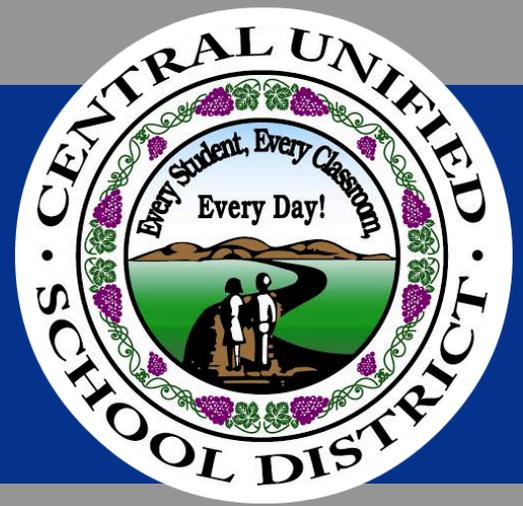


CENTRAL UNIFIED SCHOOL DISTRICT

2025-2026

Parent and Student

**ANNUAL
NOTIFICATION
& INFORMATION
HANDBOOK**



CENTRAL UNIFIED SCHOOL DISTRICT
5652 W. Gettysburg Ave., Fresno, CA 93722
centralunified.org | 559.274.4700



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Dear Parent(s) and Guardian(s),

Welcome to a new school year in Central Unified! As I begin my first year as your Superintendent, I am honored to join this incredible community of students, families, and educators. Central Unified has a long-standing reputation for academic achievement and strong community partnerships, and I look forward to building on that foundation, together with you.

Our mission is simple: to ensure every student has the opportunity to learn, grow, and thrive. That work takes all of us - families, teachers, staff, and community members - working side by side to inspire curiosity, encourage resilience, and prepare students for a future full of possibilities. Whether it's through rigorous academics, strong career technical education programs, or enriching opportunities in the arts and athletics, at Central Unified, we are committed to helping every student find their pathway to success.

This Student & Parent Handbook is an important resource to help you understand district policies, procedures, and expectations. I encourage you to review it carefully and use it throughout the year as a guide. More importantly, I encourage you to stay connected with your school, ask questions, and share your ideas. Your partnership is essential to ensuring that every student feels safe, supported, and valued.

As we look ahead, I am excited about the opportunities before us and confident in what we can achieve because I truly believe that when we work together, great things happen for students. Thank you for trusting us with your child's education, and thank you for being an active part of our Central Unified family.

I look forward to a year of growth, learning, and success for every student.

Sincerely,
Dr. Mark E. Marshall
Superintendent, Central Unified School District





Central Unified School District

GUIDING PRINCIPLES

CORE VALUES:

Communication

Achievement

Resilience

Empathy

Service

1

BELIEFS

We believe in excellence and high expectations.
We believe in equity and access.
We believe in collaboration and community.

2

VISION

Central Unified will be a regional leader in education where all students graduate ready for success.

3

MISSION

Embrace diversity to educate our youth, ensure academic success, and empower tomorrow's leaders.



We are Central Unified!

STUDENT 2025-2026 CALENDAR



AUGUST '25						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

IMPORTANT DATES

SEPTEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

School Starts
Wednesday, August 13
School Ends
Friday, June 12

Elementary Conferences

Early Release
October 20-24, 2025
March 23-24/26-27, 2026

MARCH '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Secondary Conferences

Early Release
October 6-10, 2025
March 9-10/12-13, 2026

APRIL '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

HOLIDAYS

Sept 1 - Labor Day
Oct 13 - Fall Day
Nov 11 - Veterans Day
Nov 24-28 - Thanksgiving Break
Dec 22-Jan 12 - Winter Break
Jan 19 - Martin Luther King Day
Feb 9 - Lincoln's Birthday
Feb. 16 - President's Day
March 30-April 10 - Spring Break
May 25 - Memorial Day
June 19 - Juneteenth

NOVEMBER '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY '26						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE '26						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Every Wednesday
Early dismissal days

△ School Begins/Ends
○ No School

AREA ADMINISTRATORS

Roles & Responsibilities

1. School-level Leadership & Support

Area Administrators oversee an area of schools (elementary, middle, high, alternative, and online) to ensure consistency in instruction, safety, and student success.

2. Instructional & Educational Oversight

They work closely with principals and site administrators to implement district-wide curriculum and instructional strategies. They coach school leaders, review student achievement data, and support continuous educational improvement.

3. Operational Coordination

Serving as liaisons with District offices, Area Administrators coordinate vital non-academic functions—facilities, safety protocols, staffing, resources, and student services—helping principals navigate procedures and logistical needs.

4. Community & Educational Partner Engagement

They represent the district within school communities, facilitating partnerships with parents, local organizations, and community members. Purpose: ensure each school site reflects community values and meets students' needs.

MARK F O W L E R	G E O F F G A R R A T T	C H R I S T I N E P E N N I N G T O N
<ul style="list-style-type: none"> • Central East High School • Rio Vista Middle School • Lidell Elementary • River Bluff Elementary • Saroyan Elementary • Singh Elementary • Steinbeck Elementary • CLASS • Central Online Home School 	<ul style="list-style-type: none"> • Central High School • El Capitan Middle School • Central Elementary • Houghton-Kearney • Madison Elementary • McKinley Elementary • Tilley Elementary • Pershing Continuation High School • Pathway Community Day School 	<ul style="list-style-type: none"> • Justin Garza High School • Glacier Pt. Middle School • Biola-Pershing Elementary • Harvest Elementary • Herndon-Barstow Elementary • Roosevelt Elementary • Teague Elementary

ADMINISTRATIVE ASSISTANT

MELANIE ANDERSON, ADMINISTRATIVE SECRETARY I - 274-4700, EXT. 10144

5652 W. GETTYSBURG AVE., ROOM 10 - FRESNO, CA. 93722

SCHOOL SITES

ELEMENTARY SCHOOLS		
<p>Biola-Pershing Elementary 4885 N. Biola Ave. Fresno, CA 93723 P(559)276-5235 F(559)276-2151</p>	<p>Liddell Elementary 5455 W. Alluvial Fresno, CA 93722 P(559)276-3176 F(559)276-3181</p>	<p>Saroyan Elementary 5650 W. Escalon Fresno, CA 93722 P(559)276-3131 F(559)276-3154</p>
<p>Central Elementary 2195 N. Polk Ave. Fresno, CA 93722 P(559)274-9780 F(559)274-9789</p>	<p>Madison Elementary 330 S. Brawley Fresno, CA 93722 P(559)276-5280 F(559)276-3103</p>	<p>Jaswant Singh Khaira Elementary 4061 W. Fountain Way Fresno, CA 93722 P(559)276-3177</p>
<p>Harvest Elementary 6514 W. Gettysburg Ave. Fresno, CA 93723 P(559)271-0420 F(559)271-0767</p>	<p>McKinley Elementary 4444 W. McKinley Fresno, CA 93722 P(559)276-5232 F(559)276-8383</p>	<p>Steinbeck Elementary 3550 N. Milburn Fresno, CA 93722 P(559)276-3141 F(559)276-3145</p>
<p>Herndon-Barstow Elementary 6265 N. Grantland Ave. Fresno, CA 93722 P(559)276-5250 F(559)276-3111</p>	<p>River Bluff Elementary 6150 W. Palo Alto Fresno, CA 93722 P(559)276-6001 F(559)276-6006</p>	<p>Teague Elementary 4725 N. Polk Ave. Fresno, CA 93722 P(559)276-5260 F(559)275-9116</p>
<p>Houghton-Kearney Elementary 8905 W. Kearney Blvd. Fresno, CA 93706 P(559)276-5285 F(559)264-9557</p>	<p>Roosevelt Elementary 2600 N. Garfield Fresno, CA 93722 P(559)276-5257 F(559)277-1847</p>	<p>Hanh Phan Tilley 2280 N. Valentine Ave. Fresno, CA 93722 P(559)276-3100 F(559)276-5066</p>
MIDDLE SCHOOLS		
<p>El Capitan Middle School 4443 W. Weldon Fresno, CA 93722 P(559)276-5270 F(559)276-3121</p>	<p>Glacier Point Middle School 4055 N. Bryan Ave. Fresno, CA 93723 P(559)276-3105 F(559)276-3152</p>	<p>Rio Vista Middle School 6240 W. Palo Alto Fresno, CA 93722 P(559)276-3185 F(559)276-3199</p>
HIGH SCHOOLS		
<p>Central High School 2045 N. Dickenson Fresno, CA 93722 P(559)276-5276 F(559)276-6380</p>	<p>Central East High School 3535 N. Cornelia Ave. Fresno, CA 93722 P(559)276-0280 F(559)276-5653</p>	<p>Justin Garza High School 4100 Grantland Avenue Fresno, CA 93723 P(559)275-4100 F(559)201-7262</p>
<p>Pershing Continuation High School 855 W. Nielsen Ave. Fresno, CA 93706 P(559)268-2272 F(559)268-2279</p>		
ALTERNATIVE SCHOOLS		
<p>Central Learning Adult Ed. (C.L.A.S.S.) 2698 N. Brawley Fresno, CA 93722 P(559)276-5230 F(559)276-8204</p>	<p>Central Online Home School 2280 N. Valentine Ave. Fresno, CA 93722 P(559)276-3140</p>	<p>Pathway Community Day School 11 S. Teilman Fresno, CA 93706 P(559)487-1201 F(559)487-1204</p>

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Student and Parent Rights and Responsibilities

The following information is intended to keep parents abreast of vital key policies and laws. The Handbook is to be used as a reference tool to find other information such as Board Policies and Administrative Regulations pertinent to our students' Health Requirements, Special Education Services, Categorical Programs, and excerpts from the California Education Code relating to parent/student rights. When reading through this handbook, be informed that the "§" symbol represents California Education Code, "BP" represents District Board Policy, and, "AR" represents District Administrative Regulation or policy. These three govern actions and directions we must take.

If you have any questions regarding the content of this handbook, please call your child's respective school site. Also, each individual school site issues an annual parent handbook, specific to their policies and programs. If your child does not bring one home, you can request a printed copy from the school. A copy of this Handbook is available on the Central Unified website under the "Parents" tab. www.centralunified.org

The California Department of Education (CDE) has information for parents of their legal right to participate in their children's education and lists family-school partnership resources. Information can be found at cde.ca.gov.

If you have any questions or concerns, please call your child's school to set up an appointment.

Non-discrimination in District Programs

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including mental discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, immigration status, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Ed. Code §§ 234.7) BP 0410

Education codes, required parent-student notifications, and board policies found in the Parent/Student Notification and Information Handbook are subject to change. To view current Central Unified School District Board Policies visit www.centralunified.org under the Parents tab..

2025-2026 NOTICE OF PARENTAL RIGHTS

The following is a list of the rights you have as a parent or guardian of a child in public school. The rights listed are granted by federal or state laws and regulations.

A. Student Discipline and Attendance.

You have the right as a parent:

1. To obtain a copy of the governing board's rules and regulations on student discipline. (Ed. Code § 35291.) Board Policy/Administrative Regulation 5144 – Student Discipline can be accessed in full at www.centralunified.org.
2. To be informed that you may be required to attend your child's class if your child is suspended for unruly or disruptive conduct. (Ed. Code §§ 48900.1 and 48914.)
3. To apply for enrollment of your child in a District in which you are employed; however, the District may have the right to deny the application under certain conditions. (Ed. Code § 48204(b).)
4. To request information about enrollment in alternative schools. (Ed. Code § 58501.)
5. To excuse a child from school to attend religious exercises or classes upon written notice. Such absences may not exceed four days per month. An excused child must nevertheless maintain attendance at the minimum level of school days required for a grade. (Ed. Code § 46014.)
6. To excuse your child from school for justifiable personal reasons upon written notice and approval by the principal or designated representative. Personal reasons may include attendance at a religious retreat, not to exceed one school day per semester, and the observance of a religious holiday or ceremony. (Ed. Code § 48205.)
7. To be informed that the Governing Board, pursuant to section 44808.5 of the Education Code, has decided to permit seniors enrolled at each high school to leave their respective school grounds during the lunch period only. Neither the District nor any officer or employee thereof will be liable for the conduct nor has the safety of any high school student during such time as the student left the school grounds. (Ed. Code § 44808.5.)
8. To receive the District's written policy on sexual harassment as it relates to students. (Ed. Code §§ 231.5 and 48980(g).)
9. To receive notification of all current statutory attendance options and local attendance options. Parents will receive a written description of all options for meeting residency requirements for school attendance, all programmatic options offered within the local attendance areas, and any special programmatic options available on both an interDistrict and intraDistrict basis. The notice will include a description of the procedure for application for alternative attendance areas or programs, an application form for requesting a change of attendance, and a description of the appeals process available, if any, for a parent or guardian denied a change of attendance. (Ed. Code § 48980 (h) and (i).)
10. Temporary disability. To be informed that a student with a temporary disability who is in a hospital or other residential facility, excluding a state hospital, which is located outside of the school District in which the pupil's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school District in which the hospital is located. Once the parent has notified the District in which the hospital is located of the student's presence in the qualifying hospital, the District has five working days to notify the parent if individualized instruction shall be made available. If the determination is positive, individualized instruction shall commence within five days. (Ed. Code §§ 48206.3, 48207, 48208, and 48980.)
11. To be given at least six months' notice if the District adopts a dress code policy that requires students to wear uniforms. Parents are also entitled to notice of the availability of resources to assist economically disadvantaged students. (Ed. Code § 35183.)
12. To be informed that the District shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engage in, or is reasonably suspected to have engaged in, those acts. The District shall provide the information to the teacher based upon any records that the District maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. (Ed. Code § 49079.)

B. Student Health

You have the right as a parent:

1. To be informed that school authorities will notify students in grades 7 to 12 that they may be excused from school for the purpose of obtaining confidential medical services without your consent. (Ed. Code § 46010.1.)
2. To be informed that your child must be immunized against certain diseases before being admitted to school unless written notice is given to exempt your child for medical reasons. (Ed. Code § 48216.)
3. To consent to the immunization of your child whenever the immunization of children is permitted at the District. (Ed. Code § 49403.) Additional information, policies, or notices will be provided when such activity takes place.
4. To request assistance in administering prescription or over-the-counter medication to your child during school hours. Such assistance requires your written authorization and written authorization of a California board-certified physician detailing the medication name, method, amount, and time schedules for taking the medication. Medication must be in the original container. (Ed. Code §§ 49423 and 48980; 5 Cal. Code Regs. §§ 600-611.)
5. To exempt your child from any physical examination upon your written notification. California mandated screenings for vision, hearing, and scoliosis are performed periodically and may be waived also with written notification. However, where there is good reason to believe that your child is suffering from a recognized contagious or infectious disease, your child will be sent home and will not be permitted to return until school authorities are satisfied that any contagious or infectious disease does not exist. (Ed. Code §§ 49451 and 48980.)
6. To purchase insurance for medical and hospital services for your child's injuries while participating in athletic activities since the District does not provide such medical and hospital services. (Ed. Code §§ 49471, 49472, and 48980.)
7. To be informed of your obligation to notify appropriate school personnel (e.g., school nurse or designated employee) of your child's continuing medication regimen for a nonepisodic condition. With your consent, the school nurse may communicate with your child's physician and may counsel school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. (Ed. Code § 49480.)
8. To be notified of all pesticides the District expects to apply during the year. Please contact the Operational Services at (559) 275-9560 if you wish to receive written notification at least 72 hours prior to the application of an individual pesticide at your school. Each school will maintain a list of parents or guardians who want to be notified before individual pesticide applications are made. Prior to the application of any pesticide, the District will post a warning sign at the area to be treated at least 24 hours prior to the pesticide application and such sign will remain posted for at least 72 hours after the application. In the event of an emergency condition, advance notification and prior signposting may not be feasible, but a warning sign will be posted immediately upon application of the pesticide. For additional information regarding pesticides and pesticide use, please visit the Department of Pesticide Regulation's Web site at www.cdpr.ca.gov. (Ed. Code §§ 48980.3 and 17612.)
9. To provide a written statement to the school District allowing your child to carry and self-administer auto-injectable epinephrine and/or inhaled asthma medication. A California board-certified physician's statement confirming that your child is able to self-administer the medication and detailing the name of the medication, the method, amount, and time schedules for administration must also accompany the request. The parent or guardian must also: (1) consent in writing to the self-administration, (2) provide a release for the school nurse or other designated school personnel allowing them to consult with the student's physician, and (3) agree to release the District and school personnel from civil liability in the event of an adverse reaction to the medication. These written statements must be provided to the school at least annually or more frequently if the medication, dosage, frequency of, or reason for, the administration changes. (Ed. Code §§ 48980, 49423, and 49423.1.)
10. To inform the District that your child requires specialized physical care services during the school day in order to attend school. Such services shall be provided as required if it is determined that the services will fill the student's legitimate needs. Before services can begin, the parent/guardian will provide a written request for the needed health care service and a physician's written statement authorizing the administration of the specified health care service.

The District will have the right to consult with the student's physician as needed to clarify services provided. The parent/guardian is responsible for providing supplies needed for the procedure and the District will provide appropriate accommodations for the safety and necessary services. A written request from a parent/guardian and physician will be needed for any student needing a special accommodation for a medical reason in mobility, food substitution, or scheduling. (BP 5141.24)

11. To provide the District with a physical examination for first-grade enrollment. Although it is not required, it is recommended.

C. Student Records

You have the right as a parent:

1. To be notified of the District's policies concerning student records maintained by the District. (Ed. Code § 49063; 34 Code of Federal Regulations (C.F.R.) Part 99.7.)
2. To know that your child's right to privacy prohibits the release of confidential information in your child's records to individuals other than yourself, your child (if 16 or older or have completed the 10th grade), or certain authorized individuals. (Ed. Code. §§ 49060 et seq.) Certain entities, such as military recruiters and institutions of higher education, are authorized under federal law to access student directory information unless the parents request in writing that the student's name, address, and telephone number not be released without prior written consent. Parents' choice to withhold directory information should be indicated on the Pupil Release of Information Card included in annual registration materials and returned to your child's school at the start of each school year. (Every Child Succeeds Act 20 U.S.C. ch. 28 § 1001 et seq. 20 U.S.C. ch 70)
3. To consent to the disclosure of personally identifiable information contained in your child's records, except to the extent disclosure without consent is permitted by law (e.g., subpoena, or court order). (Ed. Code § 49076 et seq.)
4. To file a complaint with the United States Department of Health, Education, and Welfare concerning alleged failure by the District to comply with the requirements of the General Education Provisions Act (20 U.S.C. § 1232(e).) To file a complaint with the United States Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. (34 C.F.R. Part 99.7.) The name and address of the office that administers FERPA are Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605. (Ed. Code § 49063 (j).)
5. School officials may be authorized to inspect student records if a legitimate educational interest exists. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill their professional responsibilities. A school official is a person employed by the District as an administrator, supervisor, instructor, support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the governing board, a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, consultant, or therapist), or a parent or student serving on an official committee (such as a disciplinary or grievance committee), or assisting another school official in performing their tasks. (FERPA, 34 C.F.R. Part 99.7(a)(3)(iii) and 99.31(a)(1); Ed. Code §§ 49063 (d), 49064 and 49076.)
6. The District will forward student records, including suspension and/or expulsion disciplinary records to other schools that have requested the records and in which the student seeks or intends to enroll. (FERPA, 34 C.F.R. Part 99.7 and 99.34(a)(ii).)
7. "Mandatory Interim Pupil Records" must be kept for three years after a student leaves or the records are no longer useful. The Central Unified School District will be destroying Special Education records of students with a date of birth that falls on or before December 31, 2001. Records will be destroyed on January 30, 2026. This will include electronic, hard copy, microfilm, and microfiche. If you wish to obtain a copy of your records, you may go to the Central Unified Special Education Office located at 5652 W. Gettysburg, Room 2, to place a request for records in writing. Your request will be processed within 5 business days. If you have questions about obtaining records, you may contact Tina Bruno, Clerical Assistant, at (559) 274-4700 ext. 10141 in the Special Education Office.

