. All references are to the California Education Code ("E.C.") unless otherwise noted.

If you have any questions, please feel free to contact our District Office at (661) 725-4000.

Sincerely,

A handwritten signature in blue ink that reads "Kenneth Moore".

Kenneth Moore
Associate Superintendent

Delano Joint Union High School District
Delano High School, Cesar E. Chavez High School, Robert F. Kennedy High School, Valley High School

COVER LETTER AND PARENT ACKNOWLEDGEMENT

**ANNUAL NOTICE TO PARENTS/GUARDIANS
CONCERNING THEIR RIGHTS AND RESPONSIBILITIES
2025 - 2026**

Each school district must notify parents and guardians of their legal rights and obligations at the beginning of the first semester or quarter of the regular school year. The following summarizes those rights and responsibilities.

Please sign and return the attached acknowledgment indicating that you have received and reviewed these materials. Also, please check the appropriate box below which will allow the district to send future versions of the Annual Notice to you electronically instead of a hard copy.

If you have any questions, please contact the district office.

Sincerely,



Kenneth Moore
Associate Superintendent

PARENTAL ACKNOWLEDGMENT

E.C section 48982 Requires Parents to Sign and Return this Acknowledgment

By signing below, I am neither giving nor withholding my consent for my student(s) to participate in any program nor am I agreeing to, or disagreeing to, the information contained in this Notice. I am merely indicating that I have received and read the attached notice regarding my rights relating to activities which might affect my student(s).

- I wish to receive the district's Annual Notice by logging onto the district website
- I wish to receive the district's Annual Notice only by email
- I wish to receive a physical copy of the annual notice

Date: _____

Signature of Parent

Printed Name of Student

Printed Name of Parent

Printed Name of Student

EXCUSED ABSENCES

According to law (E.C. section 48205), your child will be excused for absence when it is:

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrically, or chiropractic services rendered.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
5. For the purpose of jury duty in the manner provided by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent/guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district. Attendance at religious retreats shall not exceed one school-day per semester.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of his/her immediate family, who is an active duty member of the uniformed services, as defined in E.C. section 49701, and has been called to duty for, is on leave from, or has immediately returned from, a deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Superintendent of the school district.
10. For the purpose of attending his/her naturalization ceremony to become a United States citizen.
11. For the purpose of participating in a cultural ceremony or event.

12. For the purpose of a middle school or high school pupil engaging in a civic or political event, provided that the pupil notifies the school ahead of the absence. Pupils will only be excused for only one schoolday-long absence per school year. Pupils may be permitted additional excused absences in the discretion of a school administrator.
13. For the purpose of accessing services from a victim services organization or agency, accessing grief support services, or participating in a safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation if an immediate family member of the pupil, when a pupil is grieving the death of an immediate family member or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family.
14. For the purpose of participation in military entrance processing.
15. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

Obtaining Confidential Medical Services (E.C. section 46010.1)

A pupil may be excused from the school for the purpose of obtaining medical services that are private in nature and scheduled confidentially, that is, without the consent of the pupil's parent or guardian.

Absence for Religious Purposes (E.C. section 46014)

With your written permission, your child may be excused to attend religious exercises or to receive moral and religious instruction away from school. However, your child will be required to complete a certain number of minutes for that day. Such absences are limited to four days per month.

No Grade Reduction or Loss of Academic Credit (E.C. section 48205)

Your child shall not have his/her grade reduced or lose academic credit for any excused absence(s) if missed assignments and tests can be reasonably provided and are satisfactorily completed in a reasonable time.

SCHOOL ATTENDANCE OPTIONS

Enrollment in Neighborhood School (E.C. section 48980)

Generally, children may attend a school run by the district in which their parents reside. Districts usually enroll children in their neighborhood school. Their neighborhood school is the school which the district has designated to serve the area in which their family resides.

In addition, the district tries to provide options so that parents who reside in one attendance area may choose to enroll their child in a school that is designated to serve another attendance area. Further, families may choose to enroll their child at a school run by another school district all-together instead of attending a school run by their own school district.

The rules governing enrollment/attendance options are designed to not only address the diverse needs and interests of district families, but also balance enrollment in order to maximize the efficient use of district facilities. There are limitations and requirements associated with each such option and transportation assistance to and from the receiving school receiving the student is generally not provided.

Intradistrict Open Enrollment (E.C. section 35160.5(b))

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district run school instead of their neighborhood school. However, no student currently residing within a school's attendance area may be displaced by another student transferring from outside the attendance area.

Enrollment priority is given to:

- The victim of an act of bullying (if there is no available school for an intradistrict transfer, the district cannot prohibit the student's interdistrict transfer). (E.C. section 46600(d)(2).)
- Students whose neighborhood school has been classified as "persistently dangerous." (20 USC 7912; 5 CCR 11992-11993.)
- Any student who is a victim of a violent crime while on school grounds. (20 USC 7912; 5 CCR 11992-11993.)

Additional priorities are set forth in the school district's intradistrict open enrollment policy (BP/AR section 5116.1).

The district determines the number of spaces available for each grade level and/or program at each district school to which a student attending another district school may transfer. Except for priorities listed above, the school district uses a random, unbiased selection process to determine who shall be admitted whenever the school receives enrollment requests that are in excess of the school's capacity at the pertinent grade level or in the pertinent program.

Open Enrollment Act Transfers Pursuant to an Interdistrict Attendance Agreement (E.C. sections 48350-48361; 5 CCR 7400-4705)

A student may enroll in a school outside the district under an interdistrict attendance agreement in conjunction with the Open Enrollment Act. A student in a school on California's list of 1,000 lowest achieving schools may transfer to another school with a higher API in the school district or, if none, in a nearby district. Once enrolled at a school pursuant to an interdistrict transfer, the transferring student may remain at that school unless the interdistrict attendance agreement between the two school districts expressly provides otherwise. The sending district may not deny the transfer request. The receiving district, however, may deny the transfer request. The county board of education may overrule a denial.

The application and selection process is more fully explained in the school district's Open Enrollment Act transfer policy (BP/AR section 5118).

Interdistrict Transfers (E.C. section 46600(a)(b) and section 46601)

A. Interdistrict Attendance Agreements and Permits

A student who resides in one district may transfer to and enroll at a school in another district pursuant to a permit issued under an interdistrict attendance agreement between the two school districts. Both districts must consent to the transfer.

The victim of an act of bullying, committed by a pupil of the district of residence, is given priority for interdistrict attendance. Until the district is at maximum capacity, the district shall accept any student who has been determined by personnel of either school district to be the victim of an act of bullying or whose interdistrict transfer application is based on being a child of an active-duty military parent/guardian. Unless the interdistrict attendance agreement expressly provides otherwise, the student does not have to reapply annually, or at all, and must be allowed to continue to attend the school in which he or she first enrolls. Neither the sending nor receiving districts are required to consent to the transfer. A parent may appeal a school district's denial within 30 calendar days of the date of the school district's final denial to the county board of education (E.C. section 46601).

The application, selection process and appeals process are more fully explained in the school district's interdistrict enrollment policy (BP and AR 5117).

B. School District of Choice Program (E.C. section 48300-48316)

A school district may enact the School District of Choice Program. The program allows the receiving district to enroll non-district students without the agreement of their district of residence. Under this program, priority must be given to siblings of children already in attendance, students who are eligible for free or reduced-price meals and to children of military personnel, in that order.

Once enrolled pursuant to the School District of Choice Program, the transfer is renewed automatically unless the governing board withdraws from the program. However, the student does not have a regulatory right to stay at the same school as in the case of a Section 46600 interdistrict attendance agreement. Additionally, the district of residence may impose a statutorily-set cap on the total number of students transferring out of the district, and the district of choice is required to give certain notices to districts of residence.

The process is more fully explained in the school district's interdistrict enrollment policy (BP/AR section 5117).

Alternative Residency Compliance (E.C. section 48204)

A student complies with the residency requirements for school attendance in a school district if they are any of the following:

- A student who is placed within the boundaries of that school district in a regularly established licensed children's institution or a licensed foster home; or
- A student for whom interdistrict attendance has been approved; or

- A student whose residence is located within the boundaries of that school district and whose parent or legal guardian is relieved of responsibility, control, and authority through emancipation; or
- A student who lives in the home of a caregiving adult that is located within the boundaries of that school district; or
- A student residing in a state hospital located within the boundaries of that school district; or
- A student whose parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of his or her employment within the boundaries of the school district for a minimum of three days during the school week; or
- A school district **may** deem a student to have complied with the residency requirements for school attendance in a school district if at least one parent or the legal guardian of the pupil is physically employed within the boundaries of that school district for a minimum of 10 hours during the school week.

The process is more fully explained in the school district's interdistrict enrollment policy (BP and AR 5111.1).

Foster Youth (E.C. sections 48204(a)(2) and 48853.5)

Students who are or become "Foster" children must be permitted to continue their education at their "school of origin" through the end of the academic year and maybe longer if that placement is in their best interests. This rule applies as long as they remain "Foster" children. On the other hand, if the district's Educational Liaison and the Foster family agree that enrollment in a "new" school is in the best interest of the "Foster" child, the new school must immediately enroll the child. Foster children must be allowed to matriculate with their peers in accordance with the established feeder patterns of the school district when transitioning to middle school or high school.

The process is more fully explained in the school district's education for foster youth policy (BP/AR section 6173.1).

"Homeless" Students (42 USC 11413-114350)

A student whose parents come within the McKinney-Vento criteria for homelessness may, if they so choose, continue enrollment in the school they were attending prior to becoming homeless even if now living elsewhere in or outside of the district's boundaries. Note that they may also choose the neighborhood school in their new district instead.

Also note that McKinney-Vento gives homeless students transportation rights. The new district and old district, together, must make transportation arrangements for the student.

The process is more fully explained in the school district's education for homeless children policy (BP/AR section 6173).

Students Receiving Special Education Services Pursuant to an Individualized Education Program (IEP) or a 504 Plan (20 USC 1400 and following; 34 CFR 300.114-300.118)

IEP teams and the Individuals with Disabilities Education Act (IDEA), not district administrators and/or other federal/state legislation, determine the placement of IDEA eligible students. The requirements of IDEA necessitate placement where the student can receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). LRE tends to create a preference favoring sites in relatively close proximity to the student's home provided that the student can receive FAPE at that site.

The same is generally true of students receiving special education services pursuant to Section 504 of the Rehabilitation Act of 1973 (29 USC 794; CFR 104.33 and 104.34).

The process is more fully explained in the school district's policies on Identification and Education Under Section 504 and on Individualized Education Programs (BP/AR sections 6164.6 and 6159).

Individualized Instruction (E.C. sections 48206.3 and 48980(b))

If your child has a temporary disability which prevents him/her from attending regular classes, the district will provide individual instruction when possible.

Students in Hospitals Outside of School District (E.C. sections 48206.3, 48207, 48208)

If, due to a temporary disability, your child is in a hospital or other residential health facility which is located outside your school district, he/she may be eligible to attend the school district in which the hospital is located. If this situation should arise, you should notify both the district where you reside and the district where the hospital is located so that individualized instruction, if possible, can be provided.

Alternative School or Class Group Within the District (E.C. section 58500)

A school district may establish and maintain an "alternative" school or a separate class group within the district, pursuant to E.C. section 58500 that is designed to:

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

- (d) Maximize the opportunity for 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.

Charter Schools (E.C. sections 47600-47663; 5 CCR 11963)

Charter Schools are governed by the Education Code, but free of most of the code's restrictions. The two main forms of charter schools are classroom-based or non-classroom-based instruction. Non-classroom-based instruction, commonly referred to as "independent study," takes place primarily at home or outside the traditional classroom-based school setting.

Private Schools (E.C. section 48222)

Children may be instructed in a private full-time day school by persons qualified to teach in the State of California (E.C. sections 33190 and 33195). Private schools are selected and paid for by the student's parents.

Mentally Gifted Students (E.C. section 48223)

Children who are mentally gifted and who are being instructed in a private full-time day school by persons capable of teaching, where all or part of the courses of instruction required to be taught in the public schools of this state is taught in a world language with not less than 50 percent of the total daily instructional time taught in the English language, shall be exempted. The attendance of the pupils shall be kept pursuant to Section 48222.

Instruction by Tutor (E.C. section 48224)

As an alternative to a private school, children may be instructed by a private tutor, who must hold a valid state credential for the applicable grade level. Private tutors are selected and paid for by student's parents.

Homeschooling (*Jonathan L. v. Superior Court* (2008) 165 Cal.App.4th 1074)

Homeschooling in California is either performed by a parent who files a private school affidavit or a parent who qualifies as a private tutor. For more information regarding a private school affidavit, please visit the California Department of Education's website at <https://www.cde.ca.gov/sp/ps/affidavit.asp>

STUDENT MISCONDUCT AND DISCIPLINE

The Obligations of a Student While at School (5 CCR 300)

Every student shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his teacher and others in authority; kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language.

Teachers Are Required to Hold Students to Strict Account for Misconduct (E.C. section 44807)

Every teacher must hold students to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. Teachers may exercise that amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

Rules of the District Pertaining to Student Discipline (E.C. section 35291)

Student discipline is regulated by the California legislature and by board policy and procedures. The student discipline rules are detailed and exhaustive. Their purpose is to give school officials the legal authority to impose student discipline and also provide accused students with due process. The rules governing student discipline are more fully explained in board policies BP and AR 5144, 5144.1 and 5144.2.

Prohibited Behavior (E.C. section 48900 and following)

If student engages in prohibited behavior, in addition to other forms of corrective action, he/she may be disciplined, including in school suspension, suspension from school and expulsion from the school district, depending on the circumstances.

Prohibited behavior includes volitional conduct amounting to or related to: assault, battery, threat, alcohol, drugs including Soma, firearms, knives, explosives, other dangerous objects, drug paraphernalia, robbery, extortion, destruction of property, stealing, receiving stolen property, tobacco, obscene acts, habitual profanity, disrupting school activities, defying the valid authority of teachers, administrators, or other school personnel, possessing an imitation firearm, sexual battery, sexual assault, intimidation of student witnesses, hazing, bullying sexual harassment, hate violence, harassment, intimidation and terroristic threats.

Classroom Correction and Non-Punitive in School Correction Preferred When Appropriate (E.C. sections 48900.5, 48900.6 and 48900.9)

Other means of correction are always preferred over in-school suspension, suspension from school, expulsion and any other form of exclusionary discipline that results in a pupil being removed from his/her regular classroom.

Suspension from School (E.C. section 48911)

A school principal (or the principal's duly assigned designee or the Superintendent) may suspend a pupil from school for any conduct prohibited by Education Code section 48900. The maximum duration of any single suspension is five school days. In a case where expulsion from a school or suspension for the balance of the semester from continuation school is being processed by the governing board of the school district, the district superintendent or other person designated by the

district superintendent may extend the suspension in writing until the governing board of the school district has rendered a decision in the action.

Voluntary Disclosure / Use of Controlled Substances / Prohibition Against Suspension (E.C. 48900)

School officials are precluded from suspending and recommending expulsion for students who have voluntarily disclosed their use of a controlled substance, alcohol, intoxicants of any kind, or tobacco products in order to seek help through services or supports when based solely on the disclosure.

Expulsion from the School District (E.C. section 48918)

When appropriate, the governing board may expel a student from the school district for any conduct proscribed by the Education Code. The student is entitled to a hearing and due process. If expelled, the student is to receive a Rehabilitation Plan and a copy of the procedures to apply for readmission to the district pursuant to Education Code section 48916.

Discipline of a Disabled Student Who Is Eligible for Special Education Pursuant to IDEA or Section 504 (E.C. section 48915.5 and 20 USC 1415(k))

Federal law governs the authority of school districts to suspend and expel disabled children from school. If the misconduct is a manifestation of the student's disability, after 10 days of suspension, the student must be returned to the pre-suspension placement unless his/her IEP team and parents agree otherwise. A disabled student may not be expelled for misconduct which is a manifestation of the student's disability. The rules governing the discipline of students with disabilities are more fully explained in board policy AR 5144.2.

Student Searches (New Jersey v. T.L.O. (1985) 469 U.S. 325)

A warrant or probable cause is not necessary for searches of students by school officials and the level of suspicion to justify the search need not rise to the level of probable cause. Rather, such a search by school officials must be:

- Justified in its inception - it must be reasonable to suspect the items searched contain evidence of prohibited conduct;
- Reasonably related in scope to the circumstances which justified the search in the first place. That is, the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

The rules governing search and seizure are more fully explained in board policy BP and AR 5145.12.

Law Enforcement Notification (E.C. section 48902)

The Education Code requires the school principal to notify law enforcement in cases of student misbehavior involving:

- Assault with a deadly weapon or other instrument;
- Assault by means of force likely to produce serious bodily injury;

- Use, possession or sale of drugs and alcohol;
- Arranging for the sale of a substance represented to be drugs or alcohol;
- Possession of a firearm within a school zone;
- Possession of other weapons such as dirks or daggers at school; and
- Possession or furnishing of a firearm or an explosive at school.

Release of a Student to a Peace Officer (E.C. section 48906)

If a school official releases your student from school to a peace officer for the purpose of removing him/her from the school premises, the school official will take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or responsible relative that the child is in custody and the place where the child is being held, unless the child would be endangered by disclosure of the place.

Property Damage or Personal Injury - Parents Liable (E.C. section 48904(a) and Civil Code section 1714.1)

Parents are liable for property damage or personal injuries caused by their child's willful misconduct in an amount up to \$25,000.00.

Damaged Library Materials - Parents Liable (E.C. section 19910)

The parent or guardian of a minor who willfully and maliciously cuts, tears, defaces, breaks, or injures any book, map, chart, picture, engraving, statue, coin, model, apparatus, or other work of literature, art, mechanics, or object of curiosity, deposited in any public library, gallery, museum, collection, fair, or exhibition is liable for all damages so caused by the minor.

Overdue Library Materials - Parents Liable (E.C. section 19911)

The parent or guardian of a minor who willfully and maliciously detains any book, newspaper, magazine, pamphlet, manuscript, or other property belonging to any public or incorporated library, reading room, museum, or other educational institution, for 30 days after notice in writing to return the article or property, given after the expiration of the time for which by the rules of the institution the article or property may be kept, is liable for all damages so caused by the minor.

Withholding Grades, Diploma, or Transcript (E.C. section 48904(b))

When your child willfully damages school property or if school property is loaned to your child and he/she refuses to return it when due, grades, diplomas and transcripts may be withheld. A voluntary work program in lieu of the payment of money may be arranged.

Attendance by Parent for a Portion of the School Day (E.C. 48900.1)

If your student willfully defies the authority of his/her teacher, disrupts classroom activity, commits an obscene act or habitually uses profanity or vulgarity, you may be required to attend school with your student for a portion of the school day.

Dress Code or Uniforms (E.C. section 35183(d))

Please refer to the school site Annual Notice for the Dress Code Policy

Student Sexual Harassment (E.C. section 231.5; 5 CCR section 4917)

The district takes allegations of sexual harassment seriously. The district prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The district also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment. Students in grades 4 through 12 may be suspended or expelled for engaging in sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in BP and AR 5145.7.

A copy of the district's policy on student sexual harassment is enclosed for your review.

Social Media Monitoring (E.C. section 49073.6)

The district intends to and will collect data from pupils' social media and may use such data in disciplinary actions involving students and/or district employees. The information gathered and/or maintained will pertain directly to school or student safety.

Pupils and their parents/guardians may inspect this information and request correction or deletion. The information will be deleted within one year of the pupil reaching the age of 18 or within one year of the pupil no longer being enrolled in the district, whichever comes first. The social media records of a pupil may be inspected by the pupil or the pupil's parent/guardian and corrections or deletion of the information may be requested. Requests to inspect a pupil's collected social media information, or to correct or delete the information, may be made to the principal or other site administrator who, within five school days, shall make the records available for inspection or respond to the request for correction or deletion of the information. Students and their parents/guardians also may have a district-level hearing to appeal the decision not to change or delete records.

Involuntary Transfer of a Student Convicted of a Violent Felony or Misdemeanor Where Victim Enrolled at Same School (E.C. section 48929)

Pursuant to board policy, a student perpetrator who has been convicted of a violent felony or a misdemeanor involving a firearm may be involuntarily transferred to another school site if the victim of the offense is enrolled at the same school as the perpetrator. District policy provides that (i) the school first attempt to resolve their conflict using restorative justice or counseling, if the victim will participate; (ii) the student perpetrator be notified of his/her right to request a meeting with the school principal before the principal makes a recommendation; (iii) the Superintendent or his/her designee make a recommendation to the governing board; and (iv) the board deliberate in closed session as may be necessary to maintain the confidentiality of student information. The board's decision will be final.

STUDENT SERVICES

Special Education Services for Disabled Pupils (E.C. sections 56020 and following and 56301; 34 CFR 104.36)

If you have reason to believe that your child (ages 0 through 21 years) has a disability which requires special services or accommodations, bring this to the attention of the school office. You may request an assessment for eligibility for special education instruction or services through the school principal. Your child will be evaluated to determine whether he/she is eligible for special instruction or services.

Any request for assessment must be made in writing and received by the district. If a request for assessment is made via e-mail, the request will be considered received by the district when the e-mail is opened.

You will be notified in writing of all district decisions regarding the identification, evaluation, or educational placement of your student if he/she has a disability or suspected disability. All such notifications will include a statement regarding procedural safeguards, including but not limited to your rights to (1) examine relevant records, (2) have an impartial hearing with an opportunity for participation by you and your counsel, and (3) a review procedure.

The rules governing the rights and obligations associated with Special Education are more fully explained in board policy BP and AR 6159-6259.4.

Prospectus of School Curriculum (E.C. sections 49063, 49091.14)

The curriculum of every course offered by the schools of the district is compiled annually by each school in a prospectus which contains the titles, descriptions, and instructional aims of every course offered by each school. Each school prospectus is available for review upon request at each school site.

Fingerprinting (E.C. section 32390)

Districts are authorized to offer fingerprinting programs for children enrolled in kindergarten or newly enrolled in the district. If the district has adopted such a program, on your child's initial enrollment you will be notified of procedures, any applicable fee, and your right to decline your child's participation.

Sex Equity in Course Selection and Career Counseling; Advance Notice (E.C. section 221.5)

Commencing with the 7th grade, parents must be notified in advance of Course Selection and Career Counseling. Parents may participate in such counseling along with their child. Recommendations by counselors cannot differentiate between students on the basis of the student's sex and shall affirmatively explore with each student the possibility of careers and courses leading to careers that may be considered nontraditional for that student's sex.

HEALTH AND SAFETY

Immunizations (E.C. sections 49403, 48216 and 48853.5; Health and Safety Code sections 120335, 120370, 120372, 120372.05 and 120375; 17 CCR 6025-6051, 6055 and 6070; 42 USC 11431.)

In order to protect the health of all students and staff and to curtail the spread of infectious diseases, the school district cooperates with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases. Accordingly, parents must provide documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases:

1. Measles, mumps, and rubella (MMR);
2. Diphtheria, tetanus, and pertussis (whooping cough) (DTP, DTaP, or Tdap);
3. Poliomyelitis (polio);
4. Hepatitis B;
5. Varicella (chickenpox);
6. Haemophilus Influenza Type B (Hib meningitis); and
7. Any other disease designated by the CDPH.

Any first time newly admitted student who has not obtained the required immunization(s) within 10 school days following the parent/guardian's receipt of notice, must be excluded from school unless the student is exempt from immunization for medical reasons.

A medical exemption requires a written statement from a licensed physician to the effect that the physical condition or the medical circumstances of the child are such that immunization is not safe. The physician's statement must indicate the specific nature and probable duration of the medical condition or circumstances for which the physician does not recommend immunization.

Beginning January 1, 2020, a medical exemption must be submitted using the standardized form developed by the California Department of Public Health (CDPH) and transmitted through the California Immunization Registry (CAIR). The information must include a description of the medical basis for which the exemption for each individual immunization is sought and whether the medical exemption is permanent or temporary.

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

A temporary exemption cannot exceed one year, and all medical exemptions cannot extend beyond the grade span.

If a student's medical exemption is revoked by CDPH on the basis that the exemption does not meet applicable criteria for medical exemptions, the student shall continue in attendance and, within 30 calendar days of the revocation, commence the immunization schedule required for conditional admittance.

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

If it is determined, however, that a child has been exposed to one of the 10 diseases named in the immunization requirements and does not have proof of immunization, the child may be temporarily kept out of school.

A student may also be exempt from the state immunization requirements if he/she is enrolled in an independent study program pursuant to Education Code sections 51745-51749.6 and does not receive any classroom-based instruction.

After January 1, 2016, parents of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including Transitional Kindergarten) or 7th grade.

If the student has not been granted a valid exemption, the student must remain excluded from school until an immunization record is provided that certifies that he/she has received a dose of each required vaccine due at that time.

An immunization record must be either a personal record with entries made by a physician or agency performing the immunizations or a school record from the student's previous school documenting the student's immunizations.

A special education student who is not fully immunized must nevertheless continue to receive all his/her special education and related services. That is, the IEP must continue to be fully implemented.

Homeless children and foster youth must be immediately enrolled even if they are unable to produce records normally required for enrollment, including medical records.

Military families must be given 30 days from the date of enrollment to show that their children are fully immunized before being excluded. A transfer student must be given 30 days while his/her records are being transferred from a previous school before being excluded.

The rules governing the rights and obligations associated with immunizations and exclusion from school are more fully explained in board policy BP and AR 5141.31 and AR 5112.2.

If you have questions or concerns, you may contact and discuss those questions and concerns with the school nurse. If you are having financial difficulty fully immunizing your child or difficulty locating a medical provider, contact the school nurse for guidance. If you need a short extension of this timeline, also contact the school nurse.

Table B, “California Immunization Requirements for Grades K-12,” sets forth, according to age or grade, the required immunizations and number of doses for admission to and attendance at a school.

TABLE B: CALIFORNIA IMMUNIZATION REQUIREMENTS FOR GRADES K-12

GRADE	NUMBER OF DOSES REQUIRED				
ADMITTED	OF EACH IMMUNIZATION ^{1 2 3}				
K-12 Admission	4 Polio⁴	5 DTaP⁵	3 Hep B⁶	2 MMR⁷	2 Varicella
(7th-12th)⁸	1 Tdap				
7th Grade					
Advancement					
^{9 10}	2 Varicella¹⁰	1 DTaP⁸			

Disclosure of Immunization Information

¹ Requirements for K-12 admission also apply to transfer pupils.

² Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.

³ Any vaccine administered four or fewer days prior to the minimum required age is valid.

⁴ Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.

⁵ Four doses of DTaP meet the requirement if at least one dose was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.

⁶ For 7th grade admission, refer to [Health and Safety Code section 120335](#), subdivision (c).

⁷ Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the first birthday meet the requirement.

⁸ For 7th through 12th graders, at least one dose of pertussis-containing vaccine is required on or after the seventh birthday.

⁹ For children in ungraded schools, pupils 12 years and older are subject to the 7th grade advancement requirements.

¹⁰ The varicella requirement for seventh grade advancement expires after June 30, 2025.

Pursuant to Health and Safety Code section 120440, health care providers, and other agencies, including schools...shall disclose certain information from a student's medical record to local health departments operating countywide or regional immunization information and reminder systems and the State Department of Public Health. The following information shall be subject to disclosure:

- (1) The name of the student and their parent or guardian.
- (2) Date of birth of the student.
- (3) Types and dates of immunizations received by the student.
- (4) Manufacturer and lot number for each immunization received.
- (5) Adverse reaction to immunizations received.
- (6) Other nonmedical information necessary to establish the student's unique identity and record.
- (7) Results of tuberculosis screening.
- (8) Current address and telephone number of the student and their parent or guardian.
- (9) Student's gender.
- (10) Student's place of birth.
- (11) Student's race and ethnicity.
- (12) Student's information needed to comply with Chapter 1 (commencing with Section 120325), but excluding Section 120380.

Control of Communicable Disease (E.C. section 49403)

The district cooperates with the local health office in the control and prevention of communicable disease in school-age children. If you consent in writing, the district may permit any person licensed as a physician and surgeon, or any person licensed as a registered nurse, to administer an immunizing agent to your child. You will be advised in writing before any immunization program is instituted.

Type 1 Diabetes (E.C. section 49452.6)

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

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

Type 1 diabetes affects insulin production

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

- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

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

Risk Factors

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

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

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

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

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

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

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.

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

Type 1 Diabetes Treatments

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

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

The Seizure Safe Schools Act (E.C. sections 49468-49468.5)

If a student is diagnosed with seizures, a seizure disorder or epilepsy, has been prescribed an emergency anti-seizure medication by a health care provider, the school, upon request from the student's parent or guardian, may designate one or more volunteers at the student's school to receive specific initial and annual refresher training regarding the emergency use of anti-seizure medication from a qualified person. Prior to administering any emergency anti-seizure medication or therapy, the district shall obtain from the pupil's parent or guardian a "Seizure Action Plan" as specified in Education Code section 49468.3.

Emergency anti-seizure medication prescribed to a student shall be provided to the school with the label affixed by the dispensing pharmacy intact.

A student who has been diagnosed with seizures, a seizure disorder, or epilepsy may qualify for services or accommodations pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program. The district shall assist the parent or guardian with the exploration of that option. The district may ask the parent or guardian to sign a notice verifying that the parent or guardian was given this information.

Administering Medication and Monitoring Health Conditions (E.C. sections 49414.5, 49414.7, 49423, 49423.1; 5 CCR 600-611; *American Nurses Association v. Torlakson (2013) 57 Cal. 4th 570*)

The district recognizes that during the school day, some students may need to take medication prescribed or ordered by an authorized health care provider to be able to fully participate in the educational program. Upon your written request and with the approval of your child's authorized health care provider, together with a release by parents, foster parents, or guardians of civil liability for such self-administration, a student with a medical condition who requires frequent treatment, monitoring, or testing (including but not limited to diabetes and asthma) may be allowed to self-administer, self-monitor, and/or self-test. Your child must observe universal precautions in handling blood and other bodily fluids.

Any medication prescribed by an authorized health care provider, including an emergency anti-seizure medication for a student with epilepsy, may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received a written statement from you indicating your desire for the district to assist your child in taking the medication and a written statement from your child's authorized health care provider detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken. If the medication, dosage, frequency of administration, or reason for administration changes at some point in the year, you must provide a new written statement from your child's authorized health care provider.

When unlicensed personnel are authorized by law to administer a medication, such as emergency anti-seizure medication, epinephrine auto-injector, glucagon, or insulin, the Superintendent or designee will ensure that school personnel designated to administer it to students receive appropriate training from qualified medical personnel before any medication is administered. Additionally, such unlicensed personnel will be supervised by, and provided immediate communication access to, a school nurse or physician. In an emergency situation, such as a public disaster or epidemic, a trained, unlicensed district employee may administer medication to a student.

If your child is on a continuing medication regime for a non-episodic condition, you must inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician. Necessary medications must be provided in properly labeled, original containers, along with the authorized health care provider's instructions. For prescribed or ordered medication, the container must have the name and phone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. With your consent, the school nurse or other designated employee, may communicate with your child's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student.

Use of Sunscreen Permitted (E.C. section 35183.5)

Students may carry and use sunscreen without a doctor's note or prescription and may also wear sun-protective clothing.

Health Care Coverage Information (E.C. section 49452.9)

The district has information on health care coverage options and enrollment assistance. If interested, please contact the school office for this information.

Physical Examinations (E.C. section 49451; 20 USC 1232h)

Physical examinations and screenings may be conducted at various times throughout the year. Physical examinations for athletics are conducted the first week of August and May of every year. If you want your child to be exempt from physical examinations at school, file a written statement signed by you with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, he/she may be sent home and shall not be permitted to return to school until the contagious or infectious disease does not exist.

Dental Fluoride Treatment (Health and Safety Code section 104830)

Pupils may be provided the opportunity to receive topical application of fluoride or other decay-inhibiting agent to their teeth. Parents/guardians or eligible pupils should submit a written request for this treatment.

Medical and Hospital Services (E.C. section 49472)

The district provides coverage for immediate medical and surgical treatment of bodily injuries to a regularly enrolled student resulting from an accident occurring on school grounds or other facilities being used in the district's educational programs or during transportation to and from those places. This includes field trips and all interscholastic athletic competitions with the exception of tackle football. Coverage may be applicable for up to 52 weeks following the accident, with a limit of \$2,500, and the coverage applies for expenses that exceed the limit of, are less than the deductible of, or are simply not covered by, other insurance available to the student.

Scoliosis Screening (E.C. section 49452.5)

If your child is enrolled in grades 7 through 12 and is suspected of having curvature of the spine, please notify the school office. The district may screen female students in grade 7 and male students in grade 8 for the condition known as scoliosis. If the initial screening indicates the student may have scoliosis, additional screening may be required. You may request in writing that your student not be screened. If your child is identified at school as having this condition, you will be notified in accordance with the law.

Sight and Hearing Test (E.C. section 49452)

The district is required to provide for testing the sight and hearing of each student enrolled in its schools unless you submit a written denial of consent.

Information for Use in Emergencies (E.C. section 49408)

For protection of your child's health and welfare, we ask that you fill out and return the enclosed Emergency Information Card.

Confidential Medical Services Without Parental Consent (E.C. section 46010.1)

According to the law, school authorities may excuse any student in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parents.

Management Plan for Asbestos-Containing Material (40 CFR 763.84, 40 CFR 763.93)

A complete, updated management plan for asbestos-containing material in school buildings is available at each school office.

Pesticide Warnings (E.C. sections 17612, 48980.3)

The district has implemented an integrated pest management program designed to effectively control pests using a combination of techniques. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment may be used according to established regulations and treatment thresholds.

Pursuant to the Healthy Schools Act of 2000, the district is required to notify staff and parents of the name of all pesticide products expected to be applied at the school facility during the upcoming year.

Those products are as follows:

District IPM plan web site address <https://www.djuhsd.org/Page/1959>

Pesticide Name and Active Ingredients

- Best 16-8-8 with dimension (Dithioptr)
- Fusilade 2 (Fluazifop-p-butyl)
- Ranger pro (glyphosate)
- Pendulum Aqua Cap (Pendimethalin)
- Ornemec (Fluazifop-p-butyl)
- Manage (Halosulfuron-methyl)
- Dimension 270g (dithiopyr)
- Turmador (Fipronil)
- Avitrol (Aminopyridine)
- Suspend SC (Deltamethrin)
- Gentrol (Hydropene)
- Max Force Ant Bait (Fipronil)
- Q4 PLUS (Quinclorac, Sulfentraone, Dimethlane Salt Dicamba)
- Pendulum (Pendimethalin)
- Speedzone (2 4-d ethyl ester, Mecopcrop-p acid, dicamna acid, carfentrazone-ethel)
- Revolver (Foramsuloron)
- Best turf Surpreme 16-6-8 plus trimec (2,4-dichlorophenoxyacetic acid)
- Certainty (Sulfosulfuron)
- Drive 75 (Quinclorac)
- Engage (Chlorpyrifos)
- Orthene (Acephate)
- Reward (Diquat dibromide)
- Tim-bor (Disodium Octaborate Tetrahydrate)
- Vicane (Sulfuryl Fluoride)
- Cloropicrin (Cloropicrin)
- Tempo SC Ultra (Cyano)
- Trimec (Dicamba)
- Florel (Ethephon)
- Phantom (Chlorfennapyr)
- Sledgehammer (halosulfuron-methal 3 chloro-5)
- ULD BP-300 (Pyrethrum)
- Tenacity (Mesotione)

If you wish to receive notification of individual pesticide applications at the school facility, please complete the attached registration form. You will receive notification at least 72 hours prior to the application

PESTICIDE APPLICATION NOTIFICATION REGISTRATION

Date: _____

Name of Parent/Guardian/Staff Member: _____

Address: _____

City: _____

Name of Student: _____

School Site/Facility: _____

[optional] Please notify me by:

U.S. Mail. _____ phone # _____ E-mail address _____

Information regarding pesticide information may be obtained at the California Department of Pesticide Regulation website: <http://apps.cdpr.ca.gov/schoolipm/>

School Safety Plans (E.C. section 32280 and following)

Each school site has established a Safety Plan. Details of the Safety Plan are available to the public through the district office on request, and copies are provided to local law enforcement.

Safe Storage of Firearms (E.C. sections 49390- 49392 and 48986)

Parents and legal guardians of all students in the Delano Joint Union High School District are responsible for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

Below are the laws in California regarding the storage of firearms. Please take some time to review them and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (California Penal Code sections 25100 through 25125 and 25200 through 25220)
 - Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (California Penal Code section 25100(c))
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. (California Civil Code Section 29805)
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (California Civil Code Section 1714.3)

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

*Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Buses and Passenger Safety (E.C. section 39831.5)

**TRANSPORTATION SAFETY PLAN
2025-2026**

1. All calls involving security and/or safety of students while in the process of being transported on the school bus are to be directed to the: 1. Transportation Supervisor 2. School Site Principal, Superintendent. In the absence of the Transportation Supervisor, call school site Principal, Delano High School call ext. 4137, Cesar E. Chavez High School call ext. 4501, Valley High School call ext. 4180 and Robert F. Kennedy High School call ext. 5102. In the absence of the Transportation Supervisor, and school site Principal, call Superintendent at ext. 4100.
2. If situation involves a threat to the safety of a student or staff member, the person to be contacted would be the Transportation Supervisor, then the school site Principal and the District Superintendent will be immediately notified:
 - a. If in Tulare County, Porterville Sheriff Department at (559) 782-4700
 - b. California Highway Patrol (559) 624-0213

 - a. If in Kern County, Kern County Sheriff Department at (661) 792-2121
 - b. California Highway Patrol at (661) 864-4444.
3. If situation is an actual emergency as opposed to a threat, call 911 first. Call Transportation Supervisor or School Site Principal or Superintendent after calling 911 to inform them of the information that was given to 911.

Delano Joint Union High School District is 9th thru 12th grades, therefore is not required to escort student at bus stops. However, January 1, 1998, all school busses are required to operate the flashing red signal lights at all times when loading and unloading students.

An approach to a school bus stop where pupils are loading or unloading from, a school bus, the driver of the school bus shall activate an approved flashing amber warning light system, if the bus is so equipped, beginning 200 feet before the bus stop. The driver shall operate the flashing red signal lights and stop arm, as required on the school bus, at all times when the school bus is stopped for the purpose of unloading pupils.

The flashing red signal, amber warning lights, and stop signal arm system shall not operate at any place where traffic is controlled by a traffic officer. The school bus flashing red signal lights, amber warning lights, and stop signal arm system shall not be operated at any other time.

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.

When a school bus is stopped 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, check for approaching traffic in all directions and activate the flashing red light signal system and stop arm, if equipped with a stop arm.