D. Student Instruction

You have the right as a parent:

1. To substantiate your child's moral objection to dissecting, destroying, or otherwise harming animals as part of an education project. Teachers of courses utilizing dead animals or animal parts will inform students of their right to object to participating in a particular project involving the harmful or destructive use of animals. Your written note attesting to your child's objection may, at the teacher's option, entitle your child to participate in an alternative education project or to be excused from the project altogether. (Ed. Code § 32255–32255.6.)
2. To have your child with a temporary disability receive individual instruction if attendance at school is impossible or inadvisable and to be informed of your obligation to notify the District of your child's presence in a qualifying hospital. Individual instruction may be provided at your child's home, in a hospital, or in another residential health facility. (Ed. Code § 48206.3 et seq. and 48208.)
3. To be informed of District programs for students with exceptional needs, including your right to have your child placed in an "appropriate" program, and to be consulted about the assessment and placement of your child. Students with exceptional needs have a right to a free appropriate public education. (Ed. Code § 56000 et seq.)
4. To be informed, in writing, of comprehensive sexual health education and HIV/AIDS prevention education and research on student health behaviors planned for the coming year. To inspect the written and audiovisual education materials used for this instruction and to request a copy of Education Code sections 51930-51939. To be informed whether this instruction will be taught by school District personnel or by outside consultants. To request in writing that your child be excused from all or part of any comprehensive sexual health education, HIV/AIDS prevention education, or assessments related to that education. This notice does not apply to human reproductive organs that may appear in physiology, biology, zoology, general science, personal hygiene, or health textbooks, adopted pursuant to law. (Ed. Code §§ 51937, 51938, 51939, and 48980.) Additional information, policies, or notices will be provided when such activity takes place or before the particular subject is taught.
5. To request in writing that your student be excused from any part of a school's instruction in health which conflicts with your religious training and beliefs. (Ed. Code § 51240.)
6. To be notified and have a conference scheduled when a teacher has determined that your child is in danger of failing a course. (Ed. Code §§ 49063 and 49067.)
7. To have no test, questionnaire, survey, or examination which has questions about your or your child's: beliefs and practices in sex, family life, morality, religion, political affiliations or beliefs, illegal, anti-social, self-incriminating, or demeaning behavior, mental or psychological problems, legally recognized privileged relationships (such as a lawyer, physician, or minister), critical appraisals of individuals with whom you have close family relationships, or income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under such program) be administered without prior notification and written permission of the parent or guardian. Parents may inspect all instructional materials, including teacher's manuals, films, tapes or other supplementary materials to be used in connection with any survey, analysis, or evaluation. (Ed. Code §§ 51513 and 60614; 20 U.S.C. 1232h (a) and (b).)
8. To request a meeting to review instructional materials and discuss the curriculum of your student's course. (Ed. Code §§ 49063(k) and 49091.14)
9. To be notified, at least once, in advance of career counseling and course selection commencing with course selection for grade 7 so that you may participate in the counseling sessions and decisions. (Ed. Code § 221.5(d)).
10. To be notified of minimum days or staff development days. Wednesdays have been designated Early Release Days for staff development purposes. Schools in the Central Unified School District end 90 minutes early on Early Release Days. Ed Code §48980/BP 6111
11. Technology/Internet Use - Before anyone may access the Internet through the District, the appropriate orientation and instruction will be required. All users shall sign the District's Use of Technology, Internet, School Website, and Video Permission Slip indicating that the user understands and agrees to abide by specified user obligations and responsibilities. Users are to understand that any violations may result in disciplinary action, the revocation of their use privilege, and appropriate legal action.

12. To be made aware of the District's Parent Involvement program or policy. (Ed. Code §11500 et seq.)
13. For schools receiving Title I funding, to request information regarding the professional qualifications of your child's teacher and be notified if their child has been taught for four or more consecutive weeks by a teacher who is not appropriately credentialed.
14. To be informed of the availability of state funds to cover the costs of Advanced Placement and International Baccalaureate examination fees pursuant to Education Code section 52244. (Ed. Code § 48980 (k).)

E. College Admissions and Career Technical Education Annual Notification

Information for parents/guardians of students in grades nine through twelve regarding District-offered courses that meet the California State University (CSU) and University of California (UC) admission requirements are available on your child's high school website in the counseling and student sections.

- Central East High School: <https://cehs.centralunified.org/>
- Central High School (West): <http://chs.centralunified.org/>
- Justin Garza High School: <https://jghs.centralunified.org/>
- Pershing Continuation High School: <https://pchs.centralunified.org/>
- Central Online Home School: <https://online.centralunified.org/>
- CLASS: <http://cl.centralunified.org/>

Parents/guardians can also locate an overview of CUSD-offered courses that meet the CUSD and UC admissions requirements on the Educational Services website at www.centralunified.org (Under Department tab: Educational Services).

In addition, the following Web sites provide valuable information regarding college admission requirements and high school courses that have been certified by the University of California as satisfying California State University and University of California admissions requirements:

- www.csumentor.edu
- www.ucop.edu/pathways/

Parents and guardians are encouraged to call the Intersegmental Relations Office of the California Department of Education at (916) 323-6398 with questions regarding college admissions.

Career Technical Education (CTE) engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. Parents and guardians are encouraged to visit the California Department of Education website for information on Career Technical Education at www.cde.ca.gov/ci/ct. Parents and guardians may call the Secondary, Postsecondary, and Adult Leadership Division of the California Department of Education at (916) 327-5055 with questions regarding Career Technical Education.

For information regarding the selection of courses that will meet college admission requirements, enrollment in CTE, or both, contact your child's high school counselor. Parents are encouraged to participate in academic counseling meetings.

F. Available Language Programs and Language Acquisition Programs

Central USD offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (EC Section 310[a]).

- **Structured English (SEI) Immersion Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English but with a curriculum and presentation designed for pupils who are learning English. Education Code (EC) sections § 305(a) (2) and § 306 (c) (3). The goal of the Structured English Immersion (SEI) Program is the acquisition of English language skills so that the English Learner student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in

English. Teachers have specialized training in meeting the needs of English Learner students, possessing either a bilingual education or ESL teaching credential and/or training.

- **Language Program (non-English Learners):** Language programs offer students who are not English Learners opportunities to be instructed in languages other than English and may lead to proficiency in languages other than English.

About Language Acquisition Programs

The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, District, or county shall:

- Be designed using evidence-based research and include both Designated and Integrated English Language Development.
- Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and
- With a reasonable period of time, lead to Grade –level proficiency in English and, when the program model includes instruction in another language, proficiency in that other language; and achievement of the state-adopted academic content standards in English, and when the program model includes instruction in another language, achievement of the state adopted academic content standards in that other language.

How to Enroll Your Child in a Language Acquisition Program:

During the enrollment process, parents/guardians complete the Home Language Survey. If a language other than English is noted on a student's Home Language Survey, the law requires Districts to assess the student and notify the parent/guardian of their child's proficiency level in English. Districts are required to inform parents/guardians of the language acquisition program options from which parents/guardians may choose the one that best suits their child. Parents/guardians must also be informed of the criteria for a student to exit the English learner (EL) status. (20 United States Code Section 6312[e][3][A][i],[v],[vi]). At that time, parents may choose a language acquisition program that best suits their child. Parents/guardians may also choose a language acquisition program at their school by informing the front office staff or calling the English Learner Office at (559) 274-4700.

*Waivers are no longer required.

How to Request the Establishment of a New Program at a School:

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section § 310[a].)

Central USD's Process to Request a New Language Acquisition Program

Parents/guardians may also choose a language acquisition program at their school by informing the front office staff or calling the English Learner Office at (559) 274-4700.

Parents Declining Services

At any time, including during the school year, a parent/guardian of an EL may request to change their child's instructional setting to a design that does not include designated ELD. Parents who choose to have their child receive designated ELD embedded during integrated ELD should be referred to the principal and the Supervisor of English Learners and Migrant Services. Additional information may be obtained in the Central USD Master Plan for English Learners and by contacting their school principal

Parent Community Engagement

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (EC Section § 52062.) If interested in a different program from those listed above, please contact Annette Grigsby at agrigsby@centralunified.org to ask about the process. (Ed. Code § 310) BP 6142.2/AR 6174

G. Miscellaneous

1. Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of race, color, national origin, or sex in federally financed education programs or activities. The District does not discriminate in admission or access to its programs or activities. Any questions or concerns concerning non-compliance can be directed to your school principal. (20 U.S.C. §§ 1681 (sex and blindness) and 1684, 42 U.S.C. § 2000d (race, color, national origin); 34 C.F.R. §§ 100.3, 100.6, 106.9 (sex).)
2. Discrimination is prohibited in any program which receives state financial assistance on the basis of gender, age, race (includes ancestry, color, ethnic group identification, and ethnic background), national origin, immigration status, religion (includes all aspects of religious belief, observance, and practice), mental or physical disability, sexual orientation, gender identity or expression, or because a person is perceived to have one or more of the above characteristics or because a person associates with a person or group with one or more of these actual or perceived characteristics. Complaints may be filed with the Superintendent under the District's Uniform Complaint Procedures (please see page 37). (Ed. Code §§ 200 and 220, Penal Code § 422.55, Government Code § 11135, 5 C.C.R. § 4610(c) and 5 C.C.R. § 4622.)
3. Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act prohibits discrimination against qualified individuals with disabilities in federally financed education programs or activities. The District does not discriminate in admission or access to its programs or activities. (34 C.F.R. § 104.8; 28 C.F.R. § 35.106.) Please contact CUSD's Section 504 Program Coordinator at (559) 274-4700 ext 63140 with any questions.
4. Title 5 of the California Code of Regulations (C.C.R.) requires Districts to adopt and provide Uniform Complaint Procedures to assist you with questions regarding your rights. (5 C.C.R. §§ 4622 and 4632.)
5. Uniform Complaint Procedures – The District maintains a uniform complaint procedure for investigating complaints of (1) discrimination on the basis of actual or perceived sex, gender, age, ethnic group identification, color, race, national origin, ancestry, religion, mental or physical disability, sexual orientation, or because a person is perceived to have one or more of the above characteristics or because a person associates with a person or group with one or more of these actual or perceived characteristics; and (2) complaints of violations of the laws and regulations governing consolidated categorical aid programs, Migrant Education, Adult Education, Career/Technical Education, Child Care and Development, Special Education and Nutrition Services. CUSD has designated the Assistant Superintendent for Human Resources as the Compliance Officer to receive and investigate uniform complaints that fall within these categories and to ensure District compliance with the law. Any individual, public agency or organization may file a written complaint of noncompliance. Complaints alleging unlawful discrimination shall be initiated not later than six months from the date the alleged discrimination occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination. Copies of the complaint form are available from the school or District Office. After filling out the complaint form, it should be directed to the Compliance Officer listed above. The Compliance Officer will investigate the complaint and provide a written report of the investigation and decision within sixty (60) calendar days. If dissatisfied with the District's decision, the complainant may also appeal in writing to the California Department of Education within 15 days of receiving the District's decision. A complainant may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a state or federal court include, but are not limited to injunctions and restraining orders. In a complaint of unlawful discrimination, the complainant may seek civil law remedies no sooner than sixty (60) days from the filing of an appeal with CDE, except that such time limitation does not apply to injunctive relief. Additionally, any individual, public agency, or organization may file complaints about specific situations pertaining to instructional materials, emergency or urgent facilities conditions that pose a threat to

the health and safety of pupils or staff, and teacher vacancies or misassignments. Such complaints are subject to a different complaint procedure. A complaint may be filed anonymously, but if the complainant wants to receive a written response, the complainant will need to provide their name and contact information. The complaint shall be filed with the Principal of the school or their designee. The Principal or appropriate District official will remedy valid complaints within thirty (30) working days from the date the complaint was received and shall complete a written report within forty-five (45) working days of the initial filing. A complainant is not satisfied with the resolution of the Principal or appropriate District official has the right to describe the complaint to the Board during a regularly scheduled hearing. If the complaint involves a condition of a facility that poses an emergency or urgent threat, a complainant who is not satisfied with the resolution proffered by the principal or appropriate District official has the right to file an appeal to the Superintendent of Public Instruction within fifteen (15) days of receiving the District's decision.

6. For more information concerning the filing of uniform complaints, copies of the Board Policies and Administrative Regulations pertaining to these complaint procedures are included in this handbook and are also available upon request at the school or District offices.
7. You may request a copy of the School Accountability Report Card which is issued annually for each school of the District. (Ed. Code § 35256.)
8. You may request to review the complete updated management plan for asbestos-containing material in school buildings. (40 C.F.R. § 763.93.)
9. Assembly Bill (AB) 365 amended Education Code sections 51225.1 and 51225.2 to give students living in the household of a parent who is an active duty member of the military the same rights related to exemptions from coursework and graduation requirements currently available to foster youth, homeless students, and former juvenile court school, students. Currently, Education Code sections 51225.1 and 51225.2 provide that students in foster care, who are homeless or were former juvenile court students, who transfer between schools any time after the completion of their second year of high school are exempt from District-level requirements for graduation above the set by the state. Complaints of noncompliance may be filed under the local education agency's (LEA's) Uniform Complaint Procedures.

SECTION A: ATTENDANCE & PROGRAMS

Attendance Options §48980 (h)

The school District shall advise the parent or guardian of all existing statutory attendance options and local attendance options available in the District. This notification shall include all options for meeting residency requirements for school attendance, programmatic options offered within the local attendance areas, and any special programmatic options available on both an inter-District and intra-District basis. The notification shall also include a description of all options, a description of the procedure for application for alternative attendance areas or programs, an application form from the District for requesting a change of attendance, and a description of the appeals process available, if any, for a parent or guardian denied a change of attendance. The notification shall also include an explanation of the existing statutory attendance options including, but not limited to those under Education Code Section 35160.5, 46600, 48204 (f), and 48209. The department shall produce this portion of the notification and shall distribute it to all school Districts.

School District Enrollment Options §48980 (j)/AR 5116.2

It is the intent of the legislature that the governing board of each school District annually reviews the enrollment options available to the pupils within their Districts and that the school Districts strive to make available enrollment options that meet the diverse needs, potential, and interests of California's pupils.

California law (Education Code 48980(g) (j) requires all school boards to inform each student's parents/guardians at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the one being assigned by their school Districts. Students that attend schools other than those assigned by the school District are referred to as "transfer students." Parents may apply for an intra-District transfer in order for their child to attend another school within the

District of residency. They may also apply for an inter-District transfer enabling their child to attend a school out of their District of residency boundaries. It is also the intent of the Legislature that the governing board of each school District annually review the enrollment options available to the pupils within their District and that the school Districts strive to make available enrollment options that meet the diverse needs, potential, and interests of California pupils.

Residency - Parent/Guardian Employment § 48204 (b)

Under certain conditions, a pupil may attend schools in another District within which one or both of the parents are employed.

AR 5111.1 (a) Criteria for Residency Prior to admission to District schools, students shall provide proof of residency. A student shall be deemed to have complied with residency requirements if they meet the criteria:

cf. 5111.13 - Residency for Homeless Children, cf. 5117 – Inter-District Attendance, cf. 5111.11 Residency of students with a caregiver, cf. 5111.12 Residency based on parent/guardian employment, cf. 6183 Home and Hospital Instruction, cf. 5111.2 Non-resident foreign students

BP5116.1.(a) Intra-District Open Enrollment

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of District students. Students who reside within District boundaries may apply for enrollment in any District school. The Superintendent or designee shall determine the capacity of each school and establish a random, unbiased selection process for the admission of students from outside a school's attendance area. In accordance with the law, no student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area.

Inter-District Attendance §46600

The governing boards of two or more school Districts may enter into an agreement, for a term not to exceed five school years, for the inter-District attendance of pupils who are residents of the Districts. The agreement shall stipulate the terms and conditions under which inter-District attendance shall be permitted or denied.

BP 5117 Inter-District Attendance

The Governing Board recognizes that students who reside in one District may choose to attend school in another District and that such choices are made for a variety of reasons. The Board desires to communicate with parents/guardians and students regarding the educational programs and services that are available. The Board recognizes that the District may be capable of serving additional students. Therefore, the Superintendent or designee may approve inter-District attendance agreements with other Districts.

Perfect Attendance AR 5113

The Governing Board believes that regular attendance plays an important role in student achievement. The Governing Board recognizes its responsibility under the law to ensure that students attend school regularly. To promote good attendance, the Governing Board authorizes the awards to be given to students with Perfect Attendance based on District-wide criteria

The criteria to be used throughout Central Unified District schools when giving Perfect Attendance Awards shall be:

1. A student must have been enrolled in Central Unified School District since the first day of the school year for which the award is given (or the first day of each semester for the semester certificate.)
2. To be eligible for Perfect Attendance, a student may have no more than two tardies of less than thirty minutes each per semester or four in a school year.
3. Saturday School attendance does not count toward Perfect Attendance.
4. Completed Independent Study Contracts and Prearranged Absence Agreements do not count

toward Perfect Attendance.

5. Responsibility Center does not count against Perfect Attendance.
6. Intra-District transfer students are eligible for Perfect Attendance awards.
7. Awards shall be distributed at each school's end-of-semester and end-of-year Awards Assemblies and at District ceremonies such as Graduation Ceremonies.

School Accountability Report Card § 33126, 35256, 35258

Each school District that is connected to the Internet shall make the information contained in the School Accountability Report Card developed pursuant to Section 35256 accessible on the Internet. The School Accountability Report Card information shall be updated annually. Commencing with the 2008–09 school year, each school District connected to the Internet shall make its annually updated report card available on the Internet on or before February 1 of each year.

It is the intent of the Legislature that school Districts make a concerted effort to notify parents of the purpose of school accountability report cards and ensure that all parents receive a copy of the report card. School Districts should make copies of the report available posted prominently on their web page and in hard copy form at the front office.

Individuals with Disabilities Education Act (IDEA)

Every individual with disabilities, who is eligible to receive educational instruction, related services, or both under this part shall receive such educational instructions, services, or both, at no cost to the parents, or as appropriate, to the individual. Federal law requires a free and appropriate education in the least restrictive environment to be offered to qualified pupils with a disability.

Central Unified School District provides programs to students with disabilities who are eligible for Special Education. Many of these services are available at our schools in collaboration with our general education program. If a parent/guardian suspects that their child has a disability, parents may request a special education assessment in writing. If mutually agreed upon, parents and the school may first choose to hold a Student Success Team (SST) meeting. If the child continues to exhibit difficulties in the classroom, the parent/guardian may request an assessment to determine eligibility for special education services. Central Unified School District is dedicated to the identification of challenges to learning and appropriate intervention at the earliest age possible.

AR 6164.4 Identification of individuals for special education

Within 15 days of a referral for assessment, the student's parent/guardian shall receive a notice of parental procedural safeguards and a proposed assessment plan explaining the types of assessments to be conducted and stating that no Individualized Education Program (IEP) will result from the assessment without parental consent. The 15-day period does not include days between the student's regular school session/term or days of school vacation in excess of five school days unless the parent/guardian agrees in writing to an extension.

AR 6164.4 (b) Parent/guardian shall receive written notice

Upon completion of the administration assessments, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. If eligible, an Individualized Education Program (IEP) shall be developed. A copy of the assessment report and IEP shall be given to the parent/guardian.

Students with disabilities shall be reassessed at least every three years or more frequently if conditions warrant a reassessment, or if requested by the parent/guardian or teacher (Education Code 56381).

Child Find Policies (Special Education)/IDEA §56301

All individuals with disabilities residing in the state shall be identified, located, and assessed as required. Each District, special education local plan area, or county office shall establish written policies and procedures for a continuous child-find system, which addresses the relationship among identification, screening, referral, assessment, planning, review, and the triennial assessment. The policies and procedures shall include but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment. Parents shall be given a copy of their parent procedural safeguards upon initial referral for assessment, upon notice of an Individualized Education Program meeting or reassessment, upon filing a complaint, and upon filing for a pre-hearing mediation conference.

Section §504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act prohibits discrimination on the basis of disability. It requires school Districts to identify and evaluate children with physical or mental impairments that substantially limit one or more major life activities. Students that qualify under Section 504 are eligible to receive accommodations and services to meet their needs. The school District designates a person responsible for implementing the requirements of this section. There is a 504 representative designated at each campus.