Before opening the door, ensure that the flashing red lights and stop arm are activated, and that it is safe to exit the school bus.

Require all pupils to walk in front of the bus as they cross the highway or private road. Ensure that all pupils who need to cross the highway or private road have crossed safely, and that all other unloaded pupils and pedestrians are a safe distance from the bus, and it is safe to move before setting the bus in motion.

All Buses Pick up and Drop off at the same locations.

DHS		AM	
Route 2		Route 5	
Zero Period		Regular Route	
Toro Loco Supermarket @ 6:10 am		Toro Loco Supermarket @ 7:00 am	
Earlimart Rotary Park @ 6:15 am		Church & Sierra @ 7:05 am	
Church & Sierra @ 6:20 am			
Earlimart & Marin Ave @ 6:25 am			
Regular Route		Route 15	
S. Oak St. & E. Tulare Ave @ 7:00 am		Regular Route	
S. Elm St. & Washington Ave @ 7:03 am		Front St & Cedar Ave @ 6:55 am	
Church & Sierra @ 7:05 am		S. Market Rd & Ave 48 @ 7:00 am	
		S. Market & Washington(Sam's)@7:05 am	
Route 24			
Regular Route		Route 8	
Washington & State(Diamond field) @ 7:00 am		Regular Route	
Washington Ave (Alila School) @7:05 am		Earlimart Ave & Marin Ave @ 6:50 am	
Route 23		Route 17	
Regular Route		Regular Route	
Toro Loco Supermarket @ 7:00 am		N. State & Wilson Ave @ 7:00 am	
Church & Sierra @ 7:05 am		Church & Sierra @ 7:05 am	

DHS	PM
Route 2	Route 5
Regular Route	Valley Bus/Regular Route
S. Oak St & E. Tulare Ave @ 3:25 pm	Earlimart Ave & Marin Ave @ 3:35pm
S. Elm St. & Washington Ave @ 3:30 pm	Route 15
Church & Sierra @ 3:35 pm	
4:00 PM Bus	Regular Route
Toro Loco Supermarket @ 4:25 pm	Front St & Cedar Ave @ 3:25 pm
Washington & State(Snow Mix)@4:30pm	S. Market Rd & Ave 48 @ 3:27 pm
Church & Sierra @ 4:35 pm	S. Market & Washington(Sam's)@3:30pm
Sierra Ave & Earlimart Ave @ 4:40pm	Route 23
Washington Ave (Alila School)@4:45pm	
Route 24	Regular Route
Regular Route	Toro Loco Supermarket @ 3:25 pm
State & Wilson Ave @ 3:30 pm	Church & Sierra @ 3:30 pm
State & Washington(Diamond field)@3:35pm	
Washington Ave (Alila School)@3:40pm	
Route 17	
Regular Route	
Toro Loco Supermarket @ 3:25 pm	
Church & Sierra @ 3:30pm	

CCHS		AM	
Route 1 (POND/RICHGROVE)		Route 20 (RICHGROVE/COUNTRY)	
Regular Route		Zero Period	
11405 Garzoli @ 6:36am		California Camp Ave 192 @ 6:10am	
11487 Garzoli @ 6:36am		Veracruz Apts (Richgrove) @ 6:18am	
32886 Pond Rd @ 6:40am		Richgrove Park (Vineyard Dr.) @ 6:20am	
33593 Pond Rd @ 6:45am		Kyte & Rich Rd @ 6:25am	
Kyte Rd & Rich Rd @ 6:47am		Kyte & Woollomes @ 6:28am	
11078 Kyte Rd @ 6:48 am		11078 Kyte @ 6:30am	
Kyte Rd & Woollomes @ 6:48am		Regular Route	
11014 Kyte Rd @ 6:50am		2461 Rd 156 @ 7:00am	
10222 Quality @ 6:55am		Rd. 168 (house on left side)@ 7:05am	
780 Rd. 216 @ 7:05am		16964 Ave 32 @ 7:10am	
Richgrove Park (Vineyard Dr.) @ 7:20am		3813 Rd 176 @ 7:11am	
Route 21 (RICHGROVE/COUNTRY)		426 Rd 176 (Trailer) @ 7:12am	
		Richgrove Park (Vineyard Dr.) @ 7:30am	
Zero Period		Route 16 (TEVISTON)	
13391 Ave 72 @ 6:16am		Regular Route	
7029 Rd 136 @ 6:18am		Ave 80 & Rd 126 @ 6:26am	
14008 Ave 64 @ 6:22am		7872 Rd 128 (Bishop) @ 6:30am	
6811 Rd 160 @ 6:30am		Rd 76 & Bishop St @ 6:33am	
Regular Route		Ave 16 @ 7:05am	Ave 80 (fire hydrant) @ 6:38am
Ave 4 (white w/ green trim)@ 7:10am		Rd 132 & Williams Ave @ 6:45am	
California Camp @ 7:15am		Rd 132 & Ave 76 (stop sign) @ 6:50am	
Rd 188(cream w/ burgundy trim)@7:20am		Rd 132 (Blue Gate) @ 6:51am	
Veracruz Apts (Richgrove) @ 7:20am		Ave 72 & Rd 134 @ 6:52am	
Route 8 (DELANO)		Rd. 144 (brown pillars)@ 6:53am	
		Rd 144 & Ave 72 @6:54am	
Regular Route		6879 Rd 136 @ 6:55am	
Cesar Chavez Park @ 7:15am		Ave 64 & Rd 152 @ 7:00am	
MLK Park (Belmont St) @ 7:18am		Rd 160 (across from packing co) @ 7:05am	
Del Sol & Austin St. @ 7:20am		Ave 56 (blue house) @ 7:08am	
Morse & Belmont St. @ 7:23am		Rd 144 (pink house) @ 7:10am	
		167 Rd 156 @ 7:16am	

CCHS		PM	
Route 1 (POND/RICHGROVE)		Route 20 (RICHGROVE/COUNTRY)	
Regular Route		Regular Route	
		Richgrove Park (Vineyard Dr.)@ 3:20 pm	
780 Rd 216 @ 3:25 pm		California Camp @ 3:30pm	
10222 Quality Rd @ 3:30 pm		Rd. 176 (Trailer) @ 3:40 pm	
11014 Kyte (Trailers) @ 3:30 pm		4140 Rd 176 @ 3:41 pm	
Kyte Rd & Rich Rd @ 3:40 pm		Ave 32 @ 3:44 pm	
Kyte Rd & Woollomes @ 3:41pm		2865 Rd. 168 @ 3:45 pm	
33593 Pond Rd @ 3:45 pm		2461 Rd 156 @ 3:50 pm	
32886 Pond Rd @ 3:50 pm			
11405 Garzoli @ 4:10 pm			
		4:00 PM Route	
4:00 PM Route		Richgrove/Country Areas	
Delano (West Side)		Route 16 (TEVISTON)	
Route 21 (RICHGROVE/COUNTRY)		Regular Route	
Regular Route		167 Rd 156 @ 3:15 pm	
Veracruz Apts (Richgrove) @ 3:20 pm		Rd 144 (pink house) @ 3:25 pm	
California Camp @ 3:25 pm		Rd. 148 @ 3:30 pm	
Rd 188 @ 3:30 pm		Ave 56 (blue house) @ 3:33 pm	
Ave 4 (Rd 188) @ 3:35 pm		Rd 160 @ 3:35 pm	
Ave 16 @ 3:40 pm		Ave 64 @ 3:37 pm	
		Rd 136 @ 3:39pm	
4:00 PM Route		Ave 72 @ 3:41pm	
Teviston/Country Areas		Rd 144 @ 3:43 pm	
Route 8 (DELANO)		Rd 134 @ 3:45 pm	
Cesar Chavez Park @ 3:20 pm		Rd 132 (blue gate) @ 4:00 pm	
MLK (Belmont St) @ 3:25 pm		Rd 132 (stop sign) @ 4:04 pm	
Del Sol & Austin St. @ 3:27 pm		Rd 132 (dirt road) @ 4:12 pm	
Morse & Belmont @ 3:30pm		Rd 132/Ave 80 @ 4:15 pm	
		Ave 80 (middle of block) @ 4:25 pm	
		Rd 130 (tan gate) @ 4:30 pm	
		Ave 76/Bishop @ 4:35 pm	
		Bishop @ 4:37 pm	
		Ave 80 & Rd 126 @ 4:38 pm	
		6993 Rd 120 @ 4:45 pm	
		6596 Rd 120	

RFK		AM	
Route 8		Route 10 (POND/GARCES/DELANO)	
Zero Period Bus		Regular Route	
Kalibo Park @ 6:25am		Cecil Ave & San Jose Ave. @ 6:14am	
		Cecil Ave & Lytle Ave. @ 6:15am	
		Cecil Ave & Wasco Pond @ 6:16am	
		29106 Cecil Ave(concrete wall) @ 6:17am	
Route 22 (ALLENSWORTH/COUNTRY)		28720 Garces Hwy @ 6:20am	
Regular Route		Garces & Magnolia @ 6:21am	
		Magnolia & Woollomes @ 6:23am	
House on Ave 24 @ 6:20am		28384 Garces Hwy @ 6:28am	
Trailer Park (Ave 56) @ 6:28am		Garces & Jumper @ 6:30am	
Pink Trailer (Ave 56) @ 6:30am		1158 Wildwood Rd @ 6:35am	
11562 Ave 56 @ 6:32am		28194 Pond Rd @ 6:42am	
11352 Ave 56 @ 6:35am		29350 Peterson Rd @ 6:47am	
10974 Ave 56 @ 6:37am		29172 Schuster Rd @ 6:52am	
10924 Ave 56 @ 6:38am		11851 Benner St @ 6:53am	
Dirt Lot (no house) @ 6:41am		11695 Casey Ave @ 6:55am	
8494 Ave 24 @ 6:51am		29794 Schuster @ 6:57am	
Rd 84 (Big green water tank) @ 6:54am		Metler & Quinones @ 7:10am	
Dirt Alley on Rd. 84 @ 6:56am		10434 Brutton St @ 7:12am	
Rd 84 & Ave 32 @ 6:57am		Kalibo Park @ 7:20am	
8252 Ave 32 @ 7:00am		Castro Ave & Hiatt Ave @ 7:25am	
Allensworth School @ 7:03am			
10975 Ave 16 @ 7:10am			
415 Ave 128 @ 7:15am			
29931 County Line Rd @ 7:18am			
10025 Casey Ave @ 7:21am		Route 16 (TEVISTON)	
10059 Casey Ave @ 7:22am		Regular Route	
10215 Casey Ave @ 7:23am		1748 Rd. 120 @ 6:20am	
10239 Casey Ave (Fernandez Ranch) @ 7:24am		Rd. 120 & Ave 72 @ 6:22am	
10257 Casey Ave @ 7:25am		Ave 80 & Rd 126 @ 6:26am	
10267 Casey Ave @ 7:26am			

RFK		PM	
Route 10 (CECIL/POND/GARCES)		Route 22 (ALLENSWORTH/TEVISTON)	
Regular Route		Valley Bus/ Regular Route	
Cecil Ave & San Jose Ave @ 3:12pm		Ave 24 @ 3:25pm	
Cecil Ave & Lytle Ave @ 3:13pm		Trailer Park (Ave 56) @ 3:35pm	
Cecil Ave & Wasco Pond @ 3:14pm		1748 Rd. 120 @ 3:38pm	
29106 Cecil Ave (concrete wall) @ 3:15pm		Rd. 120 & Ave 72 @ 3:40pm	
28720 Garces Hwy @ 3:20pm		Ave 80 & Rd 126 @ 3:55pm	
Garces & Magnolia @ 3:22pm		Pink Trailer (Ave 56) @ 4:15pm	
Magnolia & Woollomes Ave @ 3:25pm		11562 Ave 56 @ 4:18pm	
28384 Garces Hwy @ 3:30pm		11352 Ave 56 @ 4:20pm	
Garces & Scofield @ 3:35pm		10974 Ave 56 @ 4:21pm	
1158 Wildwood Rd @ 3:40pm		10924 Ave 56 @ 4:22pm	
28194 Pond Rd @ 3:50pm		Dirt Lot (no house) @ 4:25pm	
29350 Peterson Rd @ 3:55pm		Allensworth School @ 4:35pm	
29172 Schuster Rd. @ 4:00pm		8252 Ave 32 (yellow trailer) @ 4:38pm	
11851 Benner St @ 4:02pm		Rd. 84 & Ave 32 @ 4:40pm	
29794 Schuster @ 4:07pm		Dirt Alley on Rd. 84 @ 4:42pm	
4:00 PM Route		Rd 84 (Big green water tank) @ 4:43pm	
Allensworth/Teviston/North Country areas		8494 Ave 24 @ 4:45pm	
		10975 Ave 16 @ 4:50pm	
		415 Ave 128 @ 4:55pm	
Route 8		Route 30 (DELANO)	
4:00 PM Route		Regular Route	
Cecil/Garces/Wildwood/Pond/Kalibo Park/South Country areas		10434 Brutton St. @ 3:08pm	
		Mettler & Quinones @ 3:10pm	
		28931 Cecil Ave @ 3:15pm	
		10271 Casey Ave @ 3:15pm	
		10239 Casey Ave (Frandz Rch) @ 3:16pm	
		10059 Casey Ave @ 3:18pm	
		29931 County Line Rd @ 3:20pm	
		Hiett & Castro @ 3:25pm	
		Kalibo Park @ 3:35pm	

BUS CONDUCT RULES

In order to ensure the safety of students being transported all must abide by the following rules:

1. Use only the bus and stop assigned to you.
2. Remain seated facing front when bus in in motion.
3. Talk quietly and make no unnecessary noise.
4. Eating, drinking and gum chewing on the bus in not allowed.
5. For the safety of all students, unnecessary conversation with the driver or creation of any disturbance is not permitted.
6. Students must conduct themselves so as to contribute to the safe transportation of the whole group.
7. No live animals, birds, reptiles, fish or insects may be carried on the bus.
8. Orderly behavior is required at bus stops.
9. Arrive at bus pickup five to ten minutes before the bus is due, no earlier.
10. Cross in front of bus if living on opposite side of street.
11. Keep head and arms inside of bus.
12. Littering bus or throwing anything out of bus is not permitted.
13. Do not play or tamper with bus or bus equipment.
14. Be quiet when bus is crossing railroad tracks.
15. Wear shoes on the bus – no bare feet. (Exception: Track or baseball shoes must not be worn on the bus as they damage the floor.)

The following points summarize the necessary regulations, and we solicit your help in maintaining these standards.

Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for refusing transportation to any pupil. The driver of any school bus shall be held responsible for the orderly conduct of pupils transported. (Section IX, State Board of Education Regulations Governing Pupil Transportation.)

BUS TRANSPORTATION PLAN

ASSOCIATE SUPERINTENDENT: Kenneth Moore

In order to guarantee all students that ride our buses have safe means of transportation which they deserve, we will be utilizing the following discipline plan starting this school year.

Our Philosophy:

We believe all students can behave appropriately and safely while riding on a school bus. We will not tolerate any student stopping drivers from doing their job or preventing other students from having safe transportation.

Our Bus Rules:

1. Follow driver directions.
2. Stay seated while the bus is in motion.
3. No loud talking or fighting at any time.
4. Keep all body parts in bus.
5. No eating, drinking or smoking.

If a student chooses to break a rule:

- 1st Consequence: Driver verbally warns student.
2nd Consequence: Driver reports student to supervisor.
3rd Consequence: Driver contacts principal for disciplinary action.

Severe Disruption:

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

- A. Physical harm to student.
- B. Physical harm or threat of physical harm to driver may result in an arrest.
- C. Property damage.
- D. Refusal to obey driver.
- E. Failure to give correct name.

Students Who Behave:

Students who choose to follow the rules should be openly acknowledged by the driver.

It is in the best interest of all Delano High School District students that we work together to establish a good relationship which provides safe transportation.

I have read the above and clearly understand the Bus Transportation Plan.

Student's Signature

Sex Offender Information: "Megan's Law" (Penal Code section 290.4)

The California Department of Justice operates a website that lists designated registered sex offenders in California. The district does not disseminate this information but you may visit <http://www.meganslaw.ca.gov> to learn more and find helpful information for you and your family.

Tobacco-Free Schools/No Smoking Policy (Health and Safety Code section 104420)

The district's governing board recognizes that the health hazards associated with smoking and the use of tobacco products, including breathing second-hand smoke, are inconsistent with its goal to provide a healthy environment for students and staff. The law requires that all recipients of any state and/or federal grant or contract maintain tobacco-free school sites.

Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine including, but not limited to, cigarettes, cigars, miniature cigars,

smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine delivery devices such as electronic cigarettes. Exceptions may be made for use or possession of prescription nicotine products.

Any employee or student who violates the district's tobacco-free schools' policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate. Any other person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may direct the person to leave school property, request local law enforcement assistance in removing the person from school premises, and/or prohibit him/her from entering district property for a specified period of time.

Synthetic drug dangers (E.C. section 48985.5)

The use of synthetic drugs that are not prescribed by a physician represents an emerging and ongoing public health threat in California.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "spice," "k2"), methamphetamines, bath salts, and fentanyl.

The CDPH has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

The fentanyl crisis, specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

Be advised that social media is being used as a way to market and sell synthetic drugs.

Concussion/Head Injury During Athletic Activity (E.C. section 49475)

The district offers an athletic program in which your child may wish to participate. By law we must provide you with information regarding concussions and head injuries.

Please review with your child the attached information sheet about concussion and head injuries. You and your child must sign and date the sheet where indicated and return it to your child's school prior to your child beginning practice or competition in our athletic program. *The information sheet can be found in both English and Spanish at:*

<http://www.cifstate.org/index.php/the-latest-news/concussions/>

Pupil Mental Health Services Available on Campus or in the Community (E.C. section 49429.5)

All Delano Joint Union High School District (DJUHSD) school sites have access to mental health professionals and counselors to work with students and families to assess and support mental health challenges on campus. The following services are available in our district and community.

School Counselors

Personal matters - self-image, fears/hopes, peer problems, family changes, pregnancy, motivation and goal setting, drop-out prevention, community resources.

A student needing to see his/her counselor should fill out a "Request to See Counselor" form.

Intervention Counselor

Anti-bullying, some gang affiliation, community resources, values and conflict, substance abuse counseling, conflict mediation/resolution, group counseling in the areas of effective social skills and anger management, counseling to rule-out physical abuse and depression, anxiety or other mental health related problem (that would then be referred to the school Pychs/MFT).

Students are referred to the Intervention Counselor by the School Counselor, teachers, other staff, parents, or peers

School Psychologists, Marriage and Family Therapist

- Individual counseling
- Group counseling
- Family counseling/Parenting
- Crisis counseling
- Risk-assessment/Suicide Screening
- Grief counseling
- Referrals to outside mental health agencies (for more intensive service)

Community Mental Health Services

Child Guidance Clinic
375 DOVER PKWY
DELANO, CA 93215
661.725.1042

Clínica Sierra Vista
828 High Street C
Delano, CA 93215
661.725.2788

Omni Family Health
912 Fremont Street
Delano, CA 93215
800.300.OMNI

Tulare Youth Services Bureau
327 S K St
Tulare, CA 93274
559.688.2043

PARTICULAR EDUCATION ISSUES

Comprehensive Sexual Health Education, HIV Prevention Education, and Assessments Related to a Student's Health Behaviors and Risks Including Attitudes Concerning or Practices Relating to Sex (E.C. sections 51934-51939)

A parent or guardian of a pupil has the right to excuse their student from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a written "opt-out" process. You may opt out by so advising the district in writing.

The written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.

Comprehensive sexual health education or HIV prevention education may be taught by school district personnel or by outside consultants.

The date of the instruction is:

Delano High School	October 7-14, 2025 & March 10-17, 2026
Robert F. Kennedy High School	September 23 – October 10, 2025 & February 25- March 18, 2026
Cesar E. Chavez High School	December 8 -12, 2025 & May 25 -29, 2026
Valley High School	Education delivered through online course

The name of the organization or affiliation of each guest speaker is:

Delano High School	Steve Kennelley, Julius Achere, Instructors
Robert F. Kennedy High School	Steven Arthur, Instructor
Cesar E. Chavez High School	Amaneet Gill, Leah Oung, Julie Carino, Cristi Tallman, Jesse Ortega, Mark Gentry, Instructors
Valley High School	Edgenuity

You may request a copy of Education Code sections 51934-51939.

If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.

Anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the pupil's attitudes concerning or practices relating to sex, may be administered to any pupil in grades 7 to 12, inclusive. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a written "opt-out" process. You may opt out by so advising the district in writing.

You will be notified in writing if and when such a test, questionnaire, or survey is to be administered.

You have the right to review the test, questionnaire, or survey.

If the school has received a written request from the student's parent or guardian excusing the pupil from participation in comprehensive sexual health education, HIV prevention education, and assessments related to that education, the student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks.

A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks is being administered, an alternative educational activity shall be made available to pupils whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

More information regarding sexual health and HIV/AIDS prevention instruction may be found in the district's BP and AR 6142.1.

Health Instruction Conflicting with Religious Training and Beliefs of Parent or Guardian (E.C. section 51240)

Upon written request, a parent or guardian has the right to excuse their student from any part of a school's instruction in health that may conflict with their religious training and beliefs or personal moral convictions.

Assessments Containing Questions About a Student's Personal Beliefs or Those of His/Her Family (E.C. section 51513; 20 USC 1232h)

No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, income, political affiliations and religion may be administered unless:

- The parent or guardian of the pupil is notified in writing that this test, questionnaire, survey, or examination is to be administered; and
- The parent or guardian of the pupil gives written permission for the pupil to take the test, questionnaire, survey, or examination.

Statewide Pupil Assessment Program (E.C. sections 60604 and 60615; 5 CCR 852)

The California Assessment of Student Performance and Progress (CAASPP) is a statewide assessment program that tests the degree to which pupils are achieving the academically rigorous content and performance standards, adopted by the state board, that reflect the knowledge and complex skills that student will need in order to succeed in the information-based, global economy of the 21st century.

A parent or guardian may annually submit to the school a written request to excuse his or her child from any or all parts of the test for the school year. Such a request will be granted.

Right to Refrain from Harmful Use of Animals (E.C. sections 32255-32255.6)

Your child may participate in a course during this year that utilizes live or dead animals or animal parts to help your child obtain knowledge, information, or experience required in the course. If your child chooses not to participate in the dissection of animals, and if the teacher believes that an adequate alternative education project is possible, the teacher may work with him/her to develop and agree upon an alternative education project for the purpose of providing your child an alternate avenue for obtaining the information required by the course. The school will need a signed note from you indicating your child's objection.

Homeless Youth Education (42 U.S. 11432)

Homeless students and their parents have various rights regarding public education. Information on this subject is explained in the school district’s Education for Homeless Children Policy BP/AR 6173.

Under the provisions of United States Code, The Delano Joint Union High School District will continue to provide McKinney-Vento services for students identified as homeless. These services include immediate enrollment in school, coordinating transportation to school of origin, purchasing school supplies, referrals to appropriate health and social services, and ensuring all educational opportunities are provided to students identified as homeless. These services include:

- Tutoring
- Defray excess cost of transportation to continue in the school of origin
- Provide support staff for mentoring and ensuring appropriate services are provided to homeless youth.
- Provide homeless youth full and equal opportunity to succeed in school.
- Parent training about the rights of homeless youth
- Provide homeless youth with school supplies and school uniforms, if required, including supplies distributed at shelters or temporary housing facilities
- Provide extraordinary or emergency assistance needed to enable homeless youths to attend school and participate fully in school activities.
- Referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate.

For more information on eligibility and services please contact Rene Ayon, Assistant Superintendent of Student Services, 1720 Norwalk Street, Delano, CA, 661-720-4113.

Minimum Days or Pupil Free Staff Development Days (E.C. section 48980(c))

Pupil Free Staff Development Days:
August 11, 2025
August 12, 2025
January 12, 2026

Minimum Days:
December 17-19, 2025 (finals)
March 27, 2026
May 22, 2026
June 3– 5, 2026 (finals)

School Meals

A school district or County Superintendent of School maintaining kindergarten or any of grades 1 to 12, inclusive, shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil’s eligibility for a federally funded free or reduced-priced meals, with a maximum of one free meal for each meal service period. (E.C. section 49501.5; 42 USC 1758 and 1773)

The district may attempt to collect unpaid school meal fees from a parent/guardian but shall not use a debt collector. (E.C. section 49557.5.)

The Superintendent or designee may enter into an agreement with a student’s parent/guardian for payment of the student’s unpaid meal charge balance over a period of time. As necessary, the repayment plan may allow the unrecovered or delinquent debt to carry over into the next fiscal year. (CDE’s Nutrition Services Division Management Bulletin SNP-03-2017.)

The district shall not direct any action toward a student to collect unpaid school meal fees. (E.C. section 49557.5.)

The district's efforts to collect debt shall be consistent with 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid meal charges. (CDE's Nutrition Services Division Management Bulletin SNP-03-2017.)

The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss. (CDE's Nutrition Services Division Management Bulletin SNP 06-2015 and SNP-03-2017.)

(Pursuant to CDE's April 3, 2017 Nutrition Services Division Management Bulletin SNP-03-2017, districts participating in the National School Lunch and/or Breakfast program are mandated to have a written and clearly communicated meal charge policy which includes the collection of delinquent meal charge debt. (CSBA Model BP 3551.) The Annual Notice is one way to communicate the required information to high poverty families.)

Funding for Costs of Advanced Placement Examinations (E.C. section 52242)

A school district may help pay for all or part of the costs of one or more advanced placement examinations that are charged to economically disadvantaged pupils.

The Rights of Pregnant and Parenting Pupils (E.C. section 46015)

Pregnant and parenting pupils have the right to the following options and accommodations:

- Absence to care for a sick child is an excused absence and the school is prohibited from requiring a note from a doctor for such an absence.
- The school may not exclude nor deny any pupil from any educational program or activity, including class or extracurricular activity, solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.- The school may require any pupil to obtain the certification of a physician or nurse practitioner that the pupil is physically and emotionally able to continue participation in the regular education program or activity.
- The school may not require pregnant or parenting pupils to participate in pregnant minor programs or alternative education programs. Pregnant or parenting pupils who voluntarily participate in alternative education programs shall be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
- The school 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 and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children.
- A pregnant or parenting pupil is entitled to eight weeks of parental leave, which the pupil may take before the birth of the pupil'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 pupil who gives, or expects to give, birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant.
- A pregnant or parenting pupil who does not wish to take all or part of the parental leave to which they are entitled shall not be required to do so.
- A pregnant or parenting pupil is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the pupil's physician.
- When a pupil takes parental leave, the supervisor of attendance shall ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.
- During parental leave, schools shall not require a pregnant or parenting pupil to complete academic work or other school requirements.
- A pregnant or parenting pupil 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 pupil is entitled to opportunities to make up work missed during his or her leave including, but not limited to, makeup work plans and reenrollment in courses.
- Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the school in which the pupil was previously enrolled when it is necessary in order for the pupil to be able to complete state and any local graduation requirements, unless the local educational agency makes a finding that the pupil is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
- A pupil 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 local educational agency.
- A pregnant or parenting pupil 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 pupil shall not incur an academic penalty as a result of his or her use of the accommodations specified in this subdivision.

LIMITED ENGLISH PROFICIENT STUDENTS AND AVAILABLE LANGUAGE ACQUISITION ISSUES

English Learners/Available Language Acquisition Programs (E.C. sections 310(b)(2), 313.1, 313.2 and 440)

If your child is an English learner, your child may be offered English language development instruction targeted to their English proficiency level and designed to ensure English acquisition as rapidly and effectively as possible. Such programs are designed to be aligned with the state content standards and curriculum framework. They are based on sound instructional theory, use standard-aligned instructional materials, and will assist students in accessing the full educational program.

You will be notified when your child is assessed for English language proficiency within 30 days after the start of the school year. The notice will include:

1. Whether the child is a long-term English learner or English learner at risk of becoming a long-term English learner, as those terms are defined in Section 313.1.
2. The manner in which the program for English language development instruction will meet the educational strengths and needs of long-term English learners or English learners at risk of becoming long-term English learners.
3. The manner in which the program for English language development instruction will help long-term English learners or English learners at risk of becoming long term English learners develop English proficiency and meet age-appropriate academic standards.

A teacher who is assigned to provide either English language development, specially designed academic instruction in English, and/or primary language instruction to English learners, must hold an appropriate authorization from the California Teaching Commission.

The district offers the following language acquisition program:

4. A structured English immersion program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.

An English learner may transfer to an English language mainstream classroom when the pupil has developed the English language skills necessary to succeed in an English-only classroom is reclassified as fluent English proficient.

SCHOOL RECORDS AND ACHIEVEMENT

Pupil Records/Notice of Privacy Rights of Parents and Students (E.C. sections 49060, 49061, 49062, 49063, 49064, 49068, 49069, 49070, 49073, 49076, 49077; 20 USC 1232g; 20 USC 1232h; 34 CFR 99.3; 34 CFR 99.7; 34 CFR 99.30; 34 CFR 99.31; 34 CFR 99.33; 34 CFR 99.34; 34 CFR 99.35)

With certain exceptions, pupil records are confidential and will not be disclosed without your consent. If you have completed and signed a Caregiver's Authorization Affidavit for the purpose of enrolling a minor student in school, you have the right to access the student records of the child for whom you provide care. If you are 14 years old or older and are identified as both homeless and an unaccompanied youth, you may access your student records without parental consent.

Pupil records are any items of information (in handwriting, print, tape, film, microfilm, or other medium) that are directly related to an identifiable student, other than "directory information," and are maintained by the district or required to be maintained by an employee in the performance of his/her duties. Pupil records include the student's health record. District officials responsible for maintaining your child's records are as follows: **Rene Ayon, Assistant Superintendent of Student Services.**

When your child enrolls or intends to enroll in another district, agency, or institution, we will forward his or her records to that district, agency, or institution within 10 school days of receiving a request as long as the disclosure is for purposes related to the student's enrollment. Various original records or copies of those records shall be retained permanently by the district.

Additionally, your child's records may be shared with school officials and employees of the district, and other persons connected with the district who have a legitimate educational interest, or other legally authorized purpose, and who may need your child's records to perform his or her tasks. "School officials and employees" are individuals whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records. A "legitimate educational interest" is an interest held by a school official, employee, or person outside the district, as further defined here and in board policy, whose duties, responsibilities or contractual obligations to the district, whether routine or as a result of special circumstances, require him/her to have access to student records. Persons outside the district who may have access to particular records that are relevant to their legitimate educational interest, or other legally authorized purpose, include those with a formal written agreement or contract with the district regarding the provision of services or functions outsourced to him/her by the district, including: contractors, consultants, insurance carriers, claims adjusters, accountants, attorneys, investigators, or other parties to whom the district has outsourced institutional services or functions, including third-party vendors and service providers who provide online educational software and/or services that are part of the district's educational program or who manage certain data stored in a secure cloud computing or web-based system for the district. The district uses the following outside vendors and may contract in the future to add similar products or services: **Ellevation, Edgenuity, IXL, CalPass (Community Colleges), Medical Administrative Activities (MAA), Parent Square, and Forms (Free & reduced lunch form collection).**

For additional information, please see E.C. section 49076 and 34 Code of Federal Regulations section 99.1 and following, or contact **Rene Ayon, Assistant Superintendent of Student Services** or the Family Policy Compliance Office, U. S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.

Pursuant to E.C. section 49064, a log or record must be maintained for your child's records listing all persons, agencies, or organizations requesting or receiving information from the records and legitimate interests for that information. This log can be inspected at **your child's school**.

As a parent, you have a right to inspect and review your child's school records, including records possessed by a vendor under contract with the district to provide online services or products, and also including any information about your child collected from social media if the district is operating a social media collection program. To access individual

student records, please contact your child's school. You also have a right to challenge the contents of your child's records, have an administrator assist you in interpreting the records, request amendment to ensure they are not inaccurate, misleading, or otherwise in violation of your child's privacy rights, seek expungement of those records, have a district-level hearing to appeal the decision not to change records, and file a complaint with the state and/or United States Department of Education if the district fails to comply with state and federal law with regard to your child's records. If your child's records include information concerning any disciplinary action taken in connection with your student, you have the right to include in the record a written statement or response concerning the disciplinary action. To review policies related to the review and/or expungement of your child's records, please contact your child's school. You also have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program. If you would like a copy of your child's records, the cost of such duplication is \$0.10 for black and white copies.

Release of Pupil Directory Information (E.C. sections 49061(c)), 49070, 49073, 51938; 34 CFR 99.37; 20 USC 7908; 20 USC 1232h)

With certain exceptions, the law requires that the district obtain your written consent prior to disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district that you do not wish this information to be released in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school and/or district publications. Outside organizations to which directory information may be disclosed include but are not limited to companies that sell class rings, school photography, graduation attire, and/or publish school yearbooks; news media; including but not limited to newspapers, magazines, and radio and television stations; nonprofit organizations; military recruiters; employers; and institutions of higher education.

Directory information is defined by district policy as information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information may include a student's name, address, phone number, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of

athletic teams, degrees and awards received, and the most recent previous school attended by the student.

By law, the district must give notice to parents of the district's decision to release designated directory information and must allow a parent to inform the district in writing that any or all of the information designated as directory information should not be released without parent consent. If you do not want directory information about your student to be disclosed without your written consent, you must inform your child's school within thirty (30) days from the date of receiving this notification.

Directory information regarding a student identified as a homeless child or youth will not be released unless a parent, or student accorded parental rights, has provided written consent that directory information may be released

School Accountability Report Card (E.C. section 35256)

The School Accountability Report Card is available on request and is accessible at the following website: www.djuhsd.org. This contains information regarding the quality of the district's programs and its progress toward achieving stated goals.

COMPLAINTS

Uniform Complaint Procedures (E.C. sections 32289 and 52075; 5 CCR 4600-4670)

The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The district will investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, intimidation, or bullying in accordance with the district's uniform complaint procedures. The district has adopted a uniform complaint policy and procedures for use when addressing complaints alleging unlawful discrimination, harassment, intimidation, or bullying in district programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in E.C. sections 200 or 220, Penal Code section 422.55, or Government Code section 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures will also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. Except where specifically authorized by statute, **a student enrolled in a public school cannot be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. The uniform complaint procedures will also be used to address any complaint alleging the district's failure to comply with the requirements for development and adoption of a school safety plan, state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, any complaint alleging retaliation against a complainant or other participant in the complaint process, and any alleged failure of the district to comply with the**

requirements of the Local Control and Accountability Plan (LCAP). (The board is required to adopt and annually update an LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.)

The Uniform Complaint Policy may also be used to help identify and resolve noncompliance with laws related to accommodations for lactating students, educational rights of foster youth and homeless students, assignment of students to courses without educational content, and any failure to provide physical education instruction for at least 200 minutes every 10 days.

The Uniform Complaint Policy may also be used to resolve allegations of noncompliance with the rights of a foster youth, homeless student, or a former juvenile court school student associated with waiving district-adopted local graduation requirements. (E.C. section 51225.1(m)(1))

A. Programs and Activities Subject to the UCP

1. Accommodations for pregnant and parenting students (E.C. section 46015)
2. Adult education programs (E.C. sections 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (E.C. sections 8482-8484.65)
4. Agricultural career technical education (E.C. sections 52460-52462)
5. Career technical and technical education and career technical and technical training programs (E.C. sections 52300-52462)
6. Childcare and development programs (E.C. sections 8200-8498)
7. Compensatory education (E.C. section 54400)
8. Consolidated categorical aid programs (E.C. section 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (E.C. sections 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in E.C. section 200 or 220, Gov't Code section 11135, or

Penal Code section 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (E.C. sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2)
12. Every Student Succeeds Act (E.C. section 52059; 20 USC 6301, et seq.)
13. Local Control and Accountability Plan (E.C. section 52075)
14. Migrant education (E.C. sections 54440-54445)
15. Physical education instructional minutes (E.C. sections 51210, 51222, and 51223)
16. Student fees (E.C. sections 49010-49013)
17. Reasonable accommodations to a lactating student (E.C. section 222)
18. Regional occupational centers and programs (E.C. sections 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (E.C. section 64001)
20. School safety plans (E.C. sections 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (E.C. section 65000)
22. State preschool programs (E.C. sections 8235-8239.1)
23. State preschool health and safety issues in license-exempt programs (E.C. section 8235.5)
24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
25. Any other state or federal educational program the SPI or designee deems appropriate

The district has designated the following person as the compliance officer responsible for receiving complaints under the uniform complaint policy and procedures: **Rene Ayon, Assistant Superintendent of Student Services, 1720 Norwalk Street, Delano, Ca., 661-720-4113, e-mail**

address rayon@djuhsd.org. Complaints made under this procedure must be directed to the compliance officer.

You can obtain a copy of the district's Uniform Complaint Policy and Procedures free of charge from the compliance officer. Complaints alleging retaliation, unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date the behavior occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged retaliation, discrimination, harassment, intimidation, or bullying.

The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reason for the extension. The complaint review will be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges must be filed no later than one year from the date the alleged violation occurred and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A complainant may appeal the district's decision to the California Department of Education ("CDE") by filing a written appeal within 15 calendar days of receiving the district's decision. The appeal must include a copy of the complaint filed with the district and a copy of the decision. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district. A complainant may pursue available civil law remedies outside of the district's complaint procedures.

Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include but are not limited to injunctions and restraining orders. For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief or to discrimination complaints based on federal law.

Complaints Regarding Textbooks and Other Instructional Materials, Teacher Vacancies or Mis-assignment and the Condition of School Facilities (E.C. sections 17592.72, 35186, 35292.5; 5 CCR 4680-4687)

The district has a complaint process specifically designed to help identify and resolve insufficiencies related to textbooks and other instructional materials, teacher vacancies or mis-assignment and the condition of school facilities. The complainant is entitled to an investigation and a response from the district. Additionally, such complaints may be filed anonymously.

Complaints Regarding Employees

The district also has a process which permits the public to submit complaints against district employees in an appropriate and expeditious way which protects the rights of involved parties and holds employees accountable for their actions without disrupting the educational process.

Complaints Regarding Discrimination and Discriminatory Harassment (Section 504 of the Rehabilitation Act of 1973, Title VI Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972; 34 CFR 104.8 and 34 CFR 106.9)

The district is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, immigration status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

You have certain rights under the law, including Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin, Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, Section 504 of the Vocational Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA), which prohibit discrimination on the basis of disability. The California Department of Education and the Office for Civil Rights of the U. S. Department of Education have authority to enforce these laws and all programs and activities that receive federal funds. Complaints or inquiries regarding compliance with Section 504 or Title II of the

Americans with Disabilities Act may be directed to the district Section 504 Coordinator **Rene Ayon, Assistant Superintendent of Student Services, 1720 Norwalk Street, Delano, Ca., 661-720-4113** or to the Director of the Office for Civil Rights, U.S. Department of Education, Washington, DC.