Identification and Education under Section 504 AR 6164.6(a)

Free Appropriate Public Education (FAPE) under Section 504 of the Rehabilitation Act of 1973 means the provision of related aids and services, designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met. (34 CFR 104.33)

Eligibility to receive FAPE under Section 504 of the Federal Rehabilitation Act of 1973 means a student has a physical or mental impairment that substantially limits one or more major life activities (34 CFR 104.3). Major life activities include but are not limited to caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. (34 CFR 104.3)

Physical or mental impairment means any of the following: (34 CFR 104.3)

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal, special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine
2. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Referral, Identification, and Evaluation

1. Any student may be referred by a parent/guardian, teacher, other school employees, student success team, or community agency for consideration of eligibility as a student with a disability under Section 504. This referral may be made to the principal or site 504 Coordinator.
(*cf. 6164.5 – Student Success Teams*)
2. Upon receipt of a referral for eligibility, the principal or 504 Coordinator shall consider the referral and determine whether an evaluation of the student is appropriate. This determination shall be based on a review of the student's school records, including academic and non-academic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.

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

3. If it is determined that a student needs or is believed to need accommodations and/or related services under Section 504, the District shall conduct an evaluation of the student prior to initial placement and before any significant change in placement (34 CFR 104.35). Prior to conducting an evaluation of a student for eligibility under Section 504, the District shall obtain written

parent/guardian consent. The District's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers.
- b. Are tailored to assess specific areas of educational need and are not based solely on a single IQ score.
- c. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual, or speaking skills unless the test is designed to measure these particular deficits.

Section 504 Services Plan and Placement

1. A multi-disciplinary 504 team shall be convened to review the evaluation data in order to determine eligibility, accommodations, services, and placement decisions. The 504 teams shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options (34 CFR 104.35). In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with 34 CFR 104.34 (34 CFR 104.35).
2. If upon evaluation, a student is determined to be eligible for services under Section 504, the 504 teams shall meet to develop a written accommodation plan which shall specify the types of general or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives a free appropriate public education. The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine relevant records pertaining to Section 504 eligibility and placement.
(cf. 5141.21 – Administering Medication and Monitoring Health Conditions)
3. If the 504 team determines that no services are necessary for the student, the record of the committee's meeting shall reflect whether or not the student has been identified as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed. The student's parent/guardian shall be informed in writing of their procedural safeguards, as described in the "Procedural Safeguards" section below.
4. The student shall be placed in the general educational environment unless the District can demonstrate that the education of the student in the general education environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to their individual needs (34 CFR 104.34).
5. The District shall complete the identification, evaluation, and placement process within sixty calendar days from the date of parental consent, tolled for school breaks in excess of 5 days.
6. A copy of the student's accommodation plan shall be kept in the student's record, otherwise known as the cumulative record. The student's teacher, and any other staff who provide services to the student, shall be informed of the plan's requirements.
7. If a student transfers to another school within the District, the principal or 504 Coordinator from the school from which the student is transferring shall ensure that the principal or 504 Coordinator at the new school receives a copy of the plan prior to the student's enrollment in the new school.

Review and Reevaluation

1. The 504 teams shall monitor the progress of the student and the effectiveness of the student's plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of students who do not have a disability. The

team shall review the student's accommodation plan annually. In addition, the student's eligibility under Section 504 shall be reevaluated at least once every three years.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. This reevaluation shall consist of a record review and any other assessment as appropriate (34 CFR 104.35).

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

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

Abbreviated Procedural Safeguards-Section 504 Plan

Parent Rights: You have a right to be informed by the District of your rights under section 504. The purpose of this notice is to advise you of those rights. 34 CFR 104.32

FAPE: Your child has the right to a free and appropriate public education designed to meet their individual education needs as adequately as the needs of non-disabled students. 34 CFR 104.33

Free Education: Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved of an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33

LRE: your child has a right to receive their education in the least restrictive environment. 34 CFR 104.34

Comparable Facilities: Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34

Evaluations: your child has a right to an evaluation prior to any initial section 504 placement and any subsequent change in placement. 34 CFR 104.35

Testing: Testing and other evaluation procedures must conform to the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude, and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior. 34 CFR 104.35

Section 504 Team: Placement decisions must be made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35

Re-evaluations: If eligible under section 504, your child has a right to periodic re-evaluations. 34 CFR 104.35

Prior Written Notice: You have the right to notice prior to any action by the District in regard to the identification, evaluation, or placement of your child. 34 CFR 104.36

Records: You have the right to examine relevant records of your students. 34 CFR 104.36

Due Process Procedures: You have the right to an impartial hearing with respect to the District's action regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36

District Level Complaints: On Section 504 matters other than your child's identification, evaluation, and placement, you may file a complaint with a District's Section 504 Coordinator who will investigate the allegations in an effort to reach a prompt and equitable resolution.

OCR Complaints: You also have a right to file a complaint with the Office for Civil Rights. OCR can be reached by telephone at (415) 437-8310, by email at ocrcomplaint@hhs.gov, or by mail at:

Office for Civil Rights
U.S. Department of Education

Suspension/Expulsion Discipline Issues:

- a) No section 504 student may be expelled for misconduct which is caused by reason of their disability, or was the result of not providing necessary and related accommodations/modifications.
- b) When suspension results in a period of more than 10 consecutive school days or a series of suspensions that creates a pattern (each of which is 10 or fewer days in duration, totaling more than 10 school days), the Section 504 Team will convene to determine whether the misconduct was caused by the student's disability.
- c) When expulsion is being considered the section 504 team will convene. The parent/guardian will be given at least 48 hours notice of the meeting. The section 504 student team will determine whether the misconduct was caused by the student's disability.
- d) If the parent guardian disagrees with the team's determination, they may appeal that determination under the procedures outlined in the Full Procedural Safeguards.
- e) A parent or guardian's disagreement with the team's determination or their request for an impartial hearing shall not preclude the District from proceeding with an expulsion or suspension of more than 10 days, if the team has determined that the students misconduct was not caused by the student's disability or due to necessary accommodations not being provided.

Notice of Alternative Schools §58501

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

- a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- b) Recognize that the best learning takes place when the student learns because of their desire to learn.
- c) Maintain a learning situation maximizing student self-motivation and encouraging the student in their own time to follow their own interests. These interests may be conceived by him totally and independently and may result in whole or in part from a presentation by their teachers of choices of learning projects.
- d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to, the community in which the school is located.

In the event any parent, 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.

Gifted and Talented Student Program

The California Department of Education (CDE) administers the Local Control Funding Formula which provides funding for local educational agencies (LEAs) to develop unique education opportunities for high-achieving and gifted students. Each school District's governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent, or any other criterion that meets the standards set forth by the State Board of Education (SBE). The GATE program is authorized under *Education Code* (EC) sections 52200-52212.

Central Unified School District's formal identification process for Gifted and Talented students may begin as early as first grade. Students are identified using multiple measures: behavioral checklists, cognitive and academic achievement tests, creativity tests, and/or portfolio assessments. The District's identification procedures are equitable, comprehensive, and ongoing. They reflect the District's definition of giftedness and its relationship to current state criteria. All students in Central Unified are eligible to be referred for testing by a teacher, parent, or other District personnel. Referral forms and additional information about the program can be found on the District website. Once a student is identified and permission to participate is obtained from their parents/guardians, the student remains in the program for as long as they are a student in Central Unified. Parents may formally request for their child to be removed from the gifted program at any time.

Information about the GATE program is available on the District website. Gifted students in grades second through eighth are placed together in classrooms using the School-Wide Cluster Grouping Model with an instructional focus on depth, complexity, novelty, and acceleration by a GATE-certificated teacher. High school students are served through a variety of accelerated and advanced courses as well as a variety of elective options. Components of the program, including the identification process, as well as methods used by the District to meet the Recommended Standards for Programs for Gifted and Talented Students, are available on the Educational Services GATE webpage.

School Library Services \$18100

The governing board of Central Unified School District provides school library services for pupils and teachers of the District by maintaining a library media center at each site, K-12. Services and materials are maintained at a level sufficient to enable pupils to become independent learners during their school years, moving them toward readiness for college, career, and community, and providing rich resources for literacy development in support of the Common Core State Standards.

All library resources will be used in accordance with current copyright laws. California Education Code states that "school library patrons are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use." If library books, textbooks, or electronic devices, used to access library/textbook materials, are lost or damaged, a replacement fine will be levied. Central Unified school libraries are open to the use of teachers and students during the school day. Library activities are free from discrimination, or any other form of illegal bias. Resources within are selected in accordance with the Criteria for Selection and Adoption of Instructional Materials as specified in Administrative Regulation 6161.1, and "as a whole, present a broad spectrum of knowledge and viewpoints and reflect the diversity of our society" (*BP 6161.11_- Supplementary Instructional Materials and BP 6163.1 - Library Media Centers for selection processes regarding supplementary materials*)

Other Programs available at School sites:

Athletics: Central Unified Schools participate in a variety of competitive sports in grades 4 through 12. There are other Board approved youth group organizations conducting organized sports throughout the community, such as Valley Youth Soccer.

Campus Connection: A fee-based, District-run childcare program for students is offered before school, after school, and full-day programs. Sessions include activities, educational classes, and field trips. Call 271-0860 for information.

Counseling service: Counselors provide individual and support group counseling to identify students who may need extra social/emotional or academic support. Referrals can be made through your child's teacher or directly to the school administration.

English Learner program: Programs are available at all sites as defined in the Central Unified School District English Learner Master Plan. These programs accelerate the development of English language proficiency in listening, speaking, reading, and writing for non-English and limited English proficient students.

Expanded Learning Opportunities: All schools provide opportunities outside of the school day that focuses on developing the academic, social, emotional, and physical needs of students.

Music: Instrumental and choral music programs are available at all school sites.

Preschool: State-funded preschool programs are available at Biola-Pershing, Herndon-Barstow, Madison, and Teague elementary school sites, and the District Office Central Demonstration Preschool. Families must meet income-eligible regulations. A standard fee-based morning program is available at Teague Elementary. Age eligibility requirement: a child who will have their fourth birthday on or before December 2nd. Priority is given to children with their fourth birth date on or before September 1st. Applications are accepted year-round. For information contact the State Preschool Office at 274-4700 ext. 63197.

Special Education: Services are available to children 3 to 5 years of age who are on an ISP or IEP. Contact 274-4700 ext. 63141 for details. Other special education programs designed to meet the physical and/or emotional needs of eligible Central Unified students include Speech, Specialized Academic Instruction, and Occupational Therapy (OT). Programs for other needs are provided by the District in cooperation with the Fresno County Office of Education.

Student Success Team: A team of teachers, school site staff, and administration make up this core team that processes referrals from teachers, parents, students, or others. The referral is based on a need to seek assistance for any student in need of an intervention to assist their learning. The needs of a student may be emotional, physical, or academic. All referrals are confidential and not disciplinary.

Volunteer assistance: Volunteers are needed for a variety of reasons. Many children need individual help and encouragement in a particular subject area. Volunteers can help provide for this need, either as tutors or by relieving the teacher from other duties to give children more personal attention. Some volunteers work in the school on a regular basis, others may help with an individual project or activity. All volunteers must be cleared for safety to work with children.

General District funds provide support for the District's base/core curriculum program. Some students may have unique characteristics, not reflective of the general school population, that affect their success in the base/core programs. These students may come from socioeconomically disadvantaged (SED) homes, they may be migrant students, students that are foster youth or homeless, or students that are learning English as a second language. Based on past academic performance, academic diagnostic assessments, and social-emotional screening surveys the District can determine if these children need additional services or school materials not provided through their base/core program. Supplemental services and materials are provided once these types of students have been identified.

Parent Categorical Information

1. TITLE I PART A (HELPING DISADVANTAGED CHILDREN): A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet District and state content and performance standards.
2. TITLE I, PART C (Education of Migratory Children): Migrant Education is a federally funded program that provides supplemental education and support services to eligible migrant children each year. These services help children of migrant workers overcome the disadvantages they face, one of which is the disruption of their education due to mobility.
3. TITLE III (LANGUAGE ACQUISITION): A federally funded program for the purpose of providing resources to improve instructional practices and materials for English Learners.
4. Title III (Immigrant): The purpose of the Title III Immigrant Student Education Program subgrants is to pay for enhanced instructional opportunities to immigrant students and their families.

District Wide Parental Engagement Policy 2025-2026

Title I, Part A LEA-Level Parent and Family Engagement Policy

This Parent and Family Engagement Policy (Policy) describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a).

The purpose of this Policy is to:

- Put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with ESSA Section 1116(a). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Work with schools to ensure that the required school-level parental engagement policies meet the requirements of Section 1116 (a) of ESSA.
- Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.

How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

Central USD will:

Hold a District-wide annual meeting to review and revise the District Parent Engagement Policy.

Support Parent Advisory Committee (PAC), District English Learner Advisory (DELAC) site representatives as they review policy with site committees, report back any barriers identified and suggestions to improve policy.

Support Migrant Parent Advisory Committee (MPAC) annual review of the policy

Offer additional meetings to accommodate parent's availability and address further needs.

Notify parents of annual Title 1 and advisory committee meeting through posting of agendas at District office and school sites, flyers, website, and personal phone calls and Parent Square.

Offer childcare, as necessary.

Offer transportation when feasible.

Make available interpreters and translators to ensure full participation of non-English speaking parents as required.

How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?

Central USD will host a District-wide annual meeting to provide parents with an overview of any changes to the organizational structure and academic progress of school sites and the role of parents on advisory committees (i.e. School Site Council, PAC, English Learner Advisory Committee (ELAC), DELAC etc.) to help parents understand their vital role.

Offer follow-up meetings upon request to provide parent training in leadership skills to effectively carry out their role on advisory committee assignments

Provide annual training sessions for PAC, MPAC and DELAC representatives in their role and responsibilities.

How does the Local Educational Agency (LEA) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance? Does this include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116 [a][2][B])?

- At the beginning of the school year, the District will provide training to school site administrative teams on specific guidelines and regulations (i.e. membership and office holding composition, required meetings, minute format, “how to” for increased attendance, etc.)

- Throughout the year, provide school sites with resource information on parent involvement training offered through the District’s Parent Involvement Department, FCSS, Education and Leadership Foundation, Valley PBS, Centro La Familia, PIQE, and others based on parent interest and need.

- District Director of State and Federal Programs, Supervisor of English Learner/Migrant services and District Parent Involvement Coordinator will be available to monitor and provide additional support as deemed necessary by individual school sites in effectively implementing parent involvement activities.

- Provide the services of a District interpreter/translator in major second language of the District.

How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])~(Migrant Program, State Preschool, Title III EL/Immigrant)

- Sharing parent involvement resources with the above mentioned program coordinators.

- Inviting program managers to District-wide Title 1 annual meetings.

- Inviting program managers to parent trainings in leadership skills and other trainings offered to school sites.

- Work closely with program managers to help evaluate and utilize available resources.

How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

- Annually, the District will survey Title 1 parents using one or all of the following methods: LCAP Survey, annual meetings, advisory committee meetings, Parent Square survey, web based tools, providing DELAC and PAC committee representative’s materials to present and review at sites etc.; to evaluate the effectiveness of school site parent involvement policies.

- Translate survey results, for non-English speaking parents as required.

What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents 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 (ESSA Section 1116[a][2][D][i]):

- Results will be shared at both the District and site level and if necessary, District technical support will be offered to individual school sites as deemed necessary for the purpose of revising their respective parent engagement policy.

- Parents together with school site administrators will address identified barriers and prepare any necessary changes/revisions to their Parent Engagement Policy.

What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?

The school District will, with the assistance of the schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Organizing presentations of successful literacy programs to school site administrators and/or parent advisory committees for consideration at their individual site.

Offer technical support to site administrators in the implementation of selected literacy programs and technology.

Promote Adult Education opportunities in literacy and technology at CLASS.

Support sites in their development and implementation of School-Parent Compact.

What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

Central Unified supports successful school and family interactions by providing ongoing professional learning for all Community and Family Outreach Liaisons and administration teams at the sites. The District also facilitates alignment of resources, community partnerships, and connecting schools and families to available training opportunities.

LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

Central Unified will:

- Make available to school site administrator's information on workshops, conferences and classes, offered in the area of parent involvement.

- Provide services and outreach to parents by trained bilingual community liaisons at high needs schools to the extent possible.

- Make available to school sites resources for translation and interpretation as required.

- Encourage parents to participate in parent involvement events by way of informational flyers, District and school site websites, personal phone calls and Parent Square.

- Offer District or site sponsored parent education opportunities such as but not limited to the following:

- Central Unified Parent Education courses and events.

- EL workshops and Saturday schools.

- Parent Expectations for Student Achievement (PESA).

- FCSS Parent Institute workshops.

- Parenting Partners.

- Parent Project and Positive Discipline Program.

How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])? How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

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

How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])?

Central Unified will distribute the 90% of the 1 % set aside directly to sites to be encumbered for parent engagement activities as approved in the School Plan for Student Achievement (SPSA).

How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

Central Unified will provide assistance to parents and families by offering classes and workshops on the following topics:

- California's academic content standards.
- Assessment results (i.e. ELPAC, California Assessment of Student Performance and Progress (CAASPP), District Benchmark Assessments, etc.).
- Requirements of Part A.
- Monitoring their child's progress.
- Working with educators.
- Topics of interest and need identified by parent.

How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literacy training and using technology (ESSA Section 1116[e][2])?

Central Unified will:

- Offer the School2Home program as well as technical support to site administrators in the implementation of selected literacy programs and technology such as Accelerated Reader, ST Math, Imagine Learning, iReady, and Paper.co.
- Promote Adult Education opportunities in literacy and technology at CLASS
- Latino Literacy Project
- Author visits, literacy and family nights

How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?

Central Unified will:

- Share information with site administrators on available resources on how teachers can reach out and work with parents as equal partners in education.

- Provide the services of a District Parent Involvement Coordinator.

How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

Central Unified will:

- Sharing parent involvement resources with program coordinators (Title II, Title III, Migrant, Preschool).
- Inviting program managers to District-wide Title 1 annual meeting and Local Control Accountability Plan Educational Partners Input meetings.
- Inviting program managers to parent trainings in leadership skills and other trainings offered to school sites.
- Work closely with program managers to help evaluate and utilize available resources for their specialized programs.

How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?

Central Unified will:

- Offer technical support in updating websites.
- Provide District guidelines, templates and training materials for standardization of parent meeting protocols in English and other languages as required.
- Provide District interpreter/translator and other resources for translation and interpretation services.

How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?

Central Unified will:

- Provide Bilingual Community and Family Outreach Liaisons at high needs schools to the extent possible.

How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for the parents and families to understand (ESSA Section 1116[f])?

Central Unified will:

- Provide District interpreter/translator and other resources for translation and interpretation services.

This Policy was adopted by the Central Unified School District on June 22, 2025 and will be in effect for the period of 2025-2026 school year.

The LEA will distribute this Policy to all parents and families of students participating in the Title I, Part A program on, or before September of each school year.

Classroom Visitation Procedures § 51521

Central Unified School District values partnerships between students, parents/guardians, and staff. Parents/guardians are encouraged to take an active role in the education and success of their students. The following process has been developed to maximize learning opportunities while maintaining a safe and positive educational environment free from disruption. [BP 1350; EC §32210, §44810, §44811]:

Parent/Guardian Observation Visits: An observation visit may enhance a parent/guardian(s) understanding of the learning activities experienced by students in the classroom. It may also provide insight into your student as a learner.

Scheduling a Visit: Parents/guardians may schedule a visit to a classroom their child is currently assigned*. Students are not permitted to bring student visitors to the school.

**Visiting a classroom your student is not assigned to is not allowed. Visits by unfamiliar guests may unintentionally disrupt the learning environment or adversely affect the classroom climate.*

Classroom visitations must be scheduled a minimum of 48 hours in advance and will be limited to 1-hour (60 minutes) or one class period, per visit. Any additional time must be approved by the principal or designee. The principal shall notify the teacher and arrange a time. The scheduled time will be convenient for the parent/guardian and teacher and is not to be disruptive to the teaching or learning process in the classroom.

- All visitors will check in with the administrative office, upon their arrival on the campus. (*photo identification is required at check-in*)
- The Visitor Identification Badge (issued at check-in) must be visibly worn at all times on campus.
- Visitors will silence (or turn off) mobile devices. [BP 5131(c)]
- Use of any electronic listening or recording device without the prior consent of the teacher and the principal is prohibited. [EC 51512]
- Students may become easily distracted when a visitor arrives. Please avoid conversations with students or staff while class is in session.
- Respect the privacy of other students in the classroom.
- All visitors must sign out with the administration office at the end of their visit.

Lunches: Parents/guardians who want to have lunch with their students can register in the front office, secure a visitor's badge, and then meet their students in the cafeteria.