Complaints of unlawful discrimination are investigated through the uniform complaint process. For a complaint form or additional information, please contact **Rene Ayon, Assistant Superintendent of Student Services, 1720 Norwalk street, Delano, Ca., 661-720-4113**.

Safe Place to Learn Act (E.C. sections 220, 221.5, 234.1)

The district is committed to providing a safe school environment that is free from harassment, discrimination, intimidation and bullying and allows all students equal access and opportunities in the district's academic and other educational support programs, services, facilities, and activities. The district prohibits unlawful discrimination, harassment, sexual harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, immigration status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics at any school activity or school attendance occurring within a school under the jurisdiction of the local educational agency, and all acts of the governing board or body of the local educational agency, the superintendent of the school district, and the county superintendent of schools in enacting policies and procedures that govern the local educational

agency. Students who engage in discrimination, harassment, intimidation, bullying, or retaliation will be disciplined.

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

For copies of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to file a complaint regarding a violation of these policies using the uniform complaint procedures form, please contact the district's Coordinator for Nondiscrimination. **Rene Ayon, Assistant Superintendent of Student Services, 1720 Norwalk Street, phone number 661-720-4113, email rayon@djuhsd.org.**

Each student is permitted to participate in sex-segregated school programs and activities and access facilities consistent with his/her gender identity, irrespective of the gender listed on the student's records. To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students, the district will address each situation on a case-by-case basis in accordance with law and board policy. If any student believes his/her privacy or religious beliefs and/or practices require increased privacy he/she may contact the district's Coordinator for Nondiscrimination **Rene Ayon, Assistant Superintendent of Student Services, 1720 Norwalk Street, phone number 661-720-4113, email rayon@djuhsd.org.**

Sexual Harassment/Discrimination and Title IX Complaint Procedures (E.C. sections 212.5, 220, 231.3 and 48980; 20 USC 1681-1688; and 34 CFR 106.1-106.82)

The district's policy prohibiting sexual harassment of and by students (as well as others) in a school setting and related complaint procedures required by Title IX are set out by district board policy BP/AR 5145.7 and 5145.71 regarding students. Also, BP/AR 4119.11, 4219.11, 4329.11, 4119.12, 4219.12, and 4319.12 regarding employees.

The district prohibits sexual discrimination and has procedures for the prompt and equitable resolution of sexual harassment/discrimination complaints.

Students, their parents or anyone else, who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student, an employee or a third party, or who have experienced off-campus sexual harassment that has a continuing effect on campus, are strongly encouraged to immediately contact a teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Similarly, anyone who has witnessed or otherwise learned of school-related sexually harassing behavior are strongly encouraged to report the conduct.

A report may be made at any time, including during non-business hours, and either in person, by mail, phone, or email.

Any employee who receives a report or observes an incident of sexual harassment must immediately notify the school district's Title IX Coordinator.

Sexual harassment means any unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone in the educational setting. Examples include:

1. Unwelcome leering, sexual flirtations, or propositions;
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
3. Graphic verbal comments about an individual's body or overly personal conversation;
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature;
5. Spreading sexual rumors;
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class;
7. Massaging, grabbing, fondling, stroking, or brushing the body;
8. Unsolicited touching of an individual's body or clothes in a sexual way;
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex;
10. Displaying sexually suggestive objects;
11. Sexual assault, sexual battery, or sexual coercion; and
12. Electronic communications containing sexual comments, words, or images.

The district has designated and authorized the following employee as the district's Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

Rene Ayon, Assistant Superintendent of Student Services
1720 Norwalk Street, Delano, California 93215
Telephone: 661-720-4113 Email: rayon@djuhsd.org

The Title IX Coordinator will review the allegations and see that they are investigated and resolved per district policy AR 5145.71 and as required by Title IX of the Education Amendments Act of 1972. If sexual harassment is found, the Title IX Coordinator will see that prompt action is taken in order to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

MISCELLANEOUS

Local Control and Accountability Plan (E.C. sections 52060-52077)

The district is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, and specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the state. The priorities must be aligned to the district's spending plan. The LCAP must be approved before the annual district budget can be adopted. Once the budget and the LCAP are adopted at the local level, the plan will be reviewed by the county superintendent to ensure alignment of projected spending toward goals and services. The following are the eight state priorities:

- a. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities;
- b. Implementation of and student access to state academic content and performance standards;
- c. Parent involvement and participation;
- d. Improving student achievement and outcomes along multiple measures;
- e. Supporting student engagement;
- f. Highlighting school climate and connectedness;
- g. Ensuring all students have access to classes that prepare them for college and careers; and
- h. Measuring other important student outcomes related to required areas of study.

The board of education is required to establish a parent advisory committee (PAC) and English learner parent advisory committee (ELPAC) to provide advice to the board of education and the Superintendent regarding the LCAP. (ELPACs are required if enrollment in the district includes at least 15 percent English learners and the district enrolls at least 50 pupils who are English learners. Districts are not required to establish a new ELPAC if an English learner parent committee has already been established). PACs must include parents or legal guardians of low income students, English learner students, and foster youth.

Each district is required to consult with its teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils in developing the LCAP. As part of this consultation process, districts must present their proposed plans to the PAC and ELPAC. The advisory committees can review and comment on the proposed plan. Districts must respond in

writing to the comments of the PAC and ELPAC. Districts are also required to notify members of the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP.

Districts must hold at least two public hearings to discuss and adopt (or update) their LCAPs. The district must first hold at least one hearing to solicit recommendations and comments from the public regarding expenditures proposed in the plan and then adopt (or officially update) the LCAP at a subsequent hearing.

Districts are required to post the LCAP approved by the board of education, and any updates or revisions to the LCAP, on the district's website, and establish policies for filing a complaint of noncompliance under E.C. section 52075 using the uniform complaint procedures. Information regarding the requirements for the LCAP and the complaint process must be provided to pupils, parents/guardians, and employees on an annual basis.

Miscellaneous Parental Rights (E.C. section 49091.10)

The Education Empowerment Act of 1998 establishes various rights for parents in addition to other rights identified in this Annual Notice. Your rights as a parent include the following:

Inspection of Instructional Materials: All primary supplemental instructional materials and assessments, including textbooks, teacher's manuals, films, audio and video recordings, and software shall be compiled and stored by the classroom instructor and made available promptly for your inspection in a reasonable time frame or in accordance with procedures determined by the district's governing board.

Observation of School Activities: You have the right to observe instruction and other school activities that involve your child in accordance with procedures determined by the district's governing board to ensure the safety of pupils and school personnel and to prevent undue interference with instruction or harassment of school personnel. Reasonable accommodation of parents will be considered by the district's governing board. Upon written request, school officials will arrange for observation of a requested class or classes or activities in a reasonable time frame and in accordance with procedures determined by the district's governing board.

Consent for Evaluations: Your child may not be tested for a behavioral, mental, or emotional evaluation without informed written parental consent.

Affirmation or Disavowal of Beliefs: A pupil may not be compelled to affirm or disavow any particular personally or privately held world view, religious doctrine, or political opinion. The law does not relieve pupils of any obligation to complete regular classroom assignments.

Other Parental Rights

The rights of parents of district pupils include the following:

1. To observe in your child's classroom (upon reasonable notice).
2. To meet with your child's teacher and the school principal (upon reasonable notice).

3. To volunteer your time and resources at the school.
4. To be notified on a timely basis if your child is absent from school without permission.
5. To be notified concerning your child's classroom and standardized test performance.
6. To request a specific school and teacher and to receive a response from the district. (This does not obligate the district to grant the request.)
7. To have a safe learning environment for your child.
8. To examine curriculum materials of your child's class.
9. To be informed of your child's progress and appropriate school personnel to contact in the event of problems.
10. To access student records for your child.
11. To receive information concerning expectations for student learning.
12. To be informed in advance about school rules, policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing of your child and to deny permission for such testing.
14. To participate as a member of any school site councils or parental advisory councils at the school, in accordance with governing membership.
15. To question, and receive an answer regarding, items in your child's record that appear inaccurate, misleading, or that invade privacy.
16. To be notified, as early in the school year as practicable, if your child is identified as being at risk of retention and of your right to consult with school personnel responsible for a decision to promote or retain your child and to appeal a decision to retain or promote your child.
17. Parents and guardians whose primary language is not English shall have the opportunity to work together in a mutually supportive and respectful partnership with schools, and to help their children succeed in school.

The Professional Qualifications of Your Student's Teacher(s) (34 CFR 200.61)

Federal law requires that the district tell you about your right to request information about the professional qualifications of your student's teacher(s). The same right extends to information about any paraprofessional assigned to work with your student.

You are entitled to ask for the following information:

- Whether the teacher has met state credential or license criteria appropriate to the grade level and subject matter in the class.
- Whether the teacher serves under an emergency permit or other provisional authorization.
- Whether your student is provided services by a paraprofessional, and if so, that person's qualifications.

To submit a request for information about the qualifications of your student's teacher(s) or paraprofessional(s), please contact your student's school.

Technology, Use of the Internet and/or Online Sites and Online Advertising (20 USC 6777; 17 USC 3601; E.C. sections 35182.5, 49073.1)

The district provides Internet connections for many students during the educational day, and those Internet connections are filtered using a software program or programs designed to eliminate access to visual depictions that are obscene, child pornography, or harmful to minors. While the filters are designed to prevent connections to such material, new websites and material are added to the Internet every day and the district is unable to ensure that each and every inappropriate website or all such material will be blocked.

The district provides technology to students in many educational programs, including computers or electronic devices such as tablets or iPads or similar devices, and also provides Internet access as required for an educational program. Student use of such technology is subject to an Acceptable Use Policy and Agreement which describes acceptable and unacceptable uses of both the Internet connections and the computers or devices. Acceptable uses include communications between teachers and students about class assignments and other classroom topics, and between students on cooperative or collaborative learning projects. During that communication, which may include the use of social media (such as a district-sponsored Facebook page or similar types of social media), personally identifiable information may be shared by your student with other students and the teacher. The district prohibits disclosure of such information outside the classroom assignment/environment but cannot ensure that recipients of the information will comply with the restrictions. Unauthorized disclosures may lead to disciplinary action. If you do not want your student to be subjected to the risk of unauthorized disclosure of personally identifiable information that is disclosed by your student in these classroom assignments/environment, you will have an opportunity to so declare when required to read and agree to the Acceptable Use Policy and Agreement for your student. Refusal to sign the Acceptable Use Policy and Agreement will prevent your student's participation in such educational programs and may require transfer of your student to a technology-free classroom or environment.

The district does not intend to subject students to any advertising and will take steps to prevent advertising that targets students based on the advertiser's use of personally identifiable information. However, due to financial constraints under which the district is otherwise unable to provide the product or service which the advertising accompanies or to which it is attached, the district may be required to permit some advertising that is not targeted at individual students. Any such product or service will have been found by the district to be an integral component of pupil education. Parents/guardians of students in these programs may request that their student not be exposed to this advertising and the district will comply. This means your student will not participate in the educational program but will be required to obtain the educational benefit via a different method if the district is unable to block or otherwise avoid the advertising being presented to your student.

The district is using or contemplates using third-party vendors of data storage/ management products and services and educational software products and services from third-party vendors, including cloud-based services. Those products and services will include legally required contractual provisions, including requirements to maintain the confidentiality of pupil information and also including parental right to review pupil records and correct erroneous information.

Distance Learning

Distance learning can be a viable alternative instructional strategy that supports student achievement of academic goals. Distance learning opportunities may be offered to students participating in independent study, credit recovery courses, enrichment courses, or other courses identified by the Superintendent or designee, or in the event that a school site is physically closed due to widespread illness, natural disaster, or other emergency condition making a school site unsafe or otherwise interrupting the district's ability to effectively conduct operations at a school site.

The district may offer distance learning through a variety of delivery methods as appropriate for the grade level and subject matter. Distance learning opportunities may include video, audio, and/or written instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, live or prerecorded video, telecourses, and other instruction that relies on computer or communications technology. They may also include the use of print materials with written or oral feedback. As appropriate, courses may be self-directed to allow students to complete assignments at their own pace and/or may involve real-time interaction among the teacher and students.

To ensure that distance learning opportunities are available to all students, the district may contract with third parties for technological devices and the internet connections and, consistent with the district's budget and technology plan, may loan devices to students to use at home and/or assist families in identifying free service providers. Students are expected to use district technology responsibly in accordance with the district's Acceptable Use Agreement. In a distance learning environment, there may not be an option for you to elect a technology-free classroom or environment and personally identifiable information may be shared by your student with other students and the teacher, and any online vendors or service providers under contract with the district.

The district reserves the right to monitor student use of district technology within the jurisdiction of the district without advance notice or consent. Students' use of district technology including, but not

limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of the district technology. Students' personally owned devices used with any district technology shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

Kern Integrated Data System

The district is participating, or will participate in the future, in the Kern Integrated Data System which is a database of student and other information from educational agencies of all types in Kern County, the purpose of which is to increase the rate of student achievement for Kern County students by providing structure and a framework for sharing personally identifiable student information, consistent with the terms, conditions, limitations, and exclusions on sharing information by primary, secondary, and postsecondary institutions set forth in law, for the purpose of studying, analyzing, tracking, and improving student progress in a manner compliant with both state and federal law on student data privacy.

The district's acceptable use policy is attached to the Annual Notice.

Code of Conduct for Employee-Pupil Interactions (E.C. section 44050 and BP sections 4219.21, 4119.21 and 4319.21)

The district has a code of conduct for employees that includes employee interaction with pupils. Inappropriate employee conduct toward students includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon.
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child.
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student.
5. Possessing or viewing any pornography on school grounds or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time.
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members.
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action.

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity.
9. Being dishonest with students, parents/guardians, staff, or members of the public including, but not limited to, falsifying information in employment records or other school records.
10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information.
11. Causing damage to or engaging in theft of property belonging to students, staff, or the district.
12. Wearing inappropriate attire.
13. An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of, but fails to report, inappropriate employee conduct may also be subject to discipline.
14. The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Know Your Rights

Your Child Has the Right to a Free Public Education

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

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

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

Family Safety Plan if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

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

Programs to Encourage Parental Involvement/Annual Objectives (E.C. section 11503, 20 USC 6312 and 20 USC 6318)

To ensure that parents/guardians and family members of students are provided with opportunities to be involved in their children's education, each year the district endeavors to involve parents/guardians and family members by:

- Establishing district-level parent advisory committees;

- Inviting input from district committees and school site councils;
- Providing information about opportunities for parents/guardians and family engagement through the district newsletter, website, or other written or electronic means
- Providing copies of working drafts to parents/guardians;
- Providing a master calendar of district activities and district meetings;
- Ensuring that there is an opportunity at a public board meeting for public comment; and
- Assisting parents/guardians in understanding the state academic content standards and academic achievement standards, state and local academic assessments, and how to monitor a child's progress.

A more complete discussion may be found in board policy BP and AR 6020 and in the district's LCAP Annual Update posted on the district's website.

Procedures for Preventing Acts of Bullying, including Cyberbullying (E.C. section 234.1)

Any complaint of bullying must be investigated and, if determined to be discriminatory bullying, resolved in accordance with law and the district's uniform complaint procedures specified in board policy AR 1312.3. Discriminatory bullying includes bullying on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, age, disability, and/or another legally protected category. When "discriminatory bullying" is committed and the bullying is sufficiently serious to create a hostile educational environment for the alleged victim to otherwise deny or limit the student's educational benefits and services, including denial of a free appropriate public education, the a victim must be afforded the protections specified under relevant state and/or federal law.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

The district must develop strategies for addressing bullying in its schools and do so with the involvement of students, parents/guardians, and staff. District may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

For more information regarding the district's general anti-bullying policy please review board policy BP and AR 5131.2 and 5145.3.

Open Campus (E.C. section 44808.5)

Pursuant to E.C. section 44808.5, the district's governing board has decided to permit the pupils enrolled at **Delano, Cesar E. Chavez, and Robert F. Kennedy** High Schools to leave the school grounds

during the lunch period. Parent authorization forms must be signed by the parent/guardian. A meeting will be held with the parent prior to approval. These forms are available in the Discipline Office E.C. section 44808.5 states:

“Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.”

Off Campus Food

No off-campus food or drinks are allowed to be dropped off or delivered to students during school operation hours 7:00 am-4:30 pm. This includes Uber eats or other food delivery services. Food will not be accepted by school personnel and food will be turned away. Food items will be confiscated if they are delivered to campus. Students are allowed to bring their lunch or buy a student lunch from our cafeteria.

Sales on Campus

Sales on campus such as food, drinks, clothing, etc. need to be approved by ASB fundraisers. All other sales on campus are prohibited.

Dual Enrollment (E.C. section 48980.6)

If any dual enrollment or International Baccalaureate courses are offered by the district to high school students, Parents must be so advised.

Apprenticeship Programs (E.C. sections 48980 and 48940.5)

If the district offers any local apprenticeship programs or pre-apprenticeships, the parents of 11th and 12th grade students must be so notified.

Release of Information to Military Services Representatives (20 USC 7908)

Federal law requires school districts receiving assistance under the No Child Left Behind Act to provide military recruiters the same access to secondary school pupils as is provided to post-secondary educational institutions or to prospective employers. Parents may request that the district not release their pupil's name, address and phone number without prior written consent. Written notice must be submitted to the school if the parent wishes to deny access to this information.

California High School Proficiency Exam (5 CCR 11523; E.C. section 48412)

The California High School Proficiency Exam (“CHSPE”) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

Automatic Cal Grant Program Applicant Status - Opt Out (E.C. section 69432.9)

The district must give notice by October 15 of a pupil's grade 12 academic year to each grade 12 pupil (and for a pupil under 18 years of age, his or her parent or guardian) that the pupil will be deemed a Cal Grant applicant unless the pupil opts out within a period of time. **THIS IS YOUR NOTICE.** You

may opt out of such automatic designation by submitting a written opt-out request by **September 30th** of your grade 12 academic year. Grade point averages will be sent to the Student Aid Commission beginning **October 1st** of each year. Until a pupil turns 18 years of age, only a parent/guardian may opt out; once a pupil turns 18 years of age, only the pupil may opt out and, if prior to the conclusion of the notice period, the pupil may opt in over the prior decision to opt out by a parent/guardian.

College Admission Requirements and Career Technical Education (E.C. sections 51229, 51225.3)
University of California A-G approved course list:

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

AP Government and Politics United States	DHS, CCHS, RFK
Civics (CP), Civics Sheltered	DHS, CCHS, RFK
Principles of American Democracy	DHS, CCHS, RFK
U.S. History (CP), US History and Geography	DHS, CCHS, RFK
World History-Geography (CP)/CP-Sh	DHS, CCHS, RFK
History 17A/17B (Dual Enrollment)	DHS, CCHS, RFK
History 4A/4B (Dual Enrollment)	DHS, CCHS, RFK
Political Science (Dual Enrollment)	CCHS, RFK

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

AP English Language and Composition	DHS, CCHS, RFK
Expository Reading and Writing	DHS, CCHS, RFK
ELD Bridge C/V/S	DHS, CCHS, RFK
English 10 H/(CP)	DHS, CCHS, RFK
English 11 CP	DHS, CCHS, RFK, VHS
English 12 (CP)	DHS, CCHS, RFK
English 9 H/CP)/CP-S	DHS, CCHS, RFK
English B1 (Dual Enrollment)	DHS, CCHS, RFK

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Algebra I H/(CP)/CP-Sheltered	DHS, CCHS, RFK
Algebra II H/(CP)/CP-Sheltered	DHS, CCHS, RFK
AP Calculus AB	DHS, CCHS, RFK
AP Calculus BC	DHS, CCHS
AP Statistics	DHS, CCHS, RFK
Geometry H/(CP)/CP Sheltered	DHS, CCHS, RFK
Pre Calculus	DHS, CCHS, RFK
Trigonometry (CP)/CP-Sheltered	DHS, CCHS, RFK

Laboratory Science ("d") 2 years required, 3 years recommended

*Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, **or** integrated, **or** earth and space science course can meet one year of this requirement.*

Lm;

Geology Honors	CCHS
Lab Biology Honors	DHS, CCHS, RFK
Agricultural Biology	DHS
AP Biology	DHS, RFK
AP Environmental Science	DHS
AP Physics 1	DHS, CCHS, RFK
Chemistry (CP)/(H)	DHS, CCHS, RFK
Biology CP/	DHS, CCHS, RFK
Physics (CP)	DHS, CCHS, RFK
Introductory General Chemistry B2 A	RFK

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended). LOTE levels are defined by the number of years of high school instruction; e.g. LOTE 1= 1 yr.; LOTE 2 = 2 years, etc.

AP Spanish Language and Culture	DHS, CCHS, RFK
AP Spanish Literature and Culture	DHS, CCHS, RFK
French I CP	DHS, CCHS
French II CP	DHS, CCHS
French III CP	DHS, CCHS
French IS	DHS, CCHS
Spanish I CP	DHS, CCHS, RFK
Spanish II CP	DHS, CCHS, RFK
Spanish III CP	DHS, CCHS, RFK
Spanish IS	CCHS
Spanish IIS CP	DHS, CCHS, RFK
Span B1 (Dual enrollment)	DHS, CCHS, RFK
Span B2 (Dual enrollment)	DHS, CCHS, RFK

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts). Two one-semester courses from the same discipline is also acceptable.

Advanced Choir	DHS, CCHS, RFK
AP Art History	DHS
Art Appreciation	DHS, CCHS, RFK
Beginning/Intermediate Choir	DHS, CCHS, RFK
Contemporary Music Per I/II	DHS, CCHS, RFK
Music Appreciation	DHS, CCHS, RFK
Varsity Band	DHS, CCHS, RFK, VHS
Multimedia I	DHS, CCHS, RFK
Multimedia II	DHS, CCHS, RFK
Drama I	DHS, CCHS, RFK

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects or courses that have been approved solely in the elective area.

Ag Sales & Marketing (Dual Enrollment)	DHS
AP Macroeconomics	DHS, CCHS, RFK

Applied Mathematics	DHS, CCHS, RFK
AVID Senior Seminar	DHS
College and Career Readiness	DHS, CCHS, RFK, VHS
Economics (CP)/CP-Sheltered	DHS, CCHS, RFK
Engineering Technology 1, 2 (Dual enrollment)	RFK
Foods and Nutrition	DHS, CCHS, RFK, VHS
Foundations in Health Science	DHS, CCHS, RFK
Foundations of Construction Technology	RFK
Health Ed (Dual Enrollment)	DHS
Integrated Science	DHS, CCHS, RFK
Introduction to Ag Mechanics	DHS
Introduction to Agriculture Science	DHS
Kinesiology (Dual Enrollment)	CCHS
Perspectives in Business (Dual enrollment)	DHS, CCHS, RFK
Excel MIS 2000 (Dual enrollment)	DHS, CCHS, RFK
Psychology (CP)	DHS, CCHS, RFK
Publication and Design	RFK
Social Psychology SOCB20 (Dual Enrollment)	CCHS
Sociology (CP)	DHS, CCHS, RFK
Sociology B1 (Dual Enrollment)	CCHS,RFK

The DJUHSD is proud to feature a Career and Technical Education (CTE) program specifically designed to enhance the quality of education and increase the post-secondary career choices and opportunities of the students. Our CTE programs' mission is to provide students with skills necessary for a successful transition to post-secondary education or work and a desire for life-long learning in a global society. CTE pathways are planned course sequences of high quality academic core content and technical skills which focus on a specific career path and prepare students to successfully transition toward their career goal. Each pathway is developing a larger program of study which outlines the courses our students will take in high school and post-secondary, including opportunities for our students to earn college credit through articulated or dual enrolled classes. This is in alignment with our district mission to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

For more information regarding DJUHSD CTE program and pathways, please visit our district CTE website at <https://www.djuhsd.org/Page/1075>

Our counselors present to incoming 9th graders and provide information about our career pathways so they can make an informed career choice. To provide quality career exploration and guidance when they meet with all students as they begin their 9th grade year to develop a four-year plan. As students' progress through high school, the four-year plan becomes an instrumental component of their 10-year plan created in their College and Career Readiness class. Counselors meet with students and parents regularly regarding the students' academic and CTE pathway progress, making sure they are meeting graduation requirements and having success in their chosen pathway.

Beginning in the 2012-2013 school year, the district chose to accept a course in CTE as an alternative to a visual or performing arts or foreign language course for satisfaction of high school graduation requirements. Although these courses satisfy this graduation requirement, **they may not satisfy the subject matter requirements for admission to the CSU and the UC (“a-g courses”)**. Please refer to the UC a-g approved courses to verification of approved UC a-g/CTE courses.

Pupils also have the opportunity to take AP, SAT and ACT college aptitude tests to prepare them for admission to college. The SAT Reasoning Test is a standardized test that assesses the critical reading, mathematics, and writing skills that students need to be successful in college. Each of the three sections that comprise the SAT Reasoning Test has a possible score of 800 points. SAT test results represent one factor considered by many colleges and universities in making admissions decisions. The ACT assesses pupils in Reading, English, Mathematics, and Science. Advance Placement tests are administered in May of every year. For more information regarding college aptitude testing, please contact the counselor at your school site.

California College Guidance Initiative/Sharing Student Data (E.C. section 51229)

Student data may be shared by the school with the California College Guidance Initiative in order to provide students and their families with direct access to online tools and resources for college and career planning. Such tools and resources may be accessed at *California Colleges.edu*.

High School Graduation Requirements – Exemptions, Options and Accommodations Available to (i) Homeless Youth; (ii) Foster Youth; (iii) Former Juvenile Court School Students; and (iv) Children of Military Families (E.C. sections 51225.1, 51225.2, 51225.3)

Generally, to obtain a high school diploma, a student must complete all the courses required by the Education Code and fulfill any additional graduation requirements prescribed by the district’s Governing Board. However, there are exceptions.

Homeless youth, foster youth, former juvenile court school students, and children of military families, who have transferred into the district from another school district or transferred between high schools within the district after having completed his/her second year of high school, must be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school.

Such students and their parents have the right to be timely informed (within 30 days) of the exemption and whether or not they qualify for the exemption.

Such students and their parents must be given and informed of the option of remaining in school for a fifth year, if needed, to complete district graduation requirements.

Such students and their parents must be informed how a fifth year may affect the student’s ability to gain admission to a post-secondary educational institution.

Such students and their parents must be informed that a complaint may be filed against the school for non-compliance, pursuant to the district’s uniform procedures.

High School Graduation Requirements – Exemptions, Options and Accommodations Available to (i) Migratory Children and (ii) Children Participating in an English Language Proficiency Program for Newly Arrived Immigrant Children (E.C. sections 51225.1, 51225.3)

Migratory children and children participating in an English language proficiency program for newly arrived immigrant students, who have transferred into the district from another school district or transferred between high schools within the district after having completed his/her second year of high school, must be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school.

Such students and their parents have the right to be timely informed (within 30 days) of the exemption and whether or not they qualify for the exemption.

Such students and their parents must be given and informed of the option of remaining in school for a fifth year, if needed, to complete district graduation requirements.

Such students and their parents must be informed how a fifth year may affect the student's ability to gain admission to a post-secondary educational institution.

Such students and their parents must be informed that a complaint may be filed against the school for non-compliance, pursuant to the district's uniform procedures.

Delano Joint Union High School District

STUDENT ACCEPTABLE USE POLICY E 6163.4

INTRODUCTION

It is essential that students and their parents you understand their privileges and responsibilities when using Delano Joint Union High School District computer network. The Student Acceptable Use Policy ("AUP") describes the computer network and explains the privileges and responsibilities associated with use of the computer network by students. All District students are required to read and sign this document. An electronic version of this document is available on the District website.

CONCEPTS AND ROLES

ROLE OF THE GOVERNING BOARD

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

ROLE OF THE SCHOOL OFFICIALS

School officials shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with district regulations and the district's Acceptable Use Agreement.

School officials, with input from students and appropriate staff, shall regularly review and update this policy, and other relevant procedures to enhance the safety and security of students using the District's technological resources and to help ensure that the District adapts to changing technologies and circumstances.

School officials shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced.

To reinforce these measures, school officials shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

School officials shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

School officials shall provide age-appropriate instruction regarding safe and

appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Student use of district computers to access social networking sites is prohibited.

To the extent possible, school officials shall block access to such sites on district computers with Internet access.

ROLE OF TEACHERS AND MEDIA SPECIALISTS

All instructional staff shall receive a copy of this Acceptable Use Agreement, and the related board policies and administrative regulations, describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

ROLE OF PARENTS/GUARDIANS

Acceptable Use Agreement

Before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any District staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

ROLE OF STUDENTS

Obligations and Responsibilities

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the District's system safely, responsibly, and primarily for educational purposes.
3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that

could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors.

4. Unless otherwise instructed by school officials, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.

6. Students shall not use the system to engage in commercial or other for-profit activities.

7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.

8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.

11. Students shall report any security problem or misuse of the services to school officials.

The District reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

Accountability

Whenever a student is found to have violated Board policy, administrative regulation, or the District's Acceptable Use Agreement, school officials may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

Cyber bullying

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyber bully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyber bullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyber bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in Board policy and administrative regulations.

When a student is reported to be engaging in bullying *off* campus, school officials shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyber bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber bullying and to notify a teacher or school official so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, school officials also may file a complaint with the Internet site or service to have the material removed.

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. Provision for educating minors about inappropriate online behavior, including interacting with other individuals on social networking websites, chat rooms and cyber-bullying awareness and response is addressed at each school site.

PRIVACY AND CONFIDENTIALITY

Both student and employee records are protected by various State and Federal laws. Both students and employees have a responsibility to safeguard confidential information from unauthorized persons. Students shall not seek to access or use confidential information for their own unauthorized purposes. Students must take all reasonable precautions to ensure privacy is maintained under the law while handling information in any form, including but not limited to voice, electronic (disk file, diskette, CD ROM, magnetic tape, email, network storage, etc.), paper, photograph, and microfiche information. Included under this precaution is the disposal of any confidential materials. Students may not use school technology for commercial purposes, including

auctioning, selling offering, providing or purchasing goods or services for personal use. Students who fail to follow rules and procedures relating to confidentiality may lose their technology privileges, and/or be subjected to disciplinary procedures.

GUIDELINES FOR SPECIFIC TECHNOLOGY RESOURCES OVERVIEW

The District has created extensive networks with information and computing resources for staff and student use. These resources are provided to allow students and others in the District to perform tasks effectively in meeting the goals and needs for

which the District has established.

By nature, design, and function, the District's computer network and resources must provide a relatively "open" environment. While automatic and procedural security controls are in place to prevent or reduce unauthorized access to these resources, the primary responsibility for maintaining the security of this information and its resources lies with the student.

Improper use of any of these resources can cause problems related to the needs of some or all students in the District. Violation of specific Local, State, and Federal laws may call for prosecution under the law including fines and imprisonment. The District may take disciplinary action against students for misuse of computer, network, and information resources.

USE OF DISTRICT LAPTOP COMPUTERS

Laptop computers that are issued to students are provided for the purpose of preparing/delivering schoolwork for the District. With the convenience of portability comes an increased risk of theft, loss, or damage. Students are expected to take all reasonable precautions to keep laptops issued to them safe and secure. When transporting laptops off campus, please take care to not leave them in unattended automobiles, hot or damp places, or where there is an increased risk of damage or theft. Students are to follow established District checkout procedures for taking their laptop home overnight, on weekends, and over holidays and breaks. Students who choose to take their laptop home must have homeowner's/renter's insurance covering damage or loss of the equipment. District insurance is in force while the machine is on campus. Misuse, abuse, neglect, willful damage, transferred to another school, expelled or violation of district policy while using a laptop shall be grounds for the District to request the laptop's return.

USE OF PERSONALLY OWNED SOFTWARE OR EQUIPMENT

The District attempts to ensure that all hardware and software meet specific standards which will operate without causing disruption of the District's computer and network resources. Therefore, the use of personally owned software or software that can be downloaded from the Internet as well as personally owned computer hardware is

not permitted.

SOFTWARE COPYRIGHT LAW

Violations of copyright law have the potential of costing the District millions of dollars. Students are prohibited from installing any software. Students not install software licensed for one workstation on multiple machines. Inappropriate use of software may lead to disciplinary action. Violation of copyright law is a felony and may result in any combination of disciplinary action and/or prosecution and fines including litigation costs and payment of damages under applicable local, State, and Federal statutes.

USE OF THE INTERNET AND INTRANET

Internet

The Internet provides an extremely valuable resource for learning and communicating with people throughout the world. It can be a marvelous tool to enhance student education and productivity. Unfortunately, the Internet also contains a large amount of information that is inappropriate for use in an educational institution.

While it is hoped that student will enjoy the use of Internet resources, it must be emphasized that these resources are provided at District expense to enhance student education effectiveness. Students are not to let personal use of the Internet encroach on or displace time spent performing their work duties. Inasmuch as every transaction students complete on the Internet represents to the world our District and everything it stands for, it is imperative that student not use the Internet in such a way as to bring civil or criminal liability or public reproach upon themselves or the District.

Materials obtained from the Internet are copyrighted and, with proper citation, limited educational use is permitted under the Principle of Fair use as contained in U.S. copyright law. These materials may not be redistributed on the Internet or in any other manner without written consent of the copyright owner or as prohibited by law. Materials are protected by copyright whether they bear copyright information or not.

Intranet

The District Intranet is separate and distinct from the Internet. It consists of those networked electronic resources within the Delano Joint Union High School District. Access to many of these resources is public, thus contributing to the Internet at large. Others are accessible only from within the District network or by password. Note that access to District-only resources is not to be shared with others outside the District.

No one may attach to the District network any wired or wireless device without prior approval of the Director of Information Technology. This includes, but is not limited to: computers, laptops, PDAs, hubs/routers or base stations. Furthermore **any** use of unauthorized means to bypass the districts internet content filter is strictly prohibited (i.e. proxies). Using such proxies may lead to disciplinary action ranging from revoking your internet and email account, up to expulsion.

For security purposes, never leave a session opened and logged in with your account, without logging out and closing the browser window, no matter how brief the interruption.

USE OF COMPUTER RESOURCES

The computing resources of the District are used by thousands of students and employees. In order to ensure that these resources are available and working properly, use of these resources must not negatively impact others.

Students must not attempt to utilize computer systems or their resources for which access has not been granted. Students must not attempt to maliciously alter, erase, damage, destroy or make otherwise unusable or inaccessible any data, software, computer, or network system. Attempts or actions of this nature are a felony and may result in any combination of disciplinary action and/or prosecution and fines including litigation costs and payment of damages under applicable local, State, and Federal statutes.

USE OF NETWORK STORAGE

In addition to network file servers used in a classroom setting, the District provides each student with 1 gigabyte of network storage called an F: Drive (home directory). This space is accessible from anywhere on the Intranet and includes private layers of access. Public and class folders are for disseminating course materials, announcements, and instructional web pages. Students are to observe all applicable laws (including copyright) and District policies in the use of shared directories. Storage and account access may not be shared or used for any purpose other than the direct support of instruction.

COMPUTER ACCOUNTS

User I.D.s and Passwords

In order for students to utilize the District's computer and network resources, each student will be assigned a "user id" and password. Students may be provided with access levels which allow them to view, create, alter, delete, print, and transmit Information. Use of district technology, network, and internet services does not create any expectation of privacy. The school reserves the right to search and/or monitor any information created, accessed, sent, received, and/or stored in any format by students on the district computer and network.

This means that it is extremely important that students use a password that cannot be guessed by others through knowledge about you. For example, never use personal names such as nickname or pets or names that begin or end with numbers. Never use Social Security numbers, bank PIN numbers, words which can be found in any dictionary, names spelled backwards, or adjacent keys on a computer keyboard (i.e., QWERTY). All of the above provide an easy way for a "cracker" to break into a computer system and, using your rights and privileges, cause damage and destruction.

Students must also never write down their user id or password unless it is stored in a location away from the school site. Even then, it should be written such a way that no clue is given as to the purpose for its use. Please contact the Information Technology Services if you suspect unauthorized access to a school account.

Security

Students are responsible for maintaining the security of personal accounts and may not release user I.D. or passwords for use by any other individual. Failure to do so by releasing this information to another individual may be considered false representation and result in disciplinary action.

Students should never leave a workstation unattended while signed on to any account; doing so provides an opportunity for another person to engage in inappropriate conduct using another student's identity.

COMPUTER VIRUSES

Despite the development of new technologies to combat malicious viruses, worms, and other damaging programs that attack computers and networks, these problems persist. The District attempts to maintain anti-virus software in order to minimize the impact of these viruses, but it is the responsibility of each student to take precautions to protect the computer network.

Students should not open email attachments sent from an unknown or unrecognized source.

Likewise, do not download any software from the Internet unless directed to by teacher and authorized by the Information Technology Department. It is not unknown for even a very respectable company to unknowingly release products which include hidden or unknown viruses. Do not share any downloaded software with others until it has been verified that it does not contain viruses.

ELECTRONIC MAIL

The District encourages the use of electronic mail (email) to enhance communication and school activities. The following policies are necessary to ensure appropriate use and to prevent or limit disruptions to school activity and computer services. Please read carefully:

Cautions

The nature of electronic mail at this date makes it susceptible to misuse. Users need to be aware that sensitive or private information can be easily forwarded to other individuals the originator never intended, both within the District as well as externally throughout the world.

In addition, while email accounts may be password protected, it is up to the

individual user to ensure that a password is set and that the password is one that cannot be easily guessed or "hacked".

Users of the District's email services need to be aware that use of these services is a privilege granted with the expectation that it will be used for school purposes and in a courteous manner similar to other forms of communication. All email sent or received by individuals through the District is the property of the District and may be requested by your principal and examined with just cause.

There is no guarantee that email received was in fact sent by the purported sender, since it is a simple matter, although a violation of this policy, to disguise the sender's identity. Furthermore, email that is forwarded may be modified by the forwarder. As with any document, if you receive a message which appears unusual or which you feel may be questionable, check with the purported sender to verify authorship and authenticity.

While the District does not have the time nor inclination to monitor or read all individual email messages, in the event that questionable or inappropriate use is suspected or known, such email may be examined and may be cause for disciplinary action ranging from revoking your email account up to expulsion. Users should also be aware that in the general course of school, System Administrators and email operators may require observation of messages in order to verify system operation.