School personnel has the authority to warn person trespassing to leave the premises. Persons who refuse or cause further disruption of the learning environment and/or any school event may be subject to prosecution under California Penal Code section 626 *et seq.*

SECTION B: ABSENCES

Excused Absences: Justifiable Personal Reasons § 48205

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

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
7. For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the

- principal or a designated representative pursuant to uniform standards established by the governing board of the school District.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 9. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school District.
 10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
 11. For the purpose of participating in a cultural ceremony or event.
 12. (A) For the purpose of a ***middle school or high school pupil engaging in a civic or political event***, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
 13. (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
 - a. (i) To access services from a victim services organization or agency.
 - b. (ii) To access grief support services.
 - c. (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
 - d. (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
 14. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
 - (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore, the teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
 - (c) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.
 - (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
 - (e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Regulations Regarding Absences for Religious Purposes § 46014

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction in manners and moral required elsewhere in this code. Such absence shall not be deemed absence in computing average daily attendance if all the following conditions are complied with:

- (a) The governing board of the District of attendance, at its discretion, shall first adopt a resolution permitting pupils to be absent from school for such exercises or instruction.
- (b) The governing board shall adopt regulations governing the attendance of pupils at such exercises or instruction and the reporting thereof.
- (c) Each pupil so excused shall attend school at least the minimum school day for his grade of elementary school, and as provided by the relevant provisions of the rules and regulations of the State Board of Education for secondary schools.
- (d) No pupil shall be excused from school for such purpose on more than four days per school month. It is hereby declared to be the intent of the Legislature that this section shall be permissive only.

Open Campus Lunch Period §44808.5

If the governing board of a school District permits students enrolled in their high schools to leave school grounds during lunch, parents are to be informed that neither the school District nor any employee shall be liable for the conduct or safety of any pupil who has left the school grounds during this lunch period.

Students will not be allowed to leave campus without an Administrator's authorization and a school-approved pass. (Exceptions – Work experience, R.O.P., Senior Office Campus, early release, college classes). The governing board of the Central Unified School District, pursuant to Section 44808.5 of the Education Code has decided to permit seniors, from Central East High School and Central High School, to leave the school grounds during the lunch period.

Pupils with Temporary Disabilities § 48206.3, 48207, 48208

A pupil with a temporary disability, which makes attendance in the regular day or alternative education program in which the pupil is enrolled impossible or inadvisable, shall receive individual instruction provided by the District in which the pupil is deemed to reside. Such pupils shall be provided individual instruction, as deemed necessary, that may include instruction in the pupil's home, hospital, or health facility in the pupil's District of residence. Individual instruction means instruction provided to a pupil in the pupil's home, in a hospital, or in other health facilities excluding state hospitals. A temporary disability means a physical or emotional disability incurred while a pupil is enrolled in regular day classes or an alternative education program after which the pupil can reasonably be expected to return to regular day classes or the alternative program without special intervention.

A pupil with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, which is located outside the school District in which the pupil's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school District in which the hospital is located.

It shall be the primary responsibility of the parent or guardian to notify the school District in which the pupil is deemed to reside of the pupil's presence in a qualifying hospital. Upon receipt of this notification, that school District shall: Within 5 working days of the receipt of notification, determine whether the pupil will be able to receive individualized instruction and when it will commence. The instruction will begin no later than 5 days after the need for individualized instruction has been rendered.

Excused Absences for Pupils Obtaining Confidential Medical Services Without Consent of the Parent/Guardian § 46010.1

The governing board of each District shall notify pupils in grades 7 -12 inclusive, and the parents or guardian of all pupils that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

Tardy/truant policies:

If your child is late to school, the student must report to the office to receive a pass before going to class. You should either provide a note stating the reason the student is late or you, as the parent, may come to

the office and provide the reason verbally. An EXCUSED TARDY maybe only for illness, medical appointments, or family bereavement. An UNEXCUSED **TARDY** is any other reason. California State Law considers unexcused tardies of 30 minutes or more TRUANT.

Independent study contract: Going out of town while your child is attending school? An Independent Study Contract makes sure the days your child is absent are excused and not truant days. (PLEASE NOTE: The Independent Study Contract is only available if you will be gone for 5 days and not longer than 20 days).

1. Within 2 days (48 hours) before your child will be leaving school, visit the office and request a contract (please allow time for staff to prepare work).
2. You sign the contract agreeing that your child will complete and turn in all assignments by the end of the contract date.
3. Student then signs the contract.
4. The teacher signs the contract and assigns classwork for days to be missed.
5. The student's work is returned by the contract date (K-8 return to teacher; 9-12 return to Independent Study Coordinator).

An Independent Study Contract that is not completed may result in unexcused or truant absences.

School Attendance Review Board (SARB)

Education Code requires that students between the ages of 6-18 attend school full-time. Central Unified is committed to working with students and their families to ensure that poor attendance does not adversely impact their academic success.

Truant Students §48260 (a)

Any student subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three (3) full days in one (1) school year, or tardy or absent for more than any thirty (30)-minute period during the school day without a valid excuse on three (3) occasions in one (1) school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the Superintendent of the school District.

Habitual Truant §48262

Any student is deemed a habitual truant who has been reported as a truant three (3) or more times per school year, provided that no student shall be deemed a habitual truant unless an appropriate District officer or employee has made a conscientious effort to hold at least one (1) conference with a parent/guardian of the student and the student after the filing of either of the reports required by Education Code Section 48260 or Section 48261.

Chronic Absenteeism §60901

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused, unexcused and suspensions – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Parent Notification §48260.5

Upon a student's initial classification as a truant, the school District shall notify the student's parent/guardian, by first-class mail or other reasonable means, of the following:

- (a) That the student is truant;
- (b) That the parent/guardian must send their child to school;
- (c) That parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution;
- (d) That Alternative Educational programs are available in the District;

- (e) That the parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
- (f) That the student may be subject to prosecution under Education Code Section 48264;
- (g) That it is recommended that the parent/guardian accompany the student to school and attend classes with the student for one (1) day.

School Attendance Review Board (SARB §48263)

If any minor student in any District of a county is a habitual truant or does not attend school regularly, the student may be referred to SARB or to the probation department for services if the probation department has elected to receive these referrals. The supervisor of attendance, or any other persons on the Governing Board of the school District or county, shall notify the student and parents/guardians of the student, in writing, of the name and address of the Board or probation department to which the matter has been referred and of the reason for the referral. The notice shall indicate that the student and parents/guardians of the student will be required, along with the referring person, to meet with the SARB or probation officer to consider the proper consequences for the referral.

Defiance of SARB

Section 48200 of the California Education Code requires the parent or legal guardian of a child between 6-18 years of age to enroll and ensure school attendance. The child must enroll in the school District in which the parent or legal guardian resides.

Section 48293 states that any parent or legal guardian who fails to comply with the provisions stated above will be referred to the District School Attendance Review Board (SARB) for a possible recommendation that the parent or legal guardian be cited to appear in court. This citation may lead to a fine of not more than five hundred dollars (\$500.00), or continued violation of the order is punishable as contempt of court.

Should a student continue to be classified as truant the District SARB Coordinator will refer the parent/guardian to Fresno County Court for violation of Education code 48293 (a).

Parent Penalties § 48293 (a)

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

1. Upon a first conviction, by a fine of not more than one hundred dollars (\$100).
2. Upon a second conviction, by a fine of not more than two hundred fifty dollars (\$250).
3. Upon a third or subsequent conviction, if the person has willfully refused to comply with this section, by a fine of not more than five hundred dollars (\$500). In lieu of imposing the fines prescribed in paragraphs (1), (2), and (3), the court may order the person to be placed in a parent education and counseling program.

Penal Code 270.1

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

CalWorks: Welfare & Institutions Code Section 11253.5

CalWorks states the children of families receiving aid must meet the rule of "regular attendance" or aid will be withheld.

Welfare & Institutions Code Section 601 (b)

SARB can recommend formal probation for a student based on habitual truancy and/or out-of-control behavior. Through Education Code 48264.5 (d) (4) a student adjudged a ward of the court may be given a \$50.00 fine and/or community service.

SECTION C: COMPLAINTS/GENDER EQUITY/ACCOUNTABILITY

Title 5 California Code of Regulations, Section 4622

The District shall annually notify in writing, as applicable, its students, employees, parents or guardians of its students, the District advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of the District complaint procedures, including the opportunity to appeal to the CDE and the provisions of this chapter. The notice shall include the identity (identities) of the person(s) responsible for processing complaints. The notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. The notice shall also include information regarding the requirements of Education Code sections 49010 through 49013 relating to pupil fees. This notice shall be in English, and when necessary, in the primary language, pursuant to Education Code section 48985, or the mode of communication of the recipient of the notice. Copies of the District's complaint procedures shall be available free of charge.

Uniform Complaint Procedures BP/AR 1312.3

Uniform Complaint Procedures

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 - Sexual Harassment for handling complaints regarding sexual harassment.

Assistant Superintendent – Human Resources
Central Unified School District
5652 W. Gettysburg Ave. Fresno, CA 93722
(559) 274-4700

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. (5CCR 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 the 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 the section "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 students participating in a newcomer program 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 221.6 shall be posted on the District and District school websites 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 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)

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. 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. 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 involving an allegation of sexual assault or 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 the 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 documents 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, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a 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 the 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)

Regulation approved: 02/26/02

Regulation revised: 3/13/07; 9/09; 11/09; 10/15/13; 9/28/15; 6/20/16; 1/3/17; 1/3/18; 1/16/18; 4/9/18; 3/4/2024

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 early resolution of complaints whenever possible. To resolve complaints that 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 the 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 51228.7-51228.3)
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, 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 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 requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. 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)
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 students participating in a newcomer program. (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 a 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 involving sexual assault or 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 state and federal 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 complaint 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 the Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the District exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 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 Sexual Harassment Complaint Procedures.
4. 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
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 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 the 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)

Policy adopted: 4/10/84

Policy revised: 2/26/02; 9/27/05; 11/08/05; 3/14/07; 12/8/09; 10/8/13; 10/27/15; 8/9/16; 1/24/17;

1/23/18; 5/8/18; 4/9/2024

Sex Equity in Education Act - Education Code 221.51
Discrimination Based on a Student's Parental, Family, or Marital Status

(a) A local educational agency shall not apply any rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex.

(b) A local educational agency shall 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.

(c) A local educational agency 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.

(d) Pregnant or parenting pupils shall not be required 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.

(e) A local educational agency shall 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.

(f) For purposes of this section, "local educational agency" means a school District, a county office of education, a school operated by a school District or a county office of education, a charter school, the California Schools for the Deaf, or the California School for the Blind.

(Added by Stats. 2018, Ch. 942, Sec. 2. (AB 2289) Effective January 1, 2019.)

Sex Equity in Education Act - Education Code 222.5/BP 5146
Pregnant and Parenting Student Rights-Health

(a) A local educational agency shall notify pregnant and parenting pupils of their rights and options available under the law through annual school year welcome packets and through independent study packets.

(b) A local educational agency shall annually notify parents and guardians of pupils at the beginning of the regular school term of the rights and options available to pregnant and parenting pupils under the law.

(c) For purposes of this section, "local educational agency" means a school District, a county office of education, a school operated by a school District or a county office of education, a charter school, the California Schools for the Deaf, or the California School for the Blind.

(Added by Stats. 2018, Ch. 942, Sec. 3. (AB 2289) Effective January 1, 2019.)

**Child Abuse Prevention Training Program § 18976.5
Welfare and Instructional Code**

Parents shall be given notice of and may refuse to have their children participate in a primary prevention program.

Williams Settlement Complaint Rights §35186

Each school District shall notify parents that there should be sufficient textbooks and instructional materials in each classroom. Each pupil, including English learners, must have a textbook or instructional materials or both, to use in the class and to take home to complete required homework assignments. School facilities must be clean, safe, and maintained in good repair, and there should be no teacher vacancies or misassignments. Complaint procedures have been established to identify and resolve complaints regarding these issues. Complaint forms are available at the school or District office.

Nondiscrimination/Harassment BP/AR 5145.3

STUDENTS

Nondiscrimination/Harassment

The District designates the individual(s) identified below as the employee(s) responsible for coordinating the District's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the District's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent
Human Resources Department
5652 W. Gettysburg
Fresno CA 93722
(559) 274-4700

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at District schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the District's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through District-supported communications
2. Post the District's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as

possible forums for social media, in a prominent location on the District's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the District's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

4. Post in a prominent location on the District website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)

a. The name and contact information of the District's Title IX Coordinator, including the phone number and email address

b. The rights of students and the public and the responsibilities of the District under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's website

iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

d. A link to the Title IX information included on the California Department of Education's (CDE) web site

5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the District's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)

6. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

7. Annually notify all students and parents/guardians of the District's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the District's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the District will address any individual student's interests and concerns in private.

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the District's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular District school speak a single primary language other than English, the District's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the District shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the District may use to provide a discrimination-free environment for all District students.

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

11. At the beginning of each school year, inform each principal or designee of the District's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the District's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of District policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in District policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

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

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

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

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

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

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

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

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

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

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The District's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, transgender, and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the District of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's gender identity, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

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

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. In any case, the District shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the District pursuant to 34 CFR 99.31. Any District employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a District employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the District's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or

gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

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

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.

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 District 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.

Regulation approved: 8/24/15

Regulation revised: 6/19/18; 9/21/2020; 12/1/21; 03/20/2023

Sexual Harassment Policies and Complaint Procedures BP/AR 5145.7

STUDENTS

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

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

The District strongly encourages students who feel that they are being or have been sexually harassed in school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

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

The Superintendent or designee shall inform students and parents/guardians of the District's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the District's website, and including it in student and staff handbooks. All District staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all District students receive age-appropriate information on sexual harassment. Such instruction and information shall include

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

Disciplinary Actions

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

(cf. 5144 - Discipline)

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

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

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

(cf. 4117.7/4317.7 - Employment Status Report)

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

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

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

Record-Keeping

In accordance with the law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in District schools.

Policy adopted: 12/8/92/Policy revised: 6/25/02; 6/23/09; 12/8/09; 10/13/15; 6/13/17; 10/27/2020

Sexual Harassment AR 5145.7

STUDENTS

Title IX Coordinator

The District designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at

Assistant Superintendent
Human Resources Department
5652 W. Gettysburg Ave.
Fresno, CA 93722
(559) 274-4700

(cf. 1312.3 - Uniform Complaint Procedures)

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

The District shall notify students, parents/guardians, employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the District's Title IX Coordinator. (34 CFR 106.8)

Prohibited Conduct

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

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

Examples of types of conduct that are prohibited in the District and which may constitute sexual harassment include, but are not limited to

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

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

Notifications

A copy of the District's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
(cf. 5145.6 - Parental Notifications)
2. Be displayed in a prominent location in the main administrative building or other areas where notices of District rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted in a prominent location on the District's website in a manner that is easily accessible to parents/guardians and students. This shall include the name or title, office address, email

address, and telephone number of the employee(s) designated as the District's Title IX Coordinator. (Education Code 234.6; 34 CFR 106.8)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included in any handbook provided to students, parents/guardians, employees, or employee organizations (34 CFR 106.8)

Reporting Complaints

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

(cf. 5141.4 - Child Abuse Prevention and Reporting)

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

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

Complaint Procedures

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

Regulation approved: 12/8/92/Regulation revised: 11/09; 9/14/15; 5/8/17; 9/21/2020

Additional Complaint Procedures can be found online at:

- Central Unified School District: www.centralunified.org
- California Department of Education: <https://www.ed.gov/>
- U.S. Department of Education Office for Civil Rights:
- <https://www2.ed.gov/about/offices/list/ocr/index.html>

Title IX Sexual Harassment Complaint Procedures AR 5145.71

STUDENTS

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30)

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

All other sexual harassment complaints shall be investigated and responded to pursuant to AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

A report of sexual harassment shall be submitted directly to or forwarded to the District's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment.

(cf. 5145.7 - Sexual Harassment)

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the process for filing a formal complaint.

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations in which a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations. In such cases, the alleged victim is not a party to the case but will receive notices as required by the Title IX regulations at specific points in the complaint process.

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

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

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, even if a formal complaint is not filed, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party. Such measures may include but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures. (34 CFR 106.30, 106.44)

Emergency Removal from School

On an emergency basis, the District may remove a student from the District's education program or activity, provided that the District conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

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

Dismissal of Complaint

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

Upon dismissal, the Title IX Coordinator shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal. (34 CFR 106.45)

If a complaint is dismissed on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

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

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

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

Formal Complaint Process

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

1. The District's complaint process, including any informal resolution process
2. The allegations potentially constitute sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly

constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

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

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

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall provide either party with no less than three calendar days to raise concerns of conflict of interest or bias regarding any of these persons.

During the investigation process, the District shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response
9. After sending the investigative report to the parties and before reaching a determination regarding responsibility, afford each party the opportunity to submit written, relevant questions that the party wants to be asked of any party or witness, provide each party with the answers and allow for additional, limited follow-up questions from each party

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

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

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

Written Decision

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

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

The written decision shall be issued within 45 calendar days of the receipt of the complaint.

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

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

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

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

Appeals

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

investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the District shall: (34 CFR 106.45)

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

An appeal must be filed in writing within 10 calendar days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

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

Remedies

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

Corrective/Disciplinary Actions

The District shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

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

(cf. 5144 - Discipline)

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

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

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

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

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

(cf. 4117.7/4317.7 - Employment Status Report)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

The Superintendent or designee shall maintain for a period of seven years a record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, any appeal or informal resolution and the results therefrom, and responses made pursuant to 34 CFR 106.44. (34 CFR 106.45)

The Superintendent or designee shall also maintain for a period of seven years all materials used to train the Title IX Coordinator, an investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The District shall make such training materials publicly available on its website, or if the District does not maintain a website, available upon request by members of the public. (34 CFR 106.45)

(cf. 3580 - District Records)

Regulation approved: 9/21/2020

Professional Standards for Employees BP 4119.21.4219.21.4319.21

PERSONNEL

The Governing Board expects District employees to maintain the highest ethical standards, exhibit professional behavior, follow District policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the District, advance the goals of the District's educational programs, and contribute to a positive school climate.

(cf. 0200 - Goals for the School District)
(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)

The Board encourages District employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)
(cf. 9005 - Governance Standards)

Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill their responsibilities and should focus on contributing to the learning and achievement of District students in alignment with the District's Guiding Principles.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Inappropriate employee conduct 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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4158/4258/4358 - Employee Security)

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

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 or at a school-sponsored activity

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)
(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

9. Dishonesty with students, parents/guardians, staff, or members of the public, including, but not limited to, falsification of information in employment records or other school records
10. Divulging confidential information about students, District employees, or District operations to persons not authorized to receive the information

(cf. 3580 - District Records)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

11. Using District equipment or other District resources for the employee's own commercial purposes or for political activities

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

12. Using District equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity.

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voicemail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of District technological resources at any time without the employee's consent.

(cf. 4040 - Employee Use of Technology)

13. Causing damage to or engaging in theft of property belonging to students, staff, or District
14. Wearing inappropriate attire

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

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 or suspicion of child abuse or neglect shall file a report pursuant to the District's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Reports)

(cf. 4118 - Suspension/Disciplinary Action)

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

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

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 participants in the District's complaint process shall be subject to discipline.

Notifications

The section(s) of the District's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or District websites. (Education Code 44050)

(cf. 1113 - District and School Websites)

(cf. 5145.6 - Parental Notifications)

Policy adopted: 5/14/02/Policy revised: 4/8/08; 10/13/09; 10/8/13

SECTION D: CURRICULUM

Protection of Pupil Rights Amendment (PPRA) Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Central Unified School District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

- 1) Political affiliations or beliefs of the student or student’s parent;
- 2) Mental or psychological problems of the student or student’s family;
- 3) Sex behavior or attitudes;
- 4) Illegal, anti-social, self-incriminating, or demeaning behavior;
- 5) Critical appraisals of others with whom respondents have close family relationships;
- 6) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- 7) Religious practices, affiliations, or beliefs of the student or parents; or
- 8) Income is other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

Central Unified School District has developed and adopted policies, in consultation with parents, regarding these rights as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, and sales, or other distribution purposes. Central Unified School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Central Unified School District will also directly notify parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt the student out of participation in the specific activity or survey. Central Unified School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by the Department of Education
- Any non-emergency, invasive physical examination or screening as described above.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and pertains to surveys and activities scheduled after the start of the school year; Central Unified School District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

BP 6010 (a) Instruction - goals and objectives: The Governing Board believes that all students need to meet high standards of academic knowledge and skills; in addition, they must have the ability to apply their skills to the workplace, where they will be required to adapt to emerging technologies and changing societal needs.