SPAM

The District maintains a system for limiting the amount of unwanted or offensive email received from the Internet. Known as SPAM, much of this email is automatically generated by computer programs and is often used to propagate computer viruses, or distribute pornography and fraudulent business offerings. The email may appear to have come from a trusted address and others may receive such messages that falsely appear to have come from you. The District's email filtering system cannot eliminate all SPAM and it is possible that benign messages may occasionally be blocked. If/when expected email has been blocked, please notify your teacher.

Personal Use

Private or personal non-commercial use of the District's email is NOT permitted.

State, Federal, and Copyright Laws

In addition to this policy, use of the District's email services is subject to all applicable Federal and State communications and privacy laws as well. In particular, users need to be aware that attaching programs, sound, video, and images to email messages may violate copyright laws, and data files containing student information is subject to all privacy laws.

Restrictions

Electronic mail may not be used for:

- Unlawful activities
- Commercial purposes
- Personal financial gain
- Use that violates this policy or other State and Federal policies
- Any form of harassment
- Chain letters, sending or forwarding
- Spam mail, that is, to exploit list servers or other broadcast systems which amplify widespread distribution of unsolicited email
- File storage. (Use F: Drive.)
- Mail bombs, that is, to re-send the same email repeatedly to one or more recipients with the intent to interfere with the recipient's use of email
- Any other use which interferes with computing facilities and services of the District or its employees
- Personal fund-raising
- Jokes, etc.

Representation

Users shall not give the impression that they are representing, giving opinions or otherwise making statements on behalf of the District unless they are appropriately authorized, explicitly or implicitly, to do so. Where appropriate and based on context, an appropriate disclaimer would be, "These are my own statements and views and do not represent those of the Delano Joint Union High School District."

False Identity

Student shall not employ a false identity in sending email or alter forwarded mail out of the context of its original meaning.

Misuse of Computing Services

Email services shall not be used for purposes that could reasonably be expected to cause, either directly or indirectly, excessive strain on District computing facilities, or cause interference with others' use of email, email systems, or any computing facilities or services. For example, attaching large files over 1 megabyte and sending these to multiple users or repeatedly to the same user is a violation of this policy. The District's email system is not designed for file storage. Such use is prohibited. Please use your F: Drive for storing or archiving files.

Security and Confidentiality

The confidentiality of electronic mail cannot be assured. Users should exercise extreme caution in using email to communicate confidential or sensitive material.

Virus Dangers

As mentioned, proper precautions must be taken to guard against the infection of computers and files by viruses. Likewise, using email attachments to distribute viruses and/or worms and other damaging software is common-place today. Never open email or attachments unless you are expecting them. Even when a known person sends an attachment, the safest practice is to verify that anti-virus software is being used by the sender before opening the attachment.

Non-District Email Accounts

Students who email accounts other than those hosted by the District shall emphasize that the District has no control over such accounts. Nevertheless, students should report any and all suspicious or threatening email received.

OTHER SERVICES

Please note that this policy addresses issues common to all students. Other specific policies may apply to those studying in specialized environments or completing specialized tasks.

If you have any questions about this or other policies, please contact school officials.



CIF Concussion Information Sheet

Why am I getting this information sheet?

You are receiving this information sheet about concussions because of California state law AB 25 (effective January 1, 2012), now Education Code § 49475:

- 1. The law requires a student athlete who may have a concussion during a practice or game to be removed from the activity for the remainder of the day.*
- 2. Any athlete removed for this reason must receive a written note from a medical doctor trained in the management of concussion before returning to practice.*
- 3. Before an athlete can start the season and begin practice in a sport, a concussion information sheet must be signed and returned to the school by the athlete and the parent or guardian.*

Every 2 years all coaches are required to receive training about concussions (AB 1451), as well as certification in First Aid training, CPR, and AEDs (life-saving electrical devices that can be used during CPR).

What is a concussion and how would I recognize one?

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person.

Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

Most concussions occur without being knocked out. Signs and symptoms of concussion (see back of this page) may show up right after the injury or can take hours to appear. If your child reports any symptoms of concussion or if you notice some symptoms and signs, seek medical evaluation from your team's athletic trainer and a medical doctor trained in the evaluation and management of concussion. If your child is vomiting, has a severe headache, or is having difficulty staying awake or answering simple questions, call 911 to take him or her immediately to the emergency department of your local hospital.

On the CIF website is a ***Graded Concussion Symptom Checklist***. If your child fills this out after having had a concussion, it helps the doctor, athletic trainer or coach understand how he or she is feeling and hopefully shows improvement. We ask that you have your child fill out the checklist at the start of the season even before a concussion has occurred so that we can understand if some symptoms such as headache might be a part of his or her everyday life.

We call this a "baseline" so that we know what symptoms are normal and common for your child. Keep a copy for your records, and turn in the original. If a concussion occurs, he or she should fill out this checklist daily. This Graded Symptom Checklist provides a list of symptoms to compare over time to make sure the athlete is recovering from the concussion.

What can happen if my child keeps playing with concussion symptoms or returns too soon after getting a concussion?

Athletes with the signs and symptoms of concussion should be removed from play immediately. There is NO same day return to play for a youth with a suspected concussion. Youth athletes may take more time to recover from concussion and are more prone to long-term serious problems from a concussion.

Even though a traditional brain scan (e.g., MRI or CT) may be “normal”, the brain has still been injured. Animal and human research studies show that a second blow before the brain has recovered can result in serious damage to the brain. If your athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences.

There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of this concussion program is to prevent a too early return to play so that serious brain damage can be prevented.

Signs observed by teammates, parents and coaches include:

- ☐☐ Looks dizzy ☐☐ Slurred speech
- ☐☐ Looks spaced out ☐☐ Shows a change in personality or way of acting
- ☐☐ Confused about plays ☐☐ Can't recall events before or after the injury
- ☐☐ Forgets plays ☐☐ Seizures or has a fit
- ☐☐ Is unsure of game, score, or opponent ☐☐ Any change in typical behavior or personality
- ☐☐ Moves clumsily or awkwardly ☐☐ Passes out
- ☐☐ Answers questions slowly

Symptoms may include one or more of the following:

- ☐☐ Headaches ☐☐ Loss of memory
- ☐☐ “Pressure in head” ☐☐ “Don't feel right”
- ☐☐ Nausea or throws up ☐☐ Tired or low energy
- ☐☐ Neck pain ☐☐ Sadness
- ☐☐ Has trouble standing or walking ☐☐ Nervousness or feeling on edge
- ☐☐ Blurred, double, or fuzzy vision ☐☐ Irritability
- ☐☐ Bothered by light or noise ☐☐ More emotional
- ☐☐ Feeling sluggish or slowed down ☐☐ Confused
- ☐☐ Feeling foggy or groggy ☐☐ Concentration or memory problems
- ☐☐ Drowsiness ☐☐ Repeating the same question/comment
- ☐☐ Change in sleep patterns

What is Return to Learn?

Following a concussion, student athletes may have difficulties with short- and long-term memory, concentration and organization. They will require rest while recovering from injury (e.g., avoid reading, texting, video games, loud movies), and may even need to stay home from school for a few

days. As they return to school, the schedule might need to start with a few classes or a half-day depending on how they feel. If recovery from a concussion is taking longer than expected, they may also benefit from a reduced class schedule and/or limited homework; a formal school assessment may also be necessary. Your school or doctor can help suggest and make these changes. Student athletes should complete the Return to Learn guidelines and return to complete school before beginning any sports or physical activities, unless your doctor makes other recommendations. Go to the CIF website (cifstate.org) for more information on Return to Learn.

How is Return to Play (RTP) determined?

Concussion symptoms should be completely gone before returning to competition. A RTP progression involves a gradual, step-wise increase in physical effort, sports-specific activities and the risk for contact. If symptoms occur with activity, the progression should be stopped. If there are no symptoms the next day, exercise can be restarted at the previous stage.

RTP after concussion should occur only with medical clearance from a medical doctor trained in the evaluation and management of concussions, and a step-wise progression program monitored by an athletic trainer, coach, or other identified school administrator. Please see cifstate.org for a graduated return to play plan. *[AB 2127, a California state law effective 1/1/15, states that return to play (i.e., full competition) must be **no sooner** than 7 days after the concussion diagnosis has been made by a physician.]*

Final Thoughts for Parents and Guardians:

It is well known that high school athletes will often not talk about signs of concussions, which is why this information sheet is so important to review with them. Teach your child to tell the coaching staff if he or

she experiences such symptoms, or if he or she suspects that a teammate has had a concussion. You should also feel comfortable talking to the coaches or athletic trainer about possible concussion signs and symptoms that you may be seeing in your child.

References:

?? American Medical Society for Sports Medicine position statement: concussion in sport (2013)

?? Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Zurich, November 2012

?? <http://www.cdc.gov/concussion/HeadsUp/youth.html>

School: _____

CIF Concussion Information Sheet

You are receiving this information sheet about concussions because of California state law AB 25 (effective January 1, 2012), now Education Code § 49475:

1. *The law requires a student athlete who may have a concussion during a practice or game to be removed from the activity for the remainder of the day.*
2. *Any athlete removed for this reason must receive a written note from a medical doctor trained in the management of concussion before returning to practice.*
3. *Before an athlete can start the season and begin practice in a sport, a concussion information sheet must be signed and returned to the school by the athlete and the parent or guardian.*

Every 2 years all coaches are required to receive training about concussions (AB 1451), as well as certification in First Aid training, CPR, and AEDs (life-saving electrical devices that can be used during CPR).

For current and up-to-date information on concussions you can visit:

<http://www.cdc.gov/concussion/HeadsUp/youth.html>

I acknowledge that I have received and read the CIF Concussion Information Sheet.

Student-Athlete Name
Printed

Student-Athlete
Signature

Date

Parent or Legal Guardian
Printed

Parent or Legal Guardian

Date

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sex discrimination, including sex-based harassment, on school grounds or at a school-sponsored or school-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sex discrimination, including sex-based harassment, by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall ensure that all district staff are trained regarding the district's sex discrimination and sex-based harassment policy, and that all employees receive training related

to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment. (34 CFR 106.8)

Instruction/Information

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

1. What acts and behavior constitute sex discrimination and sex-based harassment, including the fact that sex discrimination and sex-based harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sex discrimination or sex-based harassment under any circumstance
3. Encouragement to report observed incidents of sex discrimination and sex-based harassment even when the alleged victim of the discrimination or harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sex discrimination or sex-based harassment incident will be addressed separately and will not affect the manner in which the sex discrimination or sex-based harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sex discrimination and/or sex-based harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sex discrimination or sex-based harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sex discrimination or sex-based harassment and/or other students during an investigation

Disciplinary Actions

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

Upon investigation of sex discrimination and/or sex-based harassment, any employee found to have engaged in sex discrimination against, and/or sex-based harassment or sexual violence toward, any student, shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with 34 CFR 106.8 as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sex-based harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in district education programs and activities.

Definitions

Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. Quid pro quo harassment: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct
2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sex-based harassment in violation of district policy if it has a continuing effect on a student's ability to participate in or benefit

from district educational programs or activities.

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2

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

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

Examples of Sex Discrimination and Sex-Based Harassment

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

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sex-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sex-based rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body

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

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator(s) may be contacted at:

Associate Superintendent

(title or position)

1720 Norwalk St., Delano, CA 93215

(address)

661-720-4125

(telephone number)

kmoore@djuhsd.org

(email)

Notifications

To prevent unlawful sex discrimination and sex-based harassment in district programs and activities, the Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

In addition to the measures to prevent discrimination specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment, the Superintendent or designee shall ensure that a copy of the district's sex discrimination and sex-based harassment policy and regulation:

1. Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

3. Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sex discrimination, including sex-based harassment, in a district program or activity or who has witnessed sex discrimination, including sex-based harassment, is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes sex discrimination or sex-based harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

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

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct that are prohibited in the district and which may constitute sex-based hostile environment harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Assaulting a student because of the student's gender, sex characteristic, sexual orientation, gender identity, or gender expression

To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information

The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

The district shall only allow disclosure of a student's personally identifiable information to employees in accordance with law. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the Compliance Officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the

Compliance Officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and request assistance in doing so.

2. **Determining a Student's Gender Identity:** The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose
3. **Addressing a Student's Transition Needs:** The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to

participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

5. Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record

However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying board policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site

The Governing Board believes that the identification of students experiencing homelessness is critical to improving the educational outcomes of such students and ensuring that students experiencing homelessness have access to the same free and appropriate public education provided to other students within the district. The district shall provide students experiencing homelessness with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 students experiencing homelessness in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of students experiencing homelessness. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall review district policies at least once every three years and recommend updates to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3, 42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting students experiencing homelessness to succeed in school, and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness.

The Superintendent or designee shall ensure that each district school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of students experiencing homelessness, the Superintendent or designee shall annually provide and administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

The Superintendent or designee shall report to CDE the number of students experiencing homelessness, including unaccompanied youths, enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

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

Each student experiencing homelessness shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

Students experiencing homelessness shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate students experiencing homelessness on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet their unique needs. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for students experiencing homelessness are provided in a manner and form understandable to the student's parents/guardians and to unaccompanied youths.

Information about the living situation of a student experiencing homelessness shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that students experiencing homelessness are promptly identified, ensure that students experiencing homelessness have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of

short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to students experiencing homelessness, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for students experiencing homelessness and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of students experiencing homelessness. Such professional development and technical assistance shall include, but are not limited to, training on the district's homeless education program policies, definitions of terms related to homelessness, recognition of signs that students are experiencing or are at risk of experiencing homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect students experiencing homelessness with appropriate housing and service providers. (Education Code 48851.3, 48852.5; 42 USC 11432)

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for students experiencing homelessness, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of students experiencing homelessness.

Annually, the Superintendent or designee shall report to CDE, in accordance with Education Code 51225.1, the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Definitions

Homeless students or students experiencing homelessness means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

***Unaccompanied youth* includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)**

School of origin means the school that the student experiencing homelessness attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the student experiencing homelessness attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the district liaison for homeless students, in consultation with and with the agreement of the student experiencing homelessness and the person holding the right to make educational decisions for the student, shall determine which school is, in the best interests of the student experiencing homelessness, deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a student experiencing homelessness, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Associate Superintendent

(title or position)

1720 Norwalk St., Delano, CA 93215

(address)

kmoore@djuhsd.org

(email address)

661-720-4125

(phone number)

The district's liaison for homeless students shall: (Education Code 48851.3, 48851.5, 48852.5; 42 USC 11432)

1. Ensure that students experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies
2. Ensure that students experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that families and students experiencing homelessness have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
4. Ensure that families and students experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate public notice of the educational rights of students experiencing homelessness in locations frequented by parents/guardians of students experiencing homelessness and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the

parents/guardians of homeless students and unaccompanied youth.

7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of students experiencing homelessness and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
9. Offer annual training related to the district's homeless education program policies to school personnel who provide services to students experiencing homelessness, including principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel, to ensure that such employees are informed of available training, professional development, and other support, and the services provided by the district liaison for homeless students
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to students experiencing homelessness, including the collection and provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a student experiencing homelessness who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The Superintendent or designee shall inform students experiencing homelessness, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. The Superintendent or designee shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on CDE's web site. (42 USC 11432)

Enrollment

The district shall make placement decisions for students experiencing homelessness based on the

student's best interest. (Education Code 48850; 42 USC 11432)

In determining a student's best interest, a student experiencing homelessness shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

When determining the best interest of any student experiencing homelessness, the district shall give priority to the request of the student's parent/guardian, or in the case of an unaccompanied youth, the request of the student. The student's educational stability and opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress and other student-centered factors related to the student's best interest, including the impact of mobility on the student's achievement, education, health, and safety, shall also be considered. (Education Code 48850; 42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a student experiencing homelessness lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the district liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess

immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a student experiencing homelessness, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the student experiencing homelessness has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in that district

If the student's housing status changes before the end of the school year so that the student is no longer experiencing homelessness, the student shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if the student is in grades K-8
2. Through graduation if the student is in high school

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the

parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform the student's parents/guardians or unaccompanied youth that written and/or oral documentation to support their position may be provided
2. Inform the student's parents/guardians or unaccompanied youth that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide a copy of the dispute form they submit for their records
5. Provide the outcome of the dispute for their records

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter. Any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.

If a parent/guardian or unaccompanied youth disagrees with the district liaison's enrollment decision, the decision may be appealed to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

The district shall provide transportation for a student experiencing homelessness to and from the student's school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for students experiencing homelessness. (Education Code 39807.5)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they secure permanent housing, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

When a student experiencing homelessness transfers into a district school, the district will receive

an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the student and includes: (Education Code 51225.2)

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed

Partial coursework satisfactorily completed includes any portion of an individual course, even if the student did not complete the entire course

2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned
3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. (Education Code 51225.2)

If the entire course was completed, the district shall not require the student to retake the course. (Education Code 51225.2)

If the entire course was not completed at the previous school, the student shall be issued partial credit for the coursework completed and shall be required to take the uncompleted portion of the course. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a student in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be

included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a student experiencing homelessness from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a student experiencing homelessness shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements established by the Governing Board.

However, when a student experiencing homelessness who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the student shall be exempted from all district-established coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for the student, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer, the length of school enrollment, or, for a student with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption. (Education Code 51225.1)

If a student experiencing homelessness was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. A student may request the exemption even if the student is no longer a student experiencing homelessness. (Education Code 51225.1)

When the Superintendent or designee determines that a student who transferred into a district school is reasonably able to complete district-established graduation requirements by the end of the student's fourth year of high school, the student shall not be exempted from those requirements. Within 30 calendar days of the following academic year, the student shall be reevaluated based on

the student's course completion status at the time, to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the student's fourth year of high school. Written notice as to whether the student then qualifies for exemption shall be provided to the student, the person holding the right to make educational decisions for the student, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the student experiencing homelessness is not reasonably able to complete the district-established graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Superintendent or designee shall provide the student with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the student, or if under 18 years of age, the person holding the right to make educational decisions for the student, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

When a student experiencing homelessness is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student about the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution
2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges
3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a student experiencing homelessness to transfer schools in order to qualify for an exemption and shall not grant any request made by a student experiencing homelessness, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student, for a transfer solely to qualify for an exemption. (Education Code 51225.1)

The Superintendent or designee shall not require a student experiencing homelessness who is eligible for an exemption from district-established graduation requirements, and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

If a student experiencing homelessness is exempted from district-established graduation requirements, the exemption shall not be revoked. Additionally, the exemption shall continue to apply after the student is no longer experiencing homelessness or if the student transfers to another school, including a charter school, or school district. (Education Code 51225.1)

The Superintendent or designee shall not require or request a student experiencing homelessness who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

Upon making a finding that a student experiencing homelessness is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Consult with the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option to remain in school for a fifth year to complete the district-established graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the district-established graduation requirements
4. Consult with the student or with the person holding the right to make educational decisions for the student of the option to remain in the student's school of origin

When a student experiencing homelessness who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements within the student's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the student shall be exempted from all district-established graduation requirements and be provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student, regarding the following: (Education Code 51225.1)

1. The student's option to remain in school for a fifth year to complete statewide coursework requirements
2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education
3. Other options available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges
4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

Eligibility for Extracurricular Activities

A student experiencing homelessness who enrolls in any district school shall have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

Notification, Complaints, and Posting Requirements

Information regarding the educational rights of students experiencing homelessness, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of students experiencing homelessness, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall ensure that a list of the district's liaison(s) and the contact information for such liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to students experiencing homelessness, are posted on the district's web site. (Education Code 48852.6)

Each district school that has a web site shall also post the contact information for the district liaison and the name and contact information of any employee or other person under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

BP 1312.3: Uniform Complaint Procedures Status: ADOPTED
Original Adopted Date: 05/14/2019 | **Last Revised Date:** 10/08/2024
Last Reviewed Date: 10/08/2024

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, physical or mental disability, medical condition, or genetic information; any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55; or based on the person's association with a person or

group with one or more of these actual or perceived characteristics (5 CCR 4610)

Discrimination includes, but is not limited to, the Board's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. Additionally, discrimination includes, but is not limited to, the Board's adoption or approval of use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library if the use would subject a student to unlawful discrimination pursuant to Education Code 220. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243, 244)

The UCP shall not be used to investigate and resolve employment discrimination complaints. (5 CCR 4611)

11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and newcomer students (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

21. State preschool programs (Education Code 8207-8225)
22. State preschool health and safety issues in license-exempt programs (Education Code 8212)
23. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
24. Any other state or federal educational program the SPI or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with federal, state, and local laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity, was subjected to conduct known to the district that may reasonably constitute sex discrimination under Title IX, including sex-based harassment, as defined in 34 CFR 106.2

Discrimination on the basis of sex includes sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions or recovery; and parental, marital, and family status. Such a complaint shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. (34 CFR 106.2, 106.10, 106.11, 106.44)

4. Except for complaints alleging sex discrimination, including sex-based harassment, any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in Administrative Regulation 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department

Employment complaints alleging sex discrimination, including sex-based harassment, shall be investigated and resolved as specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with Administrative Regulation 6159.1 - Procedural Safeguards and Complaints for Special Education (5 CCR 3200-3205)
6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with Board Policy 3555 - Nutrition Program Compliance (5 CCR 15580-15584)
7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of

Agriculture in accordance with Board Policy 3555 - Nutrition Program Compliance (5 CCR 15582)

8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures (Education Code 35186)

Except as may otherwise be specifically provided in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying Board policy.

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment for handling complaints regarding sex discrimination and sex-based harassment.

Associate Superintendent of Educational Services

(title or position)

Business Office Building

(unit or office)

1720 Norwalk St., Delano, CA 93215

(address)

661-720-4125

(telephone number)

kmoore@djuhsd.org

(email)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the

complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, an appropriate administrator shall determine whether interim measures are necessary during an investigation and while the result is pending. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in "Complaints Subject to UCP" in the accompanying Board policy
2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred
4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged

conduct

5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
7. A statement that the district will post a standardized notice of the educational and graduation requirements of foster youth, students experiencing homelessness, children of military families, former juvenile court school students now enrolled in the district, students who are migratory, and newcomer students as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process
8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision
10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable
11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 and 34 CFR 106.8 shall be posted on the district and district school websites, published in handbooks, catalogs, announcements, bulletins, and application forms, and may be provided through district-supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary

language other than English, the district's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

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. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints, except for those that allege sex discrimination, including sex-based harassment, shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600; 34 CFR 106.2)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization (5 CCR 4600)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance

A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.

3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred (5 CCR 4630)

For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)

4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student

has been subjected to discrimination, harassment, intimidation, or bullying (5 CCR 4630)

5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination (5 CCR 4630)

The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation
7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action

When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is

successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

The compliance officer shall begin an investigation into the complaint within 10 business days of receiving the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Refusal by the district to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the investigation report shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint.

Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Investigation Report" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, or bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law
3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may

be involved in implementing the investigation report or are affected by the complaint, so long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services

4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

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

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all

affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the district, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law
3. The material findings of fact in the district's investigation report are not supported by substantial evidence
4. The legal conclusion in the district's investigation report is inconsistent with the law
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the district's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint

5. A copy of the district's UCP
6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from the CDE website. (Education Code 8212; 5 CCR 4691)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time

period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent. (5 CCR 4693)

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The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

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

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

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

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the district's local control and accountability plan (LCAP) in accordance with the review schedule established by the Governing Board
 - b. Invite input on the plan from other district committees and school site councils
 - c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
 - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging

3. parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
 - b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
 - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
 - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
 - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
4. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
 - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
5. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)

- a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
- c. Strategies to support successful school and family interactions

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

6. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
 - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
 - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
7. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the

parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, childcare, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of

the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - ii. Frequent reports to parents/guardians on their children's progress
 - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:
 - a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
 - c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 - d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
 - e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
 - f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and childcare costs, to enable parents/guardians to participate in school-related meetings and training sessions

- d. Train parents/guardians to enhance the involvement of other parents/guardians
 - e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
 - f. Adopt and implement model approaches to improving parent/guardian involvement
 - g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
 - h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
 - i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
 - j. Provide a master calendar of district/school activities and meetings
 - k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
 - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
 - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
 - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
 - p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
 - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
2. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English

proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
 - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or childcare
4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

Original Adopted Date: 03/10/2009 | **Last Revised Date:** 08/10/2021 | **Last Reviewed Date:** 08/10/2021

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

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

Searches Based on Individualized Suspicion

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

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

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

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

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

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

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

Searches of Student Lockers and Desks

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

Use of Metal Detectors

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

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

Use of Contraband Detection Dogs

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

Original Adopted Date: 03/10/2009 | **Last Reviewed Date:** 03/10/2009

Use of Metal Detectors

The Superintendent or designee shall ensure that the following safeguards are used when making metal detector scans:

1. Before walk-through, students shall be asked to empty their pockets and belongings of metallic objects.
2. If an initial metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and to walk through a second time.
3. If a second activation occurs, a hand-held metal detector shall be used.
4. If the activation is not eliminated or explained, staff shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another district employee.
5. The search shall be limited to the detection of the cause of the activation.

Use of Contraband Detection Dogs

Contraband detection dogs shall not be used in classrooms or other district facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.

Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection, unless school officials have reasonable suspicion to search the item.

Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

(cf. 5131.6 - Alcohol and Other Drugs)

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

Notifications

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:

1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks
2. The district's contraband dog detection program
3. The use of metal detector scans

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

Original Adopted Date: 02/13/2018 | **Last Revised Date:** 08/13/2024

Last Reviewed Date: 08/13/2024

To enhance communication with students, parents/guardians, staff, and community members, the Governing Board encourages the Superintendent or designee to develop and maintain district and school websites. The use of district and school websites shall support the district's vision and goals and shall be coordinated with other district communications strategies.

Design Standards

The Superintendent or designee shall establish design standards for district and school websites in order to maintain a consistent identity, professional appearance, and ease of use.

District design standards shall require an evaluation of products, features, and content accessible to students on district and school websites to prevent access to harmful or potentially harmful material.

The district's design standards shall address the accessibility of district and school websites to individuals with disabilities, including compatibility with commonly used assistive technologies.

Website Content

The Superintendent or designee shall develop content guidelines for district and school websites and assign staff to review and approve content prior to posting.

Board policy pertaining to advertising in district and school publications, as specified in Board Policy 1325 - Advertising and Promotion, shall also apply to advertising on district and school websites.

Privacy Rights

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school websites.

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school websites.

Photographs of individual students shall not be published on district or school websites

accompanied by the student's name or other personally identifiable information without the prior written consent of the student's parent/guardian.

If students' names are not included, photographs of individual students or groups of students, such as at a school event, may be published on school or district websites.

Employees' home addresses, personal telephone numbers, and personal email addresses shall not be posted on district or school websites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school websites without the prior written permission of that individual. (Government Code 3307.5, 7928.205, 7920.535)

No public safety official shall be required to consent to the posting on the Internet of the public safety official's photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or the officer's family. (Government Code 3307.5)

1113-E District and School Web Sites

Original Adopted Date: 06/13/2000 | **Last Revised Date:** 02/21/2023 | **Last Reviewed Date:** 02/21/2023

MATERIALS REQUIRED TO BE POSTED ON DISTRICT WEB SITE

Materials to Prominently Display

The following must be posted in a prominent location on the district's web site, such as on the home page when required by law:

1. The district's local control and accountability plan (LCAP), any updates or revisions to the LCAP, and the local control funding formula budget overview (Education Code 52064.1, 52065). See AR 0460 - Local Control and Accountability Plan.
2. A direct link to the current board agenda containing the time and location of the meeting and a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session, or a link to the district's agenda management platform where the current agenda shall be the first available (Government Code 54954.2, 54956). Post at least 72 hours before a regular board meeting or 24 hours before a special meeting. See BB 9320 - Meetings and Notices and BB 9322 - Agenda/Meeting Materials.
3. The district's policy on student suicide prevention including, for grades K-6, the age appropriateness of the policy (Education Code 234.6). See BP 5141.52 - Suicide Prevention.
4. The district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media (Education Code 234.6). See AR 5131.2 - Bullying and AR 5145 .3 - Nondiscrimination/Harassment.
5. The district's policy on preventing and responding to hate violence, if the district has adopted such a policy (Education Code 234.6). See BP 5145.9 - Hate-Motivated Behavior.
6. The definition of discrimination and harassment based on sex as described in Education Code 230, including the rights set forth in Education Code 221.8 (Education Code 234.6). See AR 5145.3 - Nondiscrimination/Harassment.
7. Information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the name and contact information of the Title IX Coordinator, the rights of students and

the public as specified in Education Code 221.8, the responsibilities of the district under Title IX, web links to information about those rights and responsibilities on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights, a description of how to file a complaint of noncompliance under Title IX with specified components, and a link to Title IX information posted on the California Department of Education's (CDE) web site (Education Code 221.6, 221.61, 234.6; 34 CPR 106.8). See AR 5145.3 - Nondiscrimination/Harassment and AR 5145.7 - Sexual Harassment.

8. A link to statewide COE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5, 234.6). See AR 5145.3 - Nondiscrimination/Harassment.

9. If the district has formed a community facilities district (Mello-Roos district) for the acquisition or improvement of school facilities, a copy of the annual report for the fiscal year if requested pursuant to Government Code 53343.1, the report provided to the California Debt and Investment Advisory Commission pursuant to Government Code 53359.5, and the report provided to the State Controller's office pursuant to Government Code 12463.2 (Government Code 53343.2). Post within seven months after the last day of the fiscal year. See BP 7212 - Mello-Roos Districts.

Other Postings

The following materials are also required to be posted on the district web site. However, there are no specific requirements related to where they are posted on the web site.

1. The Special Education Local Plan Area's approved comprehensive local plan for special education, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans (Education Code 56205.5). See AR 0430 - Comprehensive Local Plan for Special Education.

2. The district's nondiscrimination policy and regulation, including the complaint procedure and the compliance coordinator's contact information (34 CPR 100.6, 106.8). See BP 0410 - Nondiscrimination in District Programs and Activities and AR 4030 - Nondiscrimination in Employment.

3. Training materials used to train the Title IX Coordinator, investigator(s), decisionmaker(s), and any person(s) who facilitate an informant resolution process in response to a Title IX sexual harassment complaint (34 CPR 106.45). See AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

4. For all schools offering competitive athletics, the total enrollment of the school classified by gender, the number of students enrollment at the school who participate in competitive athletics classified by gender, and the number of boys' and girls' teams

classified by sport and by competition level (Education Code 221.9). The information shall be posted at the end of the school year on the school's web site or, if the school does not have a web site, on the district's web site. See AR 6145.2 - Athletic Competition.

5. If the district has interdistrict attendance agreement(s), the procedures and timelines for requesting an interdistrict transfer permit, including, but not limited to, a link to the board's policy on interdistrict attendance, the date that the district will begin accepting applications, reasons that the district may approve/deny the request, the process for appeal, that failure to meet timelines will be deemed an abandonment of the request, and the condition under which an exiting interdistrict transfer pennit may be revoked or rescinded (Education Code 46600.2). See AR 5117 - Interdistrict Transfer.

6. If the district has elected to be a school district of choice, application information including, at a minimum, any applicable forn¹, the timeline for a transfer, and an explanation of the selection process (Education Code 48301). See AR 5117 - Interdistrict Transfer.

7. For districts that offer grade 9, the district's policy and protocols related to student placement in mathematics courses (Education Code 51224.7). See AR 6152.1 - Placement in Mathematics Courses.

8. The section(s) of the district's employee code of conduct addressing interactions with students (Education Code 44050). Post these section(s) or a link to them on each school's web site or, if a school does not have its own web site, on the district's web site in a manner that is accessible to the public without a password. See BP 4119.21/4219.21/4319.21 - Professional Standards and BP 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

9. The district's meal payment collection policy and procedures (CDE Nutrition Services Division Management Bulletin SNP-03-2017). See AR 3551 - Food Services Operations/Cafeteria Fund.

10. If the district includes information about the free and reduced-priced meal program on its web site, a nondiscrimination statement about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district (U.S. Department of Agriculture's FNS Instruction 113-1). For the required wording of the statement, see E 3555 - Nutrition Program Compliance.

11. The school's or district's integrated pest management plan, whenever a school chooses to use a pesticide not exempted pursuant to Education Code 17610.5 (Education Code 17611.5). Post on the school's web site or, if the school does not have a web site, then on the district's web site. See AR 3514.2 Integrated Pest Management.

12. When a citizens' oversight committee is formed after the approval of a bond under the 55 percent majority threshold, the committee's minutes, documents received, and reports issued (Education Code 15280). See AR 7214 - General Obligation Bonds.

13. Copy of each school's school accountability report card, on or before February 1 of each year (Education Code 35258). See BP 0510 - School Accountability Report Card.

14. Results of the Western Association of Schools and Colleges (WASC) or other accrediting agency's inspection of a school, within 60 days of receiving the results. (This notification could be made in writing to parents/guardians instead of or in addition to posting the results on the district's web site.) In addition, if a school loses its WASC or other agency's accreditation, the district and school shall post on their web sites a notice of the loss of accreditation and potential consequences (Education

Code 35178.4). See BP 6190 - Evaluation of the Instructional Program.

Original Adopted Date: 11/14/2017 | **Last Revised Date:** 07/27/2021 | **Last Reviewed Date:** 07/27/2021

The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that grades shall be based on factors that directly measure students' knowledge and skills in the content area and shall not include nonacademic factors.

Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

Grades for Academic Performance

For grades 4-12, grades for academic performance shall be reported for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or No Achievement	0 grade points
I	Incomplete		0 grade points

An Incomplete shall be given only when a student's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive

extra grade weighting for course equivalent to the District's UC a-g approved weighted classes. The extra weighting is as follows:

- A (90-100%) Outstanding Achievement 5.0 grade points
- B (80-89%) Above Average Achievement 4.0 grade points
- C (70-79%) Average Achievement 3.0 grade points

Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

High school students using interscholastic athletic participation to fulfill physical education requirements, as authorized by Education Code 51242, may be graded on this participation provided a teacher credentialed to teach physical education supervises this participation and assigns the grade.

A person who holds a teaching credential in a subject or subjects other than physical education may be authorized by action of the local governing board to coach one period per day in a competitive sport for which students receive physical education credit, provided that he or she is a full-time employee of the school district and has completed a minimum of 20 hours of first aid instruction appropriate for the specific sport. (Education Code 44258.7(b))

Grades for College Courses

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

Grades for Citizenship and Work Habits

Any grades assigned for citizenship or work habits, such as effort or study skills, shall be reported as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement

Pass/Fail Grading

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade. The parent consent form for the Pass/Fail option must be submitted within 30 days from the first day of enrollment in the course or program. No grades will be changed 90 days after the completion of the course.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

COVID-19 School Closure Grading Policy

As the Delano Joint High School District transitions to distance learning during COVID-19 school closures, students can remain in their classes and complete them through distance learning. During this crisis, the Delano Joint Union High School District is providing maximum flexibility in the grading policy to ensure students complete their classes with minimum impact during this pandemic. The Delano Joint Union High School District will implement the following grade policy for the second semester of the 2019-2020 school year:

- Teachers will assign grades based on students' 3rd quarter grades, with opportunities to increase their final grade. Students' grades can only go up, not down. Content shall include new material and the opportunity to raise student grades. To ensure students are held harmless from the impacts of school closures, no student will receive a lower grade than they were earning as of March 20, 2020 (End of 3rd Quarter).
- Teachers will issue letter grades of A, B, C, and No Credit (if they have an F); D grades will be replaced with "Credit" in the final second semester grade.
- For students who are enrolled in Dual Enrollment courses, the district will continue to adhere to Bakersfield College and Cerro Coso, and CSUB expectations of continued education through our distance learning platforms so the students can earn their college credit. The university systems have agreed to accept credit/no credit grades in lieu of letter grades for all courses, including A-G courses, completed in winter/spring/summer 2020 for all students. Grades of credit/no credit will not affect the UC or CSU calculations of GPA. Please see board policy E 5121 for joint statement between the colleges, universities, State

Board of Education and the Department of Education.

Students who are enrolled in credit recovery courses will be expected to complete the courses to earn credits.

Peer Grading

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

Repeating Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course. The highest grade received shall be used in determining the student's overall grade point average (GPA).

Withdrawal from Classes

A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Effect of Absences on Grades

Teachers who choose to withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians of such a possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.

Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade point assigned to each letter grade in accordance with the scale described in the section "Grades for Academic Performance" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. Pass/Fail grades shall not be included in the determination of a student's GPA.

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all district students in grade 12, except for students who have opted out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9)

Original Adopted Date: 07/27/2021 | Last Reviewed Date: 07/27/2021

Pass/Fail Option Consent Form

Delano Joint Union High School District

AR 5121 Pass/Fail Credit Option

Dear Parent/Guardian,

You are receiving this notice because your son/daughter is enrolled in a class outside of the regular school day (i.e. summer, zero or 7th period, unweighted college course taken at a community college or university). Your son/daughter may earn either a traditional letter grade (A, B, C, D, or F) or elect to earn a Pass or Fail grade instead of a letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

This signed consent form for the Pass/Fail option must be submitted within 30 days from the first day of enrollment in the course or program.

I consent that _____ (print student name) ID: _____
earn a pass or fail grade instead of a letter grade in the following course(s):

Course: _____ Period/Session _____ School Year: _____
Course: _____ Period/Session _____ School Year: _____

I understand that my decision is final and that my son/daughter will not be able to change to a traditional letter grade.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Principal or Administrative Designee Signature:

_____ Date _____

Important note: No grades will be subject to change 90 days after completion of the course.

A signed copy of this form shall be mailed to the parent/guardian within 30 days of approval.

Know Your Educational Rights

Your Child has the Right to a Free Public Education

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

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

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

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

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

Statewide Testing Notification DJUSHD

California Department of Education • April 2025

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. There is no exemption for the ELPAC or Physical Fitness Test.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students take these tests in grades 3–8 and grade 11.

What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California Common Core State Standards are tested.

CAASPP: California Alternate Assessments (CAAs) for ELA and Math

Who takes these tests? Students whose individualized education program (IEP) identifies the use of alternate assessments take these tests in grades 3–8 and grade 11.

What is the test format? The CAAs for ELA and Math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Which standards are tested? The California Common Core State Standards are tested through the Core Content Connectors.

CAASPP: California Science Test (CAST)

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAST is computer-based.

Which standards are tested? The California Next Generation Science Standards (CA NGSS) are tested.

CAASPP: California Alternate Assessment (CAA) for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

Which standards are tested? Alternate achievement standards derived from the CA NGSS are tested.

ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Initial and Summative ELPAC are computer-based.

Which standards are tested? The 2012 California English Language Development Standards are tested.

Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.

Which standards are tested? Alternate achievement standards derived from the 2012 California English Language Development Standards are tested.

Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

Which standards are tested? The Healthy Fitness Zones, which are established through the FITNESSGRAM®, are tested.