Content Standards and Assessment: It is a state mandate to implement Curriculum and Assessments that are aligned to each grade level's Content Standards. Mandated assessments include the following:

- SBAC Online Summary Assessment English Language Arts – Grades 3-8 and 11
- SBAC Online Summary Assessment Mathematics – Grades 3-8 and 11
- CAA and CAA Science - Grades 3-8 and 11 for students identified through an IEP process
- California Science Test (CAST) – Grades 5, 8 and 11
- Physical Fitness Test (PFT) Grades 5, 7, 9
- English Language Proficiency Assessments for California (ELPAC / ELPAC-SA) for English Learners

CARE OF DISTRICT MATERIALS

As per California Education Code 48904 (b) when District materials are lent to students, the governing board expects the materials to be returned in a timely manner and with no more than normal wear and tear. The student shall be held liable for damaged material. The District has the right to withhold a student's grades, diploma, and transcripts until all fees for lost and damaged materials have been paid.

Comprehensive Sexual Health and HIV/AIDS Prevention Education-Health §51938

In January 2016, California adopted a new law, the California Healthy Youth Act (Education Code sections 51930-51939) which requires comprehensive sexual health education and HIV/STD prevention education. In Central Unified, these topics are included in the science/health classes taught in the seventh and ninth grades. The instruction must be age-appropriate, medically accurate, inclusive of all students, and may not promote individual points of view.

A parent/guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education as follows:

1. At the beginning of each school year, or for a pupil who enrolls in a school after the beginning of the school year, at the time of pupils' enrollment, each school District shall notify the parent/guardian of each pupil about instruction in comprehensive sexual health education and HIV/AIDS prevention education and research on pupils' health behaviors and risks planned for the coming year. The notice shall include all of the following:
 - a. Advise the parent/guardian that written and audiovisual educational materials used in comprehensive sexual health education or HIV/AIDS prevention education are available for inspection.
 - b. Advise the parent/guardian whether the comprehensive sexual health education or HIV/AIDS prevention education will be taught by school District personnel or by outside consultants. If the school elects to provide this instruction by outside consultants or guest speakers, the notice shall include the date of instruction, the name of the organization or affiliation of each guest speaker, and an indication that the parent has the right to request a copy of the information about the instruction (E.C. sections 51933, 51934 and 51938). 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.
 - c. Information explaining the parent's/guardian's right to request a copy of this chapter.
 - d. Advise the parent/guardian that the parent/guardian may request in writing that the student has not received comprehensive sexual health education or HIV/AIDS prevention education.

2. 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 if the parent/guardian is notified in writing that this test, questionnaire, or survey is to be administered and the pupil's parent/guardian is given the opportunity to review the test, questionnaire, or survey and to request in writing that their child not participate.

BP 6142.1 Family Life/Sex Education

The Governing Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. The Board accepts the responsibility to provide information about sexuality as part of the educational opportunities available to students. The Board recognizes that lack of information or misinformation may contribute to an increased risk for sexually transmitted diseases, unintended pregnancy, or sterility. Therefore, the District's curriculum shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality and shall comply with the requirements of law and administrative regulation. The Superintendent/designee shall ensure that parent/guardian notifications are sent that comply with the requirements of law and administrative regulation.

Course of Study – Sexual Bias §221.5

No school counselor, teacher, instructor, administrator, or aide may on the basis of the sex of a pupil, offer vocational or school program guidance to a pupil of one sex that is different from that offered to pupils of the opposite sex or, in counseling pupils, differentiate career, vocational, or higher education opportunities on the basis of the sex of the pupil counseled. Any school personnel acting in a career counseling or course selection capacity to any pupil shall affirmatively explore with the pupil the possibility of careers or courses leading to careers that are nontraditional for that pupil's sex. The parents or legal guardian of the pupil shall be notified in advance of career counseling and course selection commencing with course selection for the seventh grade so that they may participate in the counseling sessions and decisions.

Pupils' Rights to Refrain From the Harmful or Destructive Use of Animals §32255 - 32255.6

Any pupil with a moral objection to dissecting, harming, or destroying animals shall notify the teacher regarding this objection. If the teacher believes an adequate alternative education project is possible, then the teacher may work with the pupil to develop an agreed-upon alternative education project. The project shall require a comparable time and effort by the pupil. It shall not be more arduous as a means of penalizing the student. The pupil shall not be discriminated against based upon the student's decision to exercise the rights of this section.

Advanced Placement Examination Fees §52244

State funds are available to award grants to pupils to cover the costs of advanced placement examination fees. Any pupil who is enrolled in an advanced placement course may apply to their school for a grant.

Investing for Future College Education §48980 (d)

Parents are advised of the importance of investing in the future college or university education of their children and of considering appropriate investment options, including but not limited to United States savings bonds.

Advanced Placement (AP) Program: The College Board Advanced Placement Program provides students with an opportunity to earn college and university credit through a course-specific examination process. Credit is awarded by participating colleges and universities based on the student score on AP

subject area examinations. Students may be eligible to participate in a fee waiver program and students should contact their counselor to receive additional information regarding test fee waivers.

University of California “a-g” course list: The University of California’s list of approved college preparatory classes for Central High School is available from the high school’s guidance department, Career Center, or online at www.ucop.edu/doorways.

Career/Technical Education (CTE): Central Unified School District provides an articulated program of career technical education for high school students. The core career preparation areas include agriculture, business, and information technology, consumer family services, engineering technology, fashion, and interior design, health careers, entrepreneurship, education and child development, applied technology, and public and human services. All students may participate in career technical education regardless of race, color, national origin, sex, disability, or lack of English language skills.

Films and Videos: Parent Communication/Permission: A positive parent permission slip is required for all films rated PG and PG-13. At the beginning of the course year, teachers will distribute a course outline/syllabus, which includes a brief synopsis of instructional materials used in the course.

Acceptable Use Policy: Central Unified School District has actively pursued making advanced technology and increased access to learning opportunities available to our students. With this new tool, students must understand and practice proper and ethical use of District resources and agree to the following conditions before its use. (Please see the exhibit section of this handbook.)

College Admission Requirements § 51229

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

In order to attend a community college, a student need only be a high school graduate or 18 years of age. In order to attend a CSU, the student has to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Test scores are not required if the GPA is 3.0 or above. In order to attend a UC, the student must meet requirements for coursework, GPS, and test scores, or rank in the top four percent at a participating high school, or qualify by examination alone. The student may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following web pages:

- www.ccco.edu – This is the official website of the California Community College system. It offers links to all of the California Community Colleges.
- www.assist.org – This site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.
- www.csumentor.edu – This online site offers assistance to students on the CSU system, including the ability to apply online, and links to all CSU campuses.
- www.universityofcalifornia.edu – This website offers information regarding admissions, online applications, and links to all UC campuses.

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

Students may meet with the high school counselor to choose courses at the school that will meet with the high school counselor to choose courses at the school that will meet college admission requirements or enroll in career technical education courses or both.

California College Guidance Initiative Data Sharing § 60900.5(d)

The California College Guidance Initiative (CCGI) works with California school Districts to make applying for college and student financial aid a more streamlined experience for students. The CCGI currently receives enrollment data for all public school students in grades 6-12 from the California Department of Education (CDE). For more information about the CCGI, visit their website at <https://www.californiacolleges.edu/#/>.

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 emergencies.

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 a computer or communications technology. They may also include the use of print materials with written or oral feedback.

Promotion and Retention Policy § 48070.5

The governing board of each school District and each county superintendent of schools shall adopt policies regarding pupil promotion and retention. The policy shall provide for parental notification, as early in the school year as practicable, when a pupil is identified as being at risk of retention. This policy will provide a pupil's parent/guardian the opportunity to consult with the teacher(s) responsible for the decision to promote or retain the pupil.

CRITERIA FOR PROMOTION/RETENTION

Students not meeting minimum standards for promotion as evidenced by assessment results, grades, and other indicators of academic achievement shall be candidates for retention, unless the Student Study Team determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. Students not meeting minimum standards must be provided with remedial instruction if they are recommended for retention or at risk for retention. There must be overwhelming evidence that Retention is in the student's best interest based on academic assessment results and Teacher Evaluation. Reasons such as parents not attending the SST, a child's maturity level, or physical size should not be criteria used for retention.

Per Ed Code 48070.5 – The following grade levels will be examined for possible retention:

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)

Student Use of Technology AR 6163.4

At the beginning of each school year, parents/guardians shall receive a copy of the District's policy and administrative regulation regarding access by students to electronic resources and the Internet. (Education Code 48980). The principal or designee shall oversee the maintenance of each school's electronic resources and may establish guidelines and limits on their use. The principal shall ensure that all students using these resources receive training in their proper use. Students are authorized to use the District's electronic resources in accordance with use obligations and responsibilities specified and in accordance with Board policy and the District's Student Use of Technology Agreement. It is the intention of Central Unified School District to have electronic resources/Internet used as a productive tool. All infractions to the Acceptable Use Contract will be handled on a case-by-case basis.

The Central Unified School District acknowledges that students who have been provided access to the internet for the purpose of instruction and enhanced learning opportunities have been provided internet safety training that provides for the education of minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Parents may access these resources online at <https://www.commonsensemedia.org/educators>

The Central Unified School District authorizes students to use technology owned or otherwise provided by the District as necessary for instructional purposes. The use of District technology is a privilege permitted at the District's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The District reserves the right to suspend access at any time, without notice, for any reason.

The District expects all students to use technology responsibly in order to avoid potential problems and liability. The District may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use District technology and his/her parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understood the agreement.

Definitions

District technology includes, but is not limited to, computers, the District's computer network including servers and wireless computer networking technology (Wi-Fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones, and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off-site or through District-owned or personally owned equipment or devices.

Student Obligations and Responsibilities

Students are expected to use District technology safely, responsibly, and for educational purposes only. The student in whose name District technology is issued is responsible for its proper use at all times.

Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students are prohibited from using District technology for improper purposes, including, but not limited to, the use of District technology to

1. Access, post, display, or otherwise use a material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive.
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or another person with the intent to threaten, intimidate, harass, or ridicule that person
4. Infringe on copyright, license, trademark, patent, or other intellectual property rights
5. Intentionally disrupt or harm District technology or other District operations (such as destroying District equipment, placing a virus on District computers, adding or removing a computer program without permission from a teacher or other District personnel, changing settings on shared computers)
6. Install unauthorized software
7. "Hack" into the system to manipulate data of the District or other users
8. Engage in or promote any practice that is unethical or violates any law or Board policy, administrative regulation, or District practice

Privacy

Since the use of District technology is intended for educational purposes, students shall not have any expectation of privacy in any use of District technology.

The District reserves the right to monitor and record all use of District technology, including, but not limited to, access to the Internet or social media, communications sent or received from District technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of District technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any District technology are the sole property of the District. The creation or use of a password by a student on District technology does not create a reasonable expectation of privacy.

Personally Owned Devices

If a student uses a personally owned device to access District technology, he/she shall abide by all applicable Board policies, administrative regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of District technology, he/she shall immediately report such

information to the teacher or other District personnel.

Academic Honesty Policy: At Central Unified School District (CUSD), we strongly emphasize the importance of academic integrity and the crucial role it plays in cultivating responsible students who excel in their educational journey. We are also aware of the evolving technological landscape and the emergence of AI tools that can contribute both positively and negatively to this journey.

Our policy on plagiarism is strict and extends to the use of AI tools.

1. **Unacceptable Use:** Using AI tools to generate substantial portions of assignments, cheat on assessments, or create summaries as a substitute for personal comprehension and analysis of the text is considered a breach of our academic integrity policy. This also includes any attempt to employ AI tools in a way that constitutes plagiarism.

2. **Consequences:** Violations of this policy may result in disciplinary actions such as reduced grades, a failing mark for the assignment, or referrals to higher-level school authorities. Classroom teachers, in consultation with relevant stakeholders, will determine whether a breach of academic integrity has occurred (See student handbook Section E)

Despite the limitations, we acknowledge that AI tools have the potential for legitimate and beneficial use:

1. **Acceptable Use:** AI tools can be used for editing for clarity, checking grammar, testing thesis statements, generating ideas, and conducting research. However, such uses must be properly acknowledged and credited.

2. **Acknowledgement:** When AI tools are used as part of an assignment, students should provide clear attribution, indicating what tools were used and how they contributed to the work. Detailed explanations should be provided to show how AI tools enhanced the understanding and completion of the assignment.

3. **Teacher Discretion:** Teachers may choose to incorporate AI tools to support assignments and augment learning. It is, however, incumbent upon the teachers to guide students in the responsible and ethical use of such technologies.

As part of our commitment to fostering responsible students, CUSD encourages continuous reflection on academic integrity, the implications of AI use, and the importance of appropriately citing resources, including AI technologies, in all academic work.

We envision our students to be at the forefront of technological advancements, but always with a firm foundation in academic honesty and ethical conduct. The responsible use of AI technology is one important step in this direction.

Consequences for Violation

Violations of the law, Board policy, or this agreement may result in revocation of a student's access to District technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate.

SECTION E: DISCIPLINE

Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations may be counseled, reprimanded, suspended or expelled, and/or arrested as the laws are applied. The governing board of any school District shall prescribe rules

not inconsistent with law or with the rules prescribed by the State Board of Education (§35291 - 35291.5) for the government and discipline of the schools under its jurisdiction.

Electronic Signaling Devices 48901.5

Possession/Use of Cellular Phones and Other Mobile Communications Devices: No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. Parents/guardians must provide the documentation to the school site administration. (Education Code 48901.5)

Students BP 5131

Students may possess or use personal electronic signaling devices including, pagers, cellular/digital telephones, personal digital assistants (PDAs), and multi-functional electronic signaling devices provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities. Students may not possess or use digital media players, compact disc players, iPods or other musical devices, portable game consoles, cameras, digital scanners, and laptop computers without written approval from the school site administration.

When authorized by site administration, permitted devices shall be utilized in alignment with the Instructional Action Plan and/or District Tech Plan. At all other times, devices must be turned off during class time and at any other time directed by a District employee. The use of these devices must not disrupt the educational program or school activity.

School Discipline Rules § 35291 – 35291.5

The governing board of any school District shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. These rules and procedures shall be developed by a committee with a specified membership. The governing board of each school District which maintains any of grades 1 through 12, inclusive, may notify the parent or guardian of all pupils registered in schools of the District of the availability of rules of the District pertaining to student discipline. School Districts may prescribe procedures to provide written notice to both continuing and transfer pupils and to their parents regarding school discipline rules. The governing board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

General Discipline Procedures

Success in life depends in part on self-discipline. Central Unified Elementary Schools have developed a District-wide discipline framework that affords all students guidance in making good decisions about their behavior. We hope to communicate clear behavioral expectations and rules to students, staff, and parents with the goal of providing the opportunity for our students to learn behavior similar to academics in a positive, safe environment. The system is designed to allow for progressive interventions/consequences based on student needs while at the same time communicating expectations and allowing students to learn from inappropriate choices.

Students in Central Unified School District are expected to follow school-wide and classroom rules. Positive Behavior Interventions and Supports (PBIS) are developed by the site team. School sites adopt 3 to 5 positively stated behavioral expectations that are taught and reinforced throughout the school day. Schools utilize a continuum of re-teaching and classroom interventions to support student behavior. Students also receive social emotional based instruction to learn self regulation, self-management, social awareness, relationship building and responsible decision making skills.

A progressive discipline system is used as a **guideline** for teachers and administrators inside and outside the classroom. In-class rewards are classroom-based and vary from teacher to teacher. School-wide

activities will be scheduled for eligible students. Middle School and High Schools have variations in the number of Minor and Major discipline referrals that begin the process of Tier 2 support.

Possible Levels of Action

- **Warning** - Students are instructed on the rule that was broken, will discuss the appropriate behavior or expectation, and will review possible action if the activity continues.
- **Detention/Restitution**- Students will spend their time reflecting on their inappropriate choice and how they might handle the situation the next time. Time is taken to explain their demerits and what the consequences will be if there are additional violations.
- **Interventions**- Students will participate in targeted interventions as assigned based on their behavior needs.
- **Suspension**-Suspension is served for a period of one to five days depending on the severity of the offense. All privileges will be lost for 2 weeks (10 school days) beginning on the day the student returns from suspension. Upon request of the parent, student, or legal guardian, homework shall be furnished to any student suspended for two or more school days. (AB 982)
- **Expulsion**-removal of students from all schools of the District and from all school District activities and programs by order of the Board of Education.

Minor Discipline Referral 1 Teacher Consequence/Tier 1 Intervention(s) as appropriate and in alignment with Education Code and Restorative Practices. Document student conference and parent contact.

Minor Discipline Referral 2 Teacher Consequence/Additional Tier 1 Intervention(s) as appropriate and in alignment with Education Code and Restorative Practices. Document student conference and parent contact.

Minor Discipline Referral 3 Teacher Consequence in alignment with Education Code and Restorative Practices. Minor/Major Office Discipline Referral (ODR) completed. Tier 2 Support(s) as appropriate put in place with all stakeholders participating. Documentation and parent contact.

Minor Discipline Referral 4/5 + Teacher and Administrative Consequence in alignment with Education Code and Restorative Practices. Tier 2 supports continued with a bi-weekly review for progress to all stakeholders. Minor/Major Office Discipline Referral (ODR) completed as appropriate and utilized for intervention progress monitoring bi-weekly. Parent contact.

After a 4-6-week instructional period, Student behavior that responds to intervention support will continue with monitoring and reducing intervention support with periodic review with the goal of returning to Tier 1 supports. If the student does not respond positively to Tier 2 supports at the end of the 4-6-week instructional period, a Behavior Support Team (BST) will be convened to determine Tier 3 supports. Revisions to Tier 2 may take place sooner and are highly recommended if little, or no, progress is made by the 4 week period. Parent contact.

Tier 3 Supports: A BST will determine 1-2 targeted behaviors to track with a Behavior Intervention Plan and/or counseling as appropriate with parent permission. Student behavior that responds to intervention support will continue with weekly monitoring with eventual reducing intervention supports with periodic review with the goal of returning to Tier 2 supports. If the student does not respond positively to Tier 3 Interventions at the end of a 4-week instructional period, a BST will be convened to determine Tier 3 revision supports. Parent contact.

After a 4 week, instructional period If a student continues to be resistant to intervention supports the SST should consider: revising the plan, conducting a functional behavior assessment, or making a referral for Tier 3+ supports. Student behavior that responds to intervention support will continue with weekly monitoring, and once stabilized will reduce intervention supports systematically with the goal of returning to Tier 2 supports.

Students that continue to be unresponsive after exhausting tiered intervention supports are subject to referral to the alternative placement and/or suspensions/expulsion pursuant to educational code violations. Referral to evaluation procedures for a Section 504 or Special Education eligibility evaluation may be considered if the student has a suspected disability.

Explanation of Terms

Tier 1 – School-wide and classroom-level interventions and consequences

Tier 2 – Targeted and small-group interventions and consequences

Tier 3 - Individualized interventions and consequences

Tier 3+- Services or consultation offered by personnel from the District office to help struggling students
Behavior Support Team- A multi-disciplinary team knowledgeable in specific supports and interventions to help address the unique needs of a student
Functional Behavior Assessment- A set of procedures (interviews, observations, and documentation) to determine why behavior occurs with the intent to provide a positive behavior plan to meet student needs.

Major/Office Managed Discipline Referral

Major/Office Managed Discipline Referral is for incidents where it is necessary for the student to be immediately removed from the situation. After consultation with the teacher, an administrator will determine what consequence may be assigned from a warning to suspension.

Behavior Contracts

When it becomes apparent that there is a pattern of inappropriate behavior, parents, teachers, administration, and students, will meet to agree on a contract, Behavior Plan Levels 1-3, that will clearly outline appropriate behavior and list consequences to be taken if the behavior does not improve.

School-Sponsored Trips – BP 6153

The Governing Board recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips.

All Central Unified rules and policies apply, and any behavioral breach will be followed by school discipline and consequences upon return based on the following tiered structure:

Level 1 – All Education Code section 48915, subdivision (a) and (c) offenses

*No school-sponsored trips for one year

*Non- privilege list for 30 days

Level 2 – All other Education Code offenses and all violations of school or trip rules

*Discipline deemed appropriate by Superintendent, or designee, in consultation with the site principal

Student Suspension §48900

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school District or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
- (5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

(B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In addition to the reasons specified in Section 48900 above, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed any of the following acts of misconduct:

- a) Pupils in grades 4-12 inclusive who engage in sexual harassment as defined in section 212.5 of the Education Code (E.C. 48900.2).
- b) Pupils in grades 4-12 inclusive who caused, threatened to cause, or participated in hate violence (E.C. 48900.3).
- c) Pupils in grades 4-12 inclusive who intentionally engaged in harassment, threats, or intimidation, directed against school District personnel or pupils (E.C. 48900.4).
- d) Making terroristic threats against school officials or school property or both (E.C. 48900.7).
- e) Except as provided in section 48910, a pupil enrolled in kindergarten or any grades 1 to 8, inclusive, shall not be suspended solely for a 48900(k) violations, nor shall a pupil in kindergarten or grades 1 to 12, inclusive, be recommended for expulsion solely for a violation of 48900(k).

A superintendent or principal shall use their discretion to provide alternatives to suspension or expulsion that are age-appropriate and designed to address and correct the pupil's misbehavior on the first offense. Discretion remains suspended upon a first offense if the principal determines the pupil's presence is a danger to persons.

Student Expulsion §48915

Mandatory Expulsion Recommendation and Mandatory Expulsion

The Principal or Superintendent shall immediately suspend and recommend expulsion, and the governing board shall expel, for any other following acts committed at school or at a school activity off school grounds:

- 1) Possession, Selling or Furnishing a Firearm – possession must be verified by a District employee; this subdivision does not apply if the student had written permission to possess a firearm from a certified employee (i.e. Civil War replicas). The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (3), may be imposed.
- 2) Brandishing a Knife at Another Person – as defined in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place; or a razor with an unguarded blade;
- 3) Sale of a Controlled Substance;
- 4) Committing or Attempting to Commit Sexual Assault or Committing Sexual Battery;
- 5) Possession of an Explosive – as defined in this section, “explosive” means “destructive device” as described in Section 921 of the Title 18 of the United States Code. [E.C. 48915 (c), (g)]

Mandatory Expulsion Recommendation but Discretionary Expulsion

The Principal or Superintendent shall recommend expulsion, unless inappropriate under the circumstances, for any of the following acts committed at school or at a school activity off school grounds:

- a) Causing Serious Physical Injury (except in self-defense);
- b) Possession of Any Knife or Other Dangerous Object; of no reasonable use to the pupil
- c) Possession of Any Controlled Substance
 - a. except for first offense or possession of not more than once ounce of marijuana
 - b. the possession of over-the-counter medication for use by the pupil for medical purpose or medication prescribed for the pupil by a physician
- d) Robbery or Extortion;
- e) Assault or Battery Upon a School Employee

The governing board may expel for these violations but only on finding that other means of correction are not feasible or have repeatedly failed or that due to the nature of the act the student’s presence creates a continuing danger to the physical safety of the student or others. [E.C. 48915 (a), (b)]

Discretionary Expulsion Recommendation and Discretionary Expulsion

The Principal or Superintendent may recommend expulsion, and the governing board may expel, for violations of E.C. 48900 (a) – (e), but only on the governing board’s finding that other means of correction are not feasible or have repeatedly failed or that, due to the nature of the act, the student’s presence creates a continuing danger to the physical safety of the student or others. [E.C. 48915 (b)]

The Principal or Superintendent may recommend expulsion, and the governing board may expel, for violations of E.C. 48900 (f) – (m), or sections 48900.2, 48900.3, or 48900.4, at school or at a school activity off school grounds, but only on finding that other means of correction are not feasible or have repeatedly failed or that, due to the nature of the act, the student’s presence creates a continuing danger to the physical safety of the student or others. [E.C. 48915 (e)]

Involuntary Transfer

Students who have been involuntarily transferred to a community day school based on an expulsion order, probation referral, SARB referral, or other District-level referral processes shall be notified in accordance with the applicable laws and/or District policy. Such process shall include timely written notification of the transfer to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer. (BP 6185)

Other Laws Related to School Districts

Abuse of School Personnel. Any parent, guardian, or another person whose conduct in a place where a school employee is required to be in the course of their duties, materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor which is punishable by a fine, by imprisonment in the county jail for a period of not more than 10 days, or both. This section does not apply to any otherwise lawful employee concerted activity, including, but not limited to, picketing and the distribution of handbills. (E.C. 44811)

Bicycle Helmets. No person under 18 years of age shall operate a bicycle, a non-motorized scooter, or a skateboard or ride as a passenger unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards. (Vehicle Code section 21212)

Bomb Threats. False reports that a bomb or other explosive has been placed in school buildings or on school grounds will be referred to law enforcement agencies. Students involved are also subject to disciplinary action. (P.C. 148.1)

Community Service. As part of or instead of disciplinary action prescribed by the article, a pupil may be required to perform community service on school grounds, or with the written permission of the parent or guardian of the pupil, off school grounds during the pupil's non-school hours. (E.C. 48900.6)

Disturbance of School. Any person who willfully disturbs any public school or public school meeting is guilty of a misdemeanor and shall be punished by a fine of not more than \$500. (E.C. 32210)

Electronic Cigarettes (E-cigs). Students' possession or use of nicotine delivery devices, such as vaping, and electronic cigarettes, is also prohibited. (PB5131.62)

Electronic Signaling Devices. A school District may regulate the possession or use of any electronic signaling device including cell phones and pagers. (E.C. 48901.5)

Fire, Explosives, or Threat Thereof. Students involved in setting fires or explosives which threaten or cause damage to human life or property on campus or at school-sponsored events are subject to disciplinary action. The parent or guardian is responsible for the payment of damages. (E.C. 48900 (b); E.C. 48915 (c) (5); P.C. 451,452, 12303.3)

Forgery. Students forging notes, signatures, or school documents are subject to disciplinary action. (P.C. 470-483.5)

Grooming & Dress Policies. A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school or shall be required to prepare himself for the schoolroom before entering. (C.C.R. Title 5, Sec. 302)

Hazing. No one in attendance at any public or private school shall conspire to participate in hazing or any act that causes or could cause bodily danger, harm, or distract to any student or person attending the school. [E.C. 32050; E.C. 32051; E.C. 48900 (q)]

Imitation Firearms. No person may openly display or expose any imitation firearm in a public place, including a school. An imitation firearm means any BB device, toy gun, a replica of a firearm, or other

devices that are substantially similar in appearance to a firearm. (P.C. 12550; P.C. 12556)(E.C. 48900(m))

Keys. Unauthorized possession, use, or duplication of keys to school buildings or premises is subject to OT disciplinary action. (P.C. 469)

Laser Pointers. No student shall possess a laser pointer on any elementary or secondary school premises unless possession of a laser pointer on the elementary or secondary premises is for valid instructional or other school-related purposes, including employment (P.C. 417.25; P.C. 417.27)

Loitering. Any person who loiters about a school unlawfully will be referred to law enforcement agencies. (P.C. 653g)

Picketing, Sit-Ins, Walk-One, Etc. Violations of rules governing lawful assemblage on school grounds or at school events will be enforced. Students involved will be subject to disciplinary action. (P.C. 407, 409, 416, 602, 626.2, 626.4, 626.6, 626.8)

Registration of Outsiders. No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee (P.C. 627.2)

School/Classroom Disruption. Every minor over sixteen (16) years of age, or any adult who is not a pupil of the school, who comes upon any school ground or into any schoolhouse and there willfully interferes with the discipline, good order, lawful conduct or administration of any school class or activity of the school with the intent to disrupt, obstruct or inflict damage to property or bodily injury upon any person, is guilty of a misdemeanor. (E.C. 44810)

School Bus Entry. Any person, who enters a school bus without permission of the driver or other school official with the intent to commit a crime, who refuses to leave after being ordered to do so, will be referred to law enforcement authorities (E.C. 39842)

Student Conduct. Every teacher in the public schools shall hold pupils to strict account for their conduct on the way to and from school, on the playgrounds, or during recess. (E.C. 44807)

Student Responsibilities. Every pupil 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 the study; respectful to his teacher and others authority; kind and courteous to schoolmates; and refrain from the use of profane and vulgar language. (D.D.R. Title V, section 300)

Tardiness/Truancy. The law requires the attendance of students between the ages of 6-18 years. Any student subject to compulsory education who is absent from school without a valid excuse for more than three days, or tardy in excess of 30 minutes on each of more than three days in one school year, is a truant and shall be reported to the attendance supervisor. (E.C. 485260-458262)

Threats to School Employees. Anyone who attempts to prevent a school employee from performing their -duties by means of a threat can be referred to law enforcement authorities (P.C. 71)

Trespassing/Forced Entry. Persons trespassing or forcing entry into a school building or school events will be referred to law enforcement agencies. (E.C. 32211, P.C. 602.1)

Unauthorized Visitors. Persons who come into any school building or onto any school ground or adjacent areas without lawful business and whose presence or acts interfere with the peaceful conduct of the activities of the school or disrupt the school or its pupils or school activities are guilty of a misdemeanor. (P.C. 626.8)

Vandalism. Disciplinary action will be taken against students whose acts endanger the lives of students, employees, or visitors or result in damage to school buildings, school property, or possessions of students, staff members, or visitors. (C.C.R. Title V 305; E.C. 48900 (f), 48904)

Withholding Grades. A school District may withhold the grades, transcripts, or diploma of a pupil who willfully damages school property. If the pupil transfers to a new District, the new District shall also withhold records until it receives notice from the prior District that the decision to withhold records has been revoked. (E.C. 48904; E.C. 48904.3)

District Dress Code Policy BP 5132 (b)

Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process
(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and maybe periodically reviewed with all students as necessary. Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5136 - Gangs)

The Governing Board will require school principals to develop a school spirit attire plan, i.e. designated plaid, logo shirts, etc., and include in their site annual student/parent handbooks. All coaches will establish consistent dress for athletes on game days.

The Governing Board will annually receive AR 5132 six months before each new school year as an information item and direct staff to communicate any changes to the public through school newsletters and other related vehicles.

Legal Reference:

EDUCATION CODE

35183 School dress codes; uniforms

32281 School safety plans

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

Hartzell v. Connell (1984) 35 Cal. 3d 899

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Marvin H. Jeglin et al v. San Jacinto Unified School District et al 827 F.Supp. 1459 (C.D. Cal. 1993)

Policy adopted: 4/10/84/Policy revised 1/9/96; 5/9/06; 2/26/08, 2/25/2020

Dress Code AR 5132(a)

Dress and Grooming (TK-12)

In cooperation with teachers, students and parents/guardians, the Governing Board shall establish rules governing student attire which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

(cf. 3260 - Fees and Charges)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

(cf. 5141.7 - Sun Safety)

Gang-Related Apparel

The Board finds that gangs, gang-related apparel, and gang-related activities create a clear and present danger of disrupting the educational process and create a hazard to the health and safety of the school environment. These regulations prohibit the wearing or displaying of gang related apparel, insignia, or other gang identifiers. The Board finds that such regulations are necessary for the health and safety of the school environment. As used in these regulations, a "gang" is two or more people who form an allegiance for a common purpose which includes engaging in, individually or collectively, a pattern of acts that may

be threatening, disruptive, or criminal, and which may include such behavior as intimidation, threats, or violence. Gang related apparel" is defined as any item of clothing, accessory, jewelry, or manner of grooming which, by virtue of its color, arrangement, trademark or other attribute, denotes membership in or affiliation with gangs.

As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

This dress code applies to all students and will be enforced at school sites, at school functions, and on school buses. The dress code is adopted to promote standards of dress and grooming that promote a safe school setting conducive to a positive learning environment. These regulations are intended to prohibit student dress or grooming practices which:

1. present a hazard to the health or safety of the student or others;
2. interfere with school work, create disorder, or disrupt the educational program;
3. cause excessive wear or damage to school property;
4. prevent the student from achieving educational objectives (e.g., blocked vision or restricted movement);
5. incite pupils so as to create a clear and present danger of school disruption or the commission of unlawful acts;
6. conflict with this Board's philosophy and goals on the prevention of drug abuse and gang activity.

Nothing in this code is to be interpreted to limit the District's responsibility and obligation to enforce unique safety and health requirements (e.g., shop and food situations). Based on the premise that certain ways of dress can be a safety and/or health hazard and can also be a distraction from learning, the following policy on dress will be in effect throughout Central Unified School District. Please note that this dress code is for all students, and it will be enforced consistently and fairly at school and at all school sponsored functions and events.

1. Pupils must dress safely. For example, shoes must be worn at all times at school or during school hours.
 - a. Clothes shall be no more than one size larger or one size smaller than the student's regular clothing size. Shirts may not hang beyond mid-thigh. No sagging of pants is allowed.
 - b. All clothing must be worn as its design was traditionally intended.
 - c. Flip flop sandals may not be worn by TK-6 students. All TK-6 students must wear shoes with a back strap.
2. Pupils must dress appropriately for educational activities in which they will participate.
 - a. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions. Clothing must be in good condition and not showing excessive wear or exposing skin. All pants, shorts, skirts, skorts, and dresses must be properly hemmed.
 - b. Clothes shall be worn as intended, must have an appropriate neckline, and be sufficient to conceal undergarments, which shall be worn and covered at all times. Underwear-type sleeveless shirts, see-through, fishnet, or other attire which exposes the body such as bare midriiffs, tube tops, halter tops, dresses, skirts, skorts, shorts, etc. are not acceptable. Students who participate in pep and cheer, when required by their advisor to wear their uniforms, may wear their cheer outfits without violation of this provision.

- c. No tights may be worn unless they are worn beneath dresses, skirts, skorts or shorts.
 - d. Leggings must be thick enough so as not be see-through.
 - e. Hats and specified caps (such as baseball caps, watch caps, winter knit caps, and beanie style caps) may be worn as sun-protective clothing while outdoors. Hats and caps may also be worn to protect against inclement weather. The school may regulate the type of hat and cap as to colors and designs to comply with other Central Unified School District Dress Code guidelines. Hats must be worn facing forward and must not be worn inside school facilities or in classrooms. Students and parents are advised to consult with the administration at the school of attendance in this regard, prior to purchasing or wearing hats and caps.
 - f. Dark glasses shall not be worn in classrooms, offices, or other buildings unless a documented, related health problem exists.
 - g. Belts must fit properly, go through the belt loops, and may not hang. Brass belt buckles having cut out initials are not permitted.
 - h. Sweatshirts/sweatpants (running outfits) and flannel pants are acceptable. Pajama bottoms may not be worn at school unless a designated school spirit day has been declared by site administration on a specific date.
3. Clothing, backpacks, and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing or jewelry that advocates racial, ethnic, or religious prejudice, or other unlawful acts, or the use of tobacco, drugs, or alcohol is prohibited.
 - a. Clothing that depicts college or professional sport logos/mascots is prohibited. Clothing that depicts the names, insignias, or logos associated primarily with college or university academic programs and is not associated with gangs or otherwise conflict with the standards of acceptable apparel is permitted.
 4. Earrings and nose rings should be worn as intended. No facial or tongue piercing is allowed.
 5. Hair styles shall be clean and neatly groomed. Students can wear hairstyles and textures that include braids, locks, and twists. The school shall only be concerned when a haircut or hairstyle impacts the health and safety of students and staff.
 6. Attire that may be used as a weapon may not be worn (e.g. steel-toed boots, chains, items with spikes or studs, etc.)
 7. Pupils shall not display any material or paraphernalia which incites a disruption of the school process or creates a clear and present danger of either the commission of unlawful acts on school premises or the violation of District or school site policies or rules.
 8. Gang-related apparel or paraphernalia, including symbols, emblems, insignias, or other gang identifiers, may not be worn or displayed. This rule prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or other attribute denotes membership in or affiliation with gangs. In case of doubt as to whether an item is gang related, the principal or designee will consult with law enforcement or other school personnel with expertise in gangs.
 9. Any apparel, hairstyle, cosmetics, accessory, or jewelry, even if not specifically mentioned above, that creates a safety or health concern or tends to detract from the education process, is prohibited.
 10. All tattoos must be covered at all times.

Limited written exceptions to the District dress code policy may be made by the principal for special days, special events, or other unusual circumstances. Copies of this policy shall be given to students.

*** Click the link below or scan the QR Code to view the Central Unified Dress Code Flyer (available digitally online)**

[Dress Code Flyer](#)



Legal Reference:

*EDUCATION CODE sections 35183, 35291.5, 48900, 48907, and 48950; 5
CODE OF REGULATIONS, Section 302*

Regulation approved: 6/28/84

Regulation revised: 1/9/96; 5/28/96; 2/24/98; 9/14/99; 1/22/02; 5/20/05; 5/9/06; 3/27/07; 2/26/08; 2/24/09;
3/10/09; 3/24/15; 3/14/17; 2/19/19; 2/3/2020; 2/23/2021; 2/7/22; 3/28/23

Student violations of these regulations are deemed willful defiance of the valid authority of the school principal, punishable as follows:

1. First Offense:

- a) Verbal warning and documentation of the incident. Dress code will be reviewed with student.
- b) The student will be expected to change into appropriate clothing, supplied from the site or brought from home.
- c) Parent notified and a copy of dress code sent home to parent for review.

2. Second Offense:

- a) Verbal warning and documentation of the incident. Dress code will be reviewed with student.
- b) The student will be expected to change into appropriate clothing, supplied from the site or brought from home.
- c) Student may be assigned activity/project at administrators discretion around the importance of following school rules. Student may receive 1 lunch period detention (7-12).
- d) Parent notified and a copy of dress code sent home to parent for review.

3. Third Offense +:

- a) Verbal warning and documentation of the incident. Dress code will be reviewed with student.
- b) The student will be expected to change into appropriate clothing, supplied from the site or brought from home.
- c) Student may be assigned additional activity/project at administrators discretion around the importance of following school rules. Student may receive 2 lunch period detentions and potential Saturday school (7-12).
- d) Parent notified and a copy of dress code sent home to parent for review.
- e) Parent Conference may be scheduled (by phone or in-person)

Legal Reference:

Dress Code/Use of Sunscreen §35183-35183.5

Authorizes a school District to adopt a reasonable dress code that requires pupils to wear a schoolwide uniform or prohibits the wearing of gang-related clothing. Each school will also allow for outdoor use during the school day, articles of sun-protective clothing, including, but not limited to hats. Each school site shall allow pupils the use of sunscreen during the school day without a physician's note or prescription. Each school site may set a policy related to the use of sunscreen by pupils during the school day. For purposes of this subdivision, sunscreen is not an over-the-counter medication. Sunscreen is not to be shared between students. Sunscreen is provided to students by their parent/guardians.

SECTION F: HEALTH AND IMMUNIZATION

Health is defined as “a state of complete physical, mental and social well-being.” The school would like to work with parents to set such a goal for children. Listed below are health procedures at school, which parents need to be aware of:

EMERGENCY CARD PROCEDURE for your child’s health and safety, it is required that the school site has up-to-date information on the Emergency Card/Aeries at all times. Please contact the school office immediately regarding any changes in phone numbers, address, employment, or other pertinent information.

Health & Safety Codes Sec. 124085, 124100, 124105 – CHDP §49403

School Districts shall notify parents of kindergarten and first-grade pupils of the recommendation for a physical examination for first-grade enrollment. If you have any questions or comments please submit them to the California Department of Health Care Services at CHDPprogram@dhcs.ca.gov or the CDE Office of School-Based Health Programs at OSBHP@cde.ca.gov.

Health & Safety Code Sec. 120325 Communicable Diseases and Immunization of Students

Health and Safety Code section 120325, et. Seq. requires that every child entering a California school be immunized against polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, hepatitis B, and varicella (chickenpox). Students under the age of 4 years 6 months will also need proof of immunization against Haemophilus influenzae type B. The immunizations must be up-to-date for school entry and a copy of the Immunization Record presented at the time of school registration. Any student without the required evidence of immunizations shall be excluded from school until the immunization is obtained or until they receive a written medical exemption from their physician. An exemption is allowed if the parent presents a medical exemption that the immunization would be contrary to a student’s medical condition. Medical exemptions must state if the exemption is permanent or temporary and, if temporary, must have an end date at which immunizations can be resumed. Temporary exemptions are reviewed annually. Medical exemptions signed by a medical doctor are the only waivers accepted. Immunization medical exemptions will be accepted following the CAIR-ME guidelines. A Mantoux tuberculosis test/PPD may be required for school entry per TB risk assessment guidelines. Re-testing with TB skin test should only be done in students who previously tested negative and have new risk factors since the last assessment. When a student has had consecutive travel or residence of 30 days or more in a country with an elevated TB rate, the student will require a TB skin test and proof of clearance on return to school.

Immunizations: HPV: Cancer Prevention - EC 48980.4, 1367.66, HSC 120390, 120336, 120390.6, IC 10123.8

Pupils in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and

Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, "HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks." Students are to receive cancer prevention education information concerning the human papillomavirus (HPV) in the 6th grade.

IMMUNIZATIONS & TUBERCULOSIS TEST/TUBERCULOSIS RISK ASSESSMENT SCREENING MUST BE UP-TO-DATE TO REGISTER FOR SCHOOL

The California School Immunization Law requires children to be up-to-date on their immunizations (shots) to attend school or childcare. To register, a student will need proof of the following immunizations:

Polio	4 doses (3 doses OK if one was given on or after 4th birthday)
DTaP, DTP, Tdap, Td	5 doses (4 doses OK if one was given on or after 4th birthday. 3 doses OK if one was given on or after the 7th birthday.) For 7th -12th graders, at least 1 dose of pertussis-containing vaccine is required on or after the 7th birthday.
MMR	2 doses (both given on or after 1st birthday)
Hepatitis B	3 doses (required for K-12 , but not required for 7th-grade entry)
Varicella	2 doses (usually given at ages 12 months and 4-6 years)

TB-risk assessment- Required for all new students, preschool through 12th grade, entering the District. (TBRA)

PPD/Tuberculosis Test Criteria (Mandated for Preschool Entry) – If a tuberculosis test is required for your student, the student must show a Mantoux Tuberculosis test with a negative reading. If the tuberculosis test is positive, proof of a negative chest x-ray and/or clearance of tuberculosis from an authorized health provider will be required to enter or return to school. For more information, see the California Department of Public Health-Immunization website: <https://www.shotsforschool.org/>

Pupil Safety: Parental Notification: Synthetic Drugs - EC 48985.5

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

Exclusion of Pupils Not Immunized §48216

A school District shall exclude a pupil who is not properly immunized and will notify the parent/guardian that they have two weeks to supply evidence that the pupil is properly immunized or is exempt from immunization. The District shall also refer the parent/guardian to sources of medical services to obtain immunizations if they are needed.

Students with immunization exemptions will be excluded for disease outbreaks on campus, following the guidelines from the California Department of Public Health (CHDP).

Foster Youth §48850 – 48859

Each school District will designate an educational liaison to ensure that pupils in foster care receive stable school placements which are: in the best interest of the child, in the least restrictive educational program, provide access to academic resources, services, and extracurricular activities available to all students, provide full and partial credit for coursework taken and give a meaningful opportunity to meet pupil academic achievement standards. A liaison for special education pupils in foster care is available through the District Office of Special Education.

Homeless Children (McKinney Vento Act) 42 United States Code Sec. 11432

Each school District will have a District Liaison for homeless pupils who will ensure that parents are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children. Enrollment for these students will be without delay.

Homeless/Foster Youth
Maisie Young
Supervisor, Student Support Services
5652 W Gettysburg Ave, Room 3
Fresno, CA 93722
559-274-4700 x 10122

Students in foster care, homeless, recent immigrants, migrant students, former juvenile court school pupils, or students from a military family may be offered an optional fifth year of high school in order to complete statewide graduation course requirements according to SB 532.

SB 532 requires the educational records of transferring foster care students to include a determination of days of enrollment or seat time, or both if applicable, and an official transcript with full and partial credits earned, or any measure of full or partial coursework being satisfactorily completed. This bill expands what constitutes a complete educational record for transferring students in foster care and assists in ensuring that students will get full credit for the coursework they completed at their prior school.

Suicide Prevention and Education AR 5141.52

District-issued Student identification cards for students in grades 7-12 shall include the 988 Suicide and Crisis Lifeline and National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line, campus police or security, a local suicide prevention hotline telephone number, and/or a quick response (QR) code for the county's mental health resources website. (Education Code 215.5) District must provide training to students and staff regarding suicide prevention and awareness (AB 1808)

Megan's Law Penal Code Sections 290.45, 290.46

Information about certain sex offenders, including their home address, is available to the public via the Internet. Volunteers are screened to assure student safety.

Medical & Hospital Services for Pupils §49472

The Governing Board of any school/District may provide or make available medical and/or hospital services for pupils through nonprofit membership corporations, or authorized insurance companies for accidents occurring on school grounds, or while being transported to or from any school activity or event.

The service shall be provided only with the consent of the parent or guardian, or the student if they are not a minor. Please contact the school or District office regarding such medical service.

Specialized Health Care Services BP 5141.24

The Governing Board is aware that some students require specialized physical care services during the school day in order to attend school. Such services shall be provided as required if it is determined that the services will fill the student's legitimate needs. Before services can begin, the parent/guardian will provide a written request for the needed healthcare service and a physician's written statement authorizing the administration of the specified health care service. The District will have the right to consult with the student's physician, as needed, to clarify services provided. The parent/guardian is responsible for providing supplies needed for the procedure and the District will provide appropriate accommodations for the safety and necessary services.

Parent's Refusal to Consent §49451

A parent or guardian of any child enrolled in public schools may file a signed-statement that withholds consent for physical assessment. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist. Fresno County Department of Public Health directions shall be followed.

Administration of Prescribed Medication §49423

Any pupil who is required to take, during the school day, medication prescribed to them by a physician, may be assisted by the school nurse, or other designated school personnel. A student may also carry and self-administer prescription auto-injectable epinephrine and/or asthma inhalers if designated by the physician.

In order for the pupil to be assisted by a school nurse or other designated school personnel, the school District shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken and a written statement from the parent, or guardian of the pupil indicating the desire that the school District assists the pupil in the matters included in the physician's statement.

In order for the pupil to carry and self-administer prescription auto-injectable epinephrine, and/or asthma inhalers, the school District shall obtain a written statement from the physician detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken and confirming that the pupil is able to self-administer the medication and a written statement from the parent, or guardian of the pupil consenting to self-administration, as well as providing a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the school District and school personnel from any liability if the self-administering pupil suffers an adverse reaction as a result of self-administration. A pupil may be subject to disciplinary action if they use auto-injectable epinephrine and/or inhalers in a manner other than as prescribed.

The written statements in both cases shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. It is the responsibility of the parent/guardian to provide this information to school personnel. The medication policy applies to all school activities and field trips.

It is the responsibility of the parent to provide any medications prescribed by the physician for school use. When students participate in field trips and require medications ordinarily given at home, a Medication at School form will be required for medications ordinarily prescribed.

Identification of Students with Asthma AR 5141.23

When registering a child for school and annually thereafter, parents/guardians of all students shall be requested to notify the principal or designee in writing if their child has been diagnosed with asthma, has recently experienced asthma symptoms or has a history of asthma, and/or is at risk for severe asthma attacks. This will allow the District to provide support systems for students with asthma, to ensure that students with asthma receive appropriate intervention if symptoms occur in school, and to enable students with asthma to participate in the educational program and school activities to the extent possible. Parent/guardian will provide authorization for the limited release of medical information related to their child's health records in order for the District to provide support services or to respond in an emergency. The principal or designee may notify the student's teacher, school nurse, coaches, bus driver, and any other staff that may have direct supervision of the student.

The superintendent shall request the parents/guardians of each student identified with asthma to annually submit an asthma action plan developed by the student's health providers in partnership with the student and their parents/guardians. This action plan shall include, but not be limited to, information of the student's symptoms and severity, asthma triggers, medications needed by the student, and authorization for disclosure of health information to the District that may be needed in an emergency. The **Asthma Action Plan** will be in the first-day registration packet and posted along with the **Medication at School Form** in the **Parent Information** section of the CUSD District website.

Continuing Medication §49480

The parent or legal guardian of a pupil on continuing medication for a non-episodic condition shall inform the school of medication, the dosage, and the name of the physician. With the consent of the parent or guardian, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug. The superintendent of the school District shall be responsible for informing parents of the requirements of this section.

Child Nutrition - Free and Reduced-priced Meal - EC 49510

EC 48980(b): Requires the annual notification to advise the parent or guardian of the program of free and reduced-price meals prescribed by EC 49510

EC 49520: Requires the school District to provide annual notification of the availability of the program to provide nutritious meals at school for pupils in receipt of public assistance.

EC 49557:

Central Unified School District participates in the Community Eligibility Program (CEP). All sites provide 1 free breakfast and 1 free lunch to all enrolled students. The school site will need the parent/guardian to complete an online alternate income form during the base year of the program and every four years following. During non-base years, only new students will need the parent/guardian to complete the online alternate income form. The alternate data forms do not determine free or reduced meal status but may help with funding other programs at the school site.

Volunteer Administration of Emergency Anti-Seizure Medication

Under Assembly Bill 1810 and California Education Code § 49468 et Esq., The Seizure Safe Schools Act, volunteers are being sought to administer, in the absence of a school nurse, an emergency anti-seizure medication to identified pupils experiencing seizure conditions. This emergency anti-seizure medication has been prescribed by the student's physician and or surgeon and given with parental consent. The offer to volunteer may be rescinded at any time.

Volunteers will receive training from a licensed healthcare professional at least once annually. The training shall consist of information on various types of seizures, recognizing and responding to the signs and symptoms of seizures, the administration of oral, nasal, or rectal seizure medication, basic emergency follow-up procedures, and necessary documentation.

Any **employee** who volunteers may rescind their offer to administer an emergency anti-seizure medication with no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

In accordance with California Education Code § 49468.2, ensures that each employee who volunteers under this article will be provided defense and indemnification by *Central Unified School District* for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) of Title 1 of the Government Code. This information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file. Further, a person trained as required under subdivision (c) of Section 49468.2 who administers emergency anti-seizure medication or medication prescribed for seizure disorder symptoms in compliance with this article, in good faith and not for compensation, to a pupil diagnosed with seizures, a seizure disorder, or epilepsy who appears to be experiencing a seizure shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for the person's acts or omissions in administering the emergency anti-seizure medication.

TO VOLUNTEER TO ADMINISTER EMERGENCY ANTI-SEIZURE MEDICATION, PLEASE CONTACT THE SCHOOL SITE SCHOOL NURSE FOR MORE INFORMATION.

Type 1 Diabetes 49452.6

Pursuant to California Education Code Section 49452.6, this type 1 diabetes information is for local educational agencies to provide to parents and guardians of pupils upon entering elementary school or as annual notice, beginning January 1, 2023.

Description of Type 1 Diabetes

Type 1 diabetes usually develops in children and young adults but can occur at any age. The cases of Type 1 diabetes have been increasing since 2018. The peak age of diagnosis is 13-14 years of age, but can occur much earlier or later in life.

What is Type 1 Diabetes?

- Diabetes occurs when the sugar levels in the body become too high. Our bodies are made up of billions of cells. Every single cell needs "fuel" to work, just like cars need fuel to run.
- Sugar is the fuel for our bodies and is what provides most of the energy for our bodies. But our cells have a "locked door" and the sugar cannot enter the cell without a key to open the door.
- Insulin is the "key" that opens the door to let the sugar into the cell. If there is not enough insulin, the sugar cannot enter the cell and so the sugar levels in the body rise.

Description of the Risk Factors and Warning Signs Associated with Type 1 Diabetes

What are the warning signs of Type 1 diabetes?

- Type 1 diabetes causes serious problems immediately. Where there is too much sugar in the blood, the body gets rid of extra sugar by urinating a lot. Where there is not enough insulin, the sugar is not getting into the cells in the body, so someone with Type 1 diabetes will still be hungry, thirsty, and tired. The student may have unexplained weight loss, blurred vision, very dry skin, slow healing of sores or cuts, behavior changes including moodiness, restlessness or irritability.
- Type 1 diabetes also damages various parts of the body over many years, including your blood vessels, heart, and kidneys.

Recommendation if you are worried your child may have Type 1 Diabetes

- If a child has these problems, call their doctor or health care provider.
- If a child will not wake up or is breathing too fast, go to an urgent care or emergency room right away.

Description of the screening process for Type 1 Diabetes and the implications of the results

Even though diabetes is dangerous, there are simple tests of the blood and urine that can tell your healthcare provider whether you have diabetes.

- 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 anytime 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.

Unfortunately, Type 1 diabetes is a life-long disease.

- That means that parents, caregivers and children with Type 1 diabetes will have to take care of their diabetes everyday as treatment including:
 - Checking the sugar level in their blood
 - Injecting insulin under their skin
 - Eating a healthy diet, and
 - Staying active
 - Follow the guidance from the medical provider or endocrine system specialist for disorders, such as diabetes.

To learn more about Type 1 diabetes, talk with your School Nurse, School Administrator, or health care provider, or refer to the California Department of Education's (CDE) Type 1 diabetes information page: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>

References

California Department of Education: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>
Juvenile Diabetes Research Foundation: <https://www.jdrf.org/t1d-resources/hcp/#screening>
Centers for Disease Control and Prevention (Outside Source)
KidsHealth (Outside Source)
Mayo Clinic (Outside Source)
National Library of Medicine and National Institutes of Health's MedLine (Outside Source)
Office of School-Based Health Programs | schoolnurse@cde.ca.gov

Type 2 Diabetes §49452.7

Pursuant to California *Education Code* Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh-grade students beginning July 1, 2010. The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County. Also, see available translations of this information.

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

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

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

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

Risk Factors Associated with Type 2 Diabetes

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

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

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

Warning Signs and Symptoms Associated with Type 2 Diabetes

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

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

Type 2 Diabetes Prevention Methods and Treatments

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

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

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

Types of Diabetes Screening Tests That Are Available

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

- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level of less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

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

References

American Diabetes Association Clinical Journal (Outside Source)

Helping Children with Diabetes Succeed: A Guide for School Personnel (PDF; Outside Source)

KidsHealth (Outside Source)

Mayo Clinic (Outside Source)

National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine (Outside Source)

US Centers for Disease Control and Prevention (Outside Source)

For more health-related information and copies of District forms, see the Health Services website at <http://www.centralunified.org>

SECTION G: RECORDS

Parent Access to Records § 49063, 49069, FERPA, 5 CCR Sec. 431 (e)

School Districts shall notify parents in writing of their rights regarding the availability of the types of pupil records and information which are directly related to students and maintained by the institution, the official responsible for the maintenance of the records, the location of the records, the policies for reviewing and expunging the records, the right of the parent to access the pupil records, the procedure for challenging the content of student records, the cost which would be charged to the parent for copies of records, and their right to file a complaint with the United States Department of Health, Education and Welfare concerning an alleged failure by the District to comply with the provisions of Section 438 of the General Education Provisions Act. Parents of currently enrolled or former pupils have an absolute right to access any and all pupil records related to their children which are maintained by school Districts or private schools. Special education parents shall have the right to record review if they had educational rights as defined by I.D.E.A.

Notice to Parents/Guardians: California Local Educational Agency Program

Your school District, in cooperation with the California Departments of Health Services and Education, has a program to allow the District to be reimbursed with federal Medicaid dollars for selected health services (such as hearing and vision screenings, health assessments) provided to eligible students at school. In accordance with Local Education Agency rules and guidelines, we are notifying you that eligible student records may be forwarded to the District's billing agency. These records will be forwarded in a confidential manner. Our vendor holds a contract with the District that contains a specific confidentiality clause to ensure information is not disclosed inappropriately; further, our vendor is HIPAA compliant (Federal Health Insurance Portability & Accountability Act).

School health services currently provided to all students will not be changed by this program. Students will not be denied services they require to attend school, and parents will never be billed for services by the school District.

Student Records BP 5125 (a)

Useful educational records shall be kept for each student. Information about a student shall be used to contribute to their welfare. Safeguards shall be established to protect the student and family from an invasion of privacy in the collection, maintenance, and dissemination of information by those legally entitled thereto. The Superintendent shall authorize such student records as are necessary to meet state and District requirements and to aid in the determination of the best methods and procedures in teaching individual students. School personnel will comply with applicable federal and state laws regarding confidentiality of student records and all other required procedures. These procedures include, but are not

limited to, limitation of access to records, establishment maintenance, and destruction of records, notification to parents of their rights, log of persons and organizations requesting and receiving information, reasonable charges, the privacy of pupil records, and transfer of records.

Persons With Access To Student Records AR 5125 (d)

Persons, agencies, or organizations specifically granted access rights pursuant to state law shall have access without written parental consent or judicial order. In addition, parental consent is not required when information is shared with other persons within educational institutions, agencies, or organizations obtaining access, as long as those persons have a legitimate educational interest in the information. The following persons or agencies shall have absolute access to any and all student records in accordance with state law:

1. Natural parents, adoptive parents, or legal guardians of students younger than age 18. (Education code 49069)
2. Access to student records and information shall not be denied to a parent because they are not the child's custodial parent.
3. Adult students age 18 or older or students under the age of 18 who attend a post-secondary institution, in which case the student shall alone exercise rights related to their student records and grant consent for the release of records. (Education Code 49061:34 CFR 99.5)
4. Those authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077).

Procedures for Access AR 5125 (g)

Student records shall be maintained in a central file at the school attended by the student or where records are maintained in different locations, a notation shall be placed in the central file indicating where other records may be found. Parent/guardians shall be notified of the location of the student's records if not centrally located. To inspect, review or obtain copies of student records, authorized persons shall submit a request to the custodian of the records. Within five days following the date of request, an authorized person shall be granted access to inspect, review and obtain copies of student records during regular school hours.

SECTION H: SAFETY

Comprehensive School Safety Plan §32286, 32288

Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter. Each July, the school site will report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card. Before adopting its safety plan, the school site council or the school safety planning committee shall hold a public meeting in order to allow members of the public the opportunity to express an opinion about the plan. Specified persons shall be notified of the meeting in writing. Specified persons shall include a representative of the local school employee organization, representatives of parent organizations, representatives of each teacher organization at the school site, a representative of the student body government, and all other persons that indicate they want to be notified. In order to ensure compliance, each school District shall notify the State Department of Education by October 15 of any schools that have not complied with the development of a school safety plan.

Training of school site personnel in the prevention of bullying as defined in subdivision (r) of Section 48900 shall be a component in the development of school safety plans.

Every school is required by government code to have a safety program in place (32286, 32288, 32288(c)). Comprehensive plans are available for public review at individual school sites.

School Safety Plans Education Code 32289

A complaint of noncompliance with the school safety planning requirements of Title IV (20 USC Sec. 7114 (d)(7)) may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations. (Amended by Stats. 2015, Ch. 303, Sec. 70.)

Firearms Safety Parental Notification (E.C. 48390 Series/E.C. 48986):

This notification is to inform and to remind parent(s)/legal guardian(s) of all students in Central USD of their responsibilities for keeping firearms out of the hands of children as required by California law. Incidents can be 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.

California Penal Code Law (*PC 25100-25125 series/25200-25220*) with very limited exceptions, 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 (i.e. preschool, K-12 sites, and or any school sponsored event); or (3) unlawfully brandishes the firearm to others.

California Penal Code Law (PC 25100[c]) 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 a minor never actually access the firearm.

In addition to potential fines and terms of imprisonment, a gun owner found criminally liable under California Civil Code Laws (*CCCS 29805 series*) faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. Lastly, 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 (CCCS 1717.3) .

We are asking for your collaboration to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

NOTE: There are varying degrees of criminal penalty depending on the severity of the situation with the firearm.

NOTE: Fresno County or the City of Fresno may have additional restrictions regarding the safe storage of firearms, please refer questions to your local law enforcement agency.

NOTE: For additional information regarding this notification, please refer to Assembly Bill 452 and Senate Bill 906.

Pesticide Products 17611.5/17612/489803/AR 3514.2

The Healthy Schools Act of 2000 requires that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites. The notification will identify the active ingredient or ingredients in each pesticide product and will include the Internet address (<http://www.cdpr.ca.gov>) for further information on pesticides and their alternatives. Parents or guardians may request prior notification of individual pesticide applications at the school site. People listed on this

registry will be notified at least 72 hours before pesticides are applied. If you would like to be notified every time we apply a pesticide, please complete a *Request for Individual Pesticide Application Notification* form at the **Operational Services office** which is located at:

4200 N Grantland Ave.
Fresno, CA 93723

Pesticide Use Policy:

1. Central Unified School District uses pesticides under the guidelines established by the State of California Department of Pesticide Regulation. The purpose of the laws and regulations as set forth in the California Food and Agriculture code are:
 - a. To provide for proper, safe, and efficient use of pesticides essential for the production of food and fiber, and for the protection of public safety.
 - b. To protect the environment and encourage the development and implementation of pest management systems, stress the application of biological and cultural pest control techniques with selective pesticides, when necessary, to achieve acceptable levels of control with the least possible harm to non-target organisms and the environment.
2. Pesticides are grouped in the following categories:
 - a. "DANGER" use for the high Category I toxicity.
 - b. "WARNING" used for the moderate Category II toxicity.
 - a. "CAUTION" used for the slightly or relatively non-toxic Category III.

Typically pesticides that are used at Central Unified School District fall into Category III.

3. When using Pesticides Central Unified School District follows the precautionary statements issued with pesticides.
 - a. These statements address the potential hazard to humans, such as dermal, oral inhalation, and eye hazards.
 - a. Notify us as to potential hazards to the environment, as well as physical/chemical hazards such as the flammability of the product.
 - b. Provide directions of use including the following:
 - i. Site of application (crops, animals, structures, objects)
 - ii. Dosage rate
 - iii. Method of application
 - iv. Dilution instructions
 - v. Frequency and timing of applications
4. Any person who conducts pest control for hire in California must be licensed by the Department of Pesticide Regulations.
At Central Unified School District, the Grounds Department Supervisor holds and maintains this license as well as the Grounds Department's Spray Applicator Specialist.
5. Central Unified School District maintains the highest standards and requirements the State of California has set forth.
6. Much like a pest control business, Central Unified School District requires "pesticide use" records.

"Pesticide Use" records include the following:

- a. Date of application
- b. Name of the operator of the property treated
- c. Location of property treated
- d. Site treated
- e. Name of the pesticide, including the U.S. EPA number
- f. Amount used

If you have any questions, please contact Operational Services at (559) 275-9560.

Asbestos Management Plan 40 Code of Federal Regulations Sec 763.93

School Districts will notify parents, teachers, and employee organizations of the availability of a completely updated management plan for asbestos-containing material in school buildings.

SECTION I: TRANSPORTATION

Because school bus passenger's behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including on field trips, and other special trips. School personnel, parents/guardians, and the students themselves all must see that these regulations are followed.

School Bus Passenger Safety §39831.5

Upon registration every year, parents of pupils transported in a school bus shall be provided with written information on school bus safety. This applies to pre-kindergarten through grade 12.

Transportation will also send out ridership surveys to establish whether or not your student(s) will need bus services. If you are not sure whether or not your student(s) is eligible for services you can contact the transportation department at 559-275-9734.

AR 5131.1 (a) Bus Conduct
School Bus Stops (Title 13:1238)

Designated Stops - A school bus stop made for receiving and discharging pupils shall be designated by the school District superintendent (or designee). Therefore, once a stop has been designated, the pupils must board and exit the bus at their designated stop. Students may be assigned multiple designated stops if they have split residences. If your student needs an alternate bus route due to multiple residences, please contact the Transportation Department. Please be aware that designated bus stops are assigned in regards to safety and traffic laws. There may be a stop closer to your residence, but the type of roadway may prohibit the student to board and exit from that location. All questions about bus stops can be directed to the Transportation office.

All pupils are required to be at their designated bus stop and ready for pick up 5 (five) minutes prior to the arrival of the bus on the same side of the road that the bus is traveling. If the pupil is late and misses the bus, the pupil should return directly home for their own safety and report to their parents.

The students shall wait for the bus in an orderly fashion, on the sidewalk and/or away from the street to leave enough room for the bus to pull over and come to a complete stop 12 feet from the students waiting.

Transportation of Property

1. Hazardous Materials allowed
 - a. Oxygen medically prescribed for and in the possession of a passenger and in a container designed for personal use.
 - b. Personal-use articles including all aerosol products such as hair spray, perfume, etc. shall remain in the passenger's personal purse or bag.
2. General Property
 - a. Drivers and motor carriers shall not permit any greater quantity of freight, express, or baggage in vehicles than can be safely and conveniently carried without causing displacement, discomfort, or unreasonable annoyance to passengers. In no other event shall aisles, doorsteps, or emergency exits be blocked.
 - b. Projects too large to transport shall be rejected by the driver. Parents should be prepared to transport any such project to and from school. Often items from woodshop, art, glass projects, metal/machine shop projects not only are too large but could in some

circumstances cause injury therefore, they will not be transported on the bus. Balloons can cause visibility problems and will not be transported. Skateboards, sporting equipment (except for team sports), and some electronic equipment will not be transported.

3. Animals

- a. A school bus driver shall refuse to transport any animal, pets, insects, etc. with the exception of signal or sight dogs. Dogs, which offer assistance to the special needs passengers, shall be muzzled at the driver's request.

Bus Conduct

The following rules are for the safety of all students and should be noted that pupils transported in a school bus shall be under the authority of, and responsible directly to the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street or highway. The bus rules are:

1. Follow the bus driver's instructions.
2. Respect the bus driver and fellow students
3. Fighting, scuffling, and playing are forbidden
4. Use of tobacco and/or any drugs or alcohol is forbidden
5. Eating, drinking, or littering are prohibited on the bus
6. Loud and boisterous noises (whistling, yelling, etc.) are prohibited
7. Profanity or indecent language or gestures are prohibited
8. Remain seated when the bus is in motion
9. Do not block the aisles with any part of your body
10. Keep all body parts inside the bus at all times
11. Possession of any type of weapon is prohibited
12. All sports equipment shall be concealed in a sports/duffel bag for transport for sporting events
13. Students will abide by all bus rules and any other rules set forth in the Central Unified Student Handbook while riding on the bus and at the bus stops.

Disorderly conduct or persistent refusal to submit to the authority of the driver shall be subject to the discipline policy of the District.

Emergency Procedures

In the event of a State or National Emergency or Disaster, buses will arrive at school and take students home as soon as possible. Students should then go home immediately after arriving at their destination. Please discuss with your child where they are to go in the event of an emergency.

Foggy Day Schedule

During the fog season (October through March), buses may be delayed. Foggy Day schedules for Central Unified can be found by watching Valley Public Television, PBS Channel 18 (at 6:00 am) for up-to-date information, Valley PBS Website, Mobile Application or the Central Unified website. PLEASE NOTE: Schools are open and classes begin on time regardless of bus delays.

Plan A is a 2-hour bus delay

Plan B is a 3-hour bus delay

Plan C is a 4-hour bus delay

Plan D - the morning buses are canceled

Bus Passes & Routes

All students who are eligible for transportation for Central Unified will be issued a bus pass. This pass shall be required to be with the student every day they ride the bus. The student will scan the pass to get on and off the bus. Students may only ride the bus that has been assigned to them. If a student tries to

board a bus they are not assigned to, they will be denied transportation. The SMART tag™ Parent App is the official app for parents in school districts using SMART tag™. Keep up with your student's riding activities and stay informed about crucial transportation updates. For questions about your student's assigned bus route call 559-275-9734.

Field Trips

On field trips, only the designated group/class of students, the teachers/coaches, and the chaperones cleared through the District may ride the bus. No others shall be allowed. An adult must be on the bus at all times. "Medication at School" form and needed medication for the field trip must be brought to school a minimum of 24 hours before the beginning of the trip, for review, in the original containers.

The District retains the discretion to deny volunteer/chaperone assistance based upon background check results or any other legitimate concerns related to the health and safety of students, parents/guardians, District employees, or other participating members of the school community.

SECTION J EXHIBITS
Annual Notice List 2025-2026

Title II:

Jyothi Bathina
Director, Curriculum and Instruction
5652 W Gettysburg Ave
Fresno, CA 93722
559-274-4700 x 10132

Title IX:

Javan Childs, Ed. D.
Assistant Superintendent, Human Resources
5652 W Gettysburg Ave
Fresno, CA 93722
559-274-4700 x 10161

Section 504 Coordinator:

Laurie Henkel
Director, Special Education
5652 W Gettysburg Ave
Fresno, CA 93722
559-274-4700 x 10210

ADA:

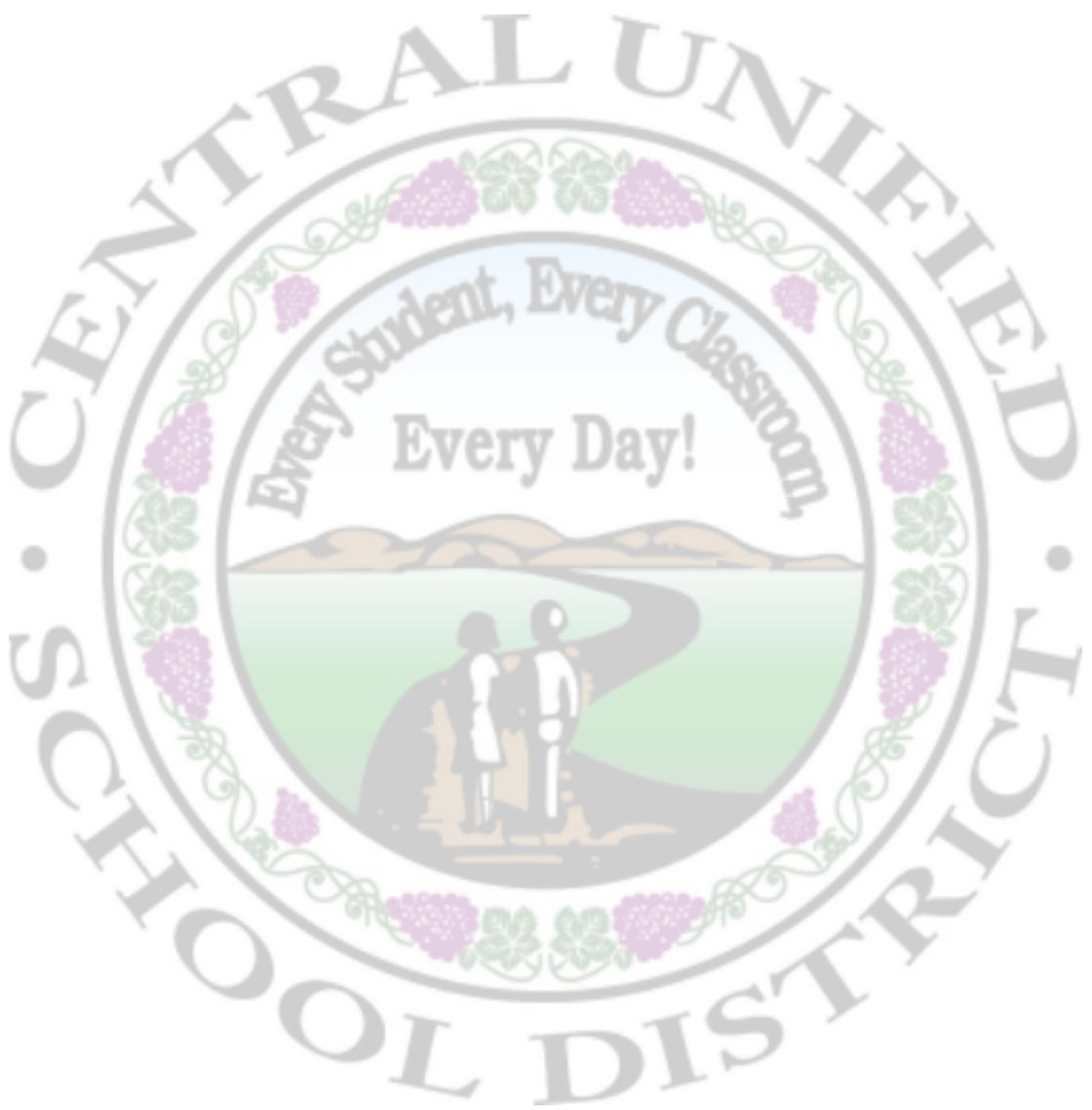
Laurie Henkel
Director, Special Education
5652 W Gettysburg Ave
Fresno, CA 93722
559-274-4700 x 10210

Homeless/Foster Youth

Maisie Young
Supervisor, Student Support Services
5652 W Gettysburg Ave
Fresno, CA 93722
559-274-4700 x 10122

Mailing address:

Central Unified School District
5652 W. Gettysburg Ave.
Fresno, CA 93722



School Safety

Central Unified School District has safety practices in place to help protect our students from harm and to foster a healthy, productive learning environment. We review these policies and practices regularly to ensure our schools are among the safest places they can be. These protocols include:

Controlled Access. Perimeter fencing is in place around all campuses, and exterior gates are secure and monitored during school hours.

Visitor Registration and Screening. All school visitors must enter through the school office and register with staff before gaining further access to the school grounds.

Identification Badges. Staff and guests are asked to wear district-issued I.D. badges at all times while on school grounds.

Video Cameras. Cameras monitor and record activity throughout our campuses. This not only acts as a deterrent but also helps staff and law enforcement investigate vandalism, theft, fights, or other criminal or inappropriate activities in and around our schools.

School Resource Officers. Our district has a strong relationship with the Fresno Police Department and the Fresno County Sheriff's Department. School Resource Officers are assigned to our high school and middle school campuses, along with officers from Fresno County Probation. Together, these officers work with our school site personnel to provide security, investigate potential crimes, and ensure a safe environment.

Tip Lines. Tip lines allow the opportunity for anyone to call or alert authorities regarding potential issues or illegal activity while remaining anonymous. In Central Unified, we utilize Valley Crime Stoppers, and signs are posted on and around all of our campuses and district sites. Submit a tip online at valleycrimestoppers.org/submit-a-tip/ or School site contact numbers can be found by visiting the district website at: www.centralunified.org

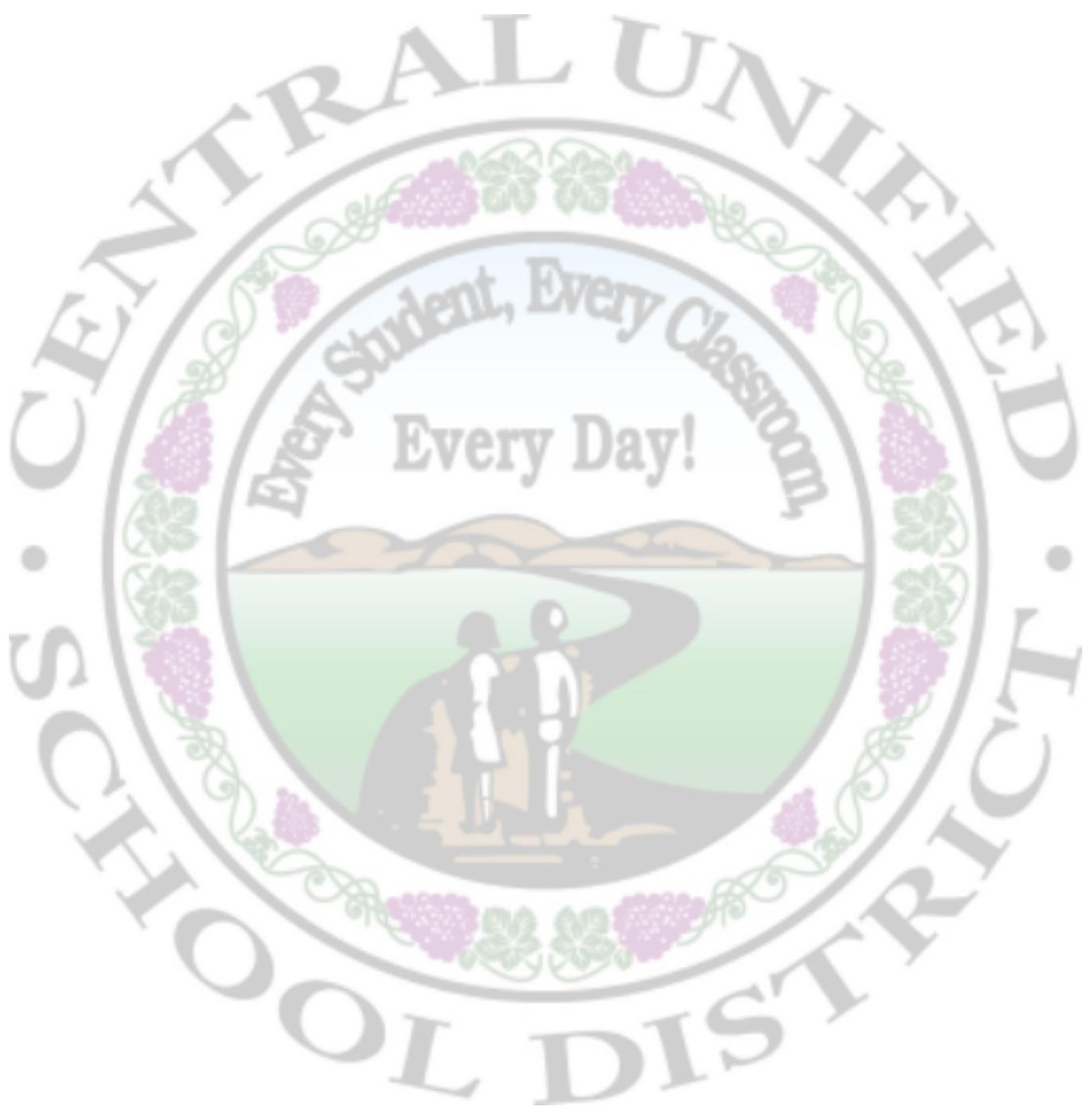
Emergency Training and Safety Drills. Regular safety drills ensure our staff and students know what to do in the event of an emergency. Drills include but are not limited to fire, lockdown, evacuation and drop, and cover and hold. We also utilize law enforcement for active shooter scenario training at each of our school sites.

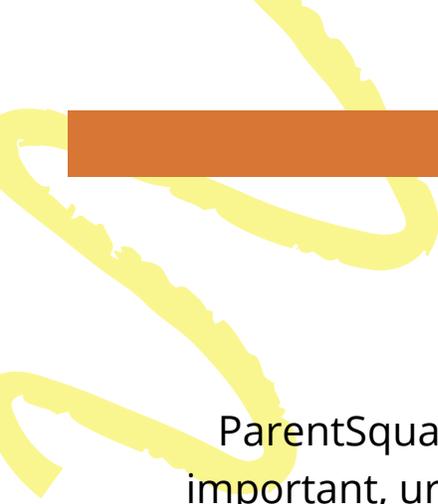
School Safety Plan. Each school has a Comprehensive School Safety and Emergency Procedures plan in place that is reviewed and updated regularly. These plans encompass many scenarios designed to prevent and prepare for a variety of emergency events. School safety teams/staff discuss these scenarios throughout the year to be prepared to respond in a timely and effective manner should the need arise.

Counseling and Mental Health Support. School counselors, psychologists, local agencies, and Care Solis are available for the health and safety of all students. More information can be found on www.centralunified.org.

Crisis Communication. Our goal is to quickly and accurately communicate essential information to first responders, district staff, students, parents, and community members as needed to ensure the safety of all throughout any emergency. Rest assured that if we have any information regarding safety issues or even credible potential concerns, we will communicate those with our staff and parents as quickly and thoroughly as possible via telephone, email, text, and/or social media.

Even with all of the above measures in place, school safety is best supported through a community effort. We encourage all of our students, parents, staff, and community members to report any safety concerns immediately to the school sites, District office, or local law enforcement.





parentSquare

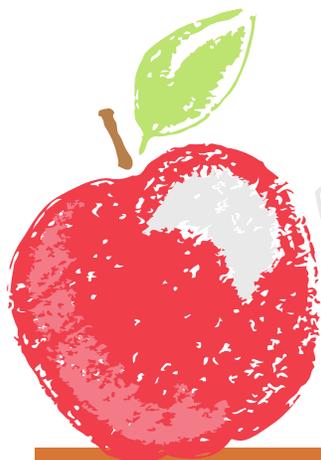
LOGIN: www.parentsquare.com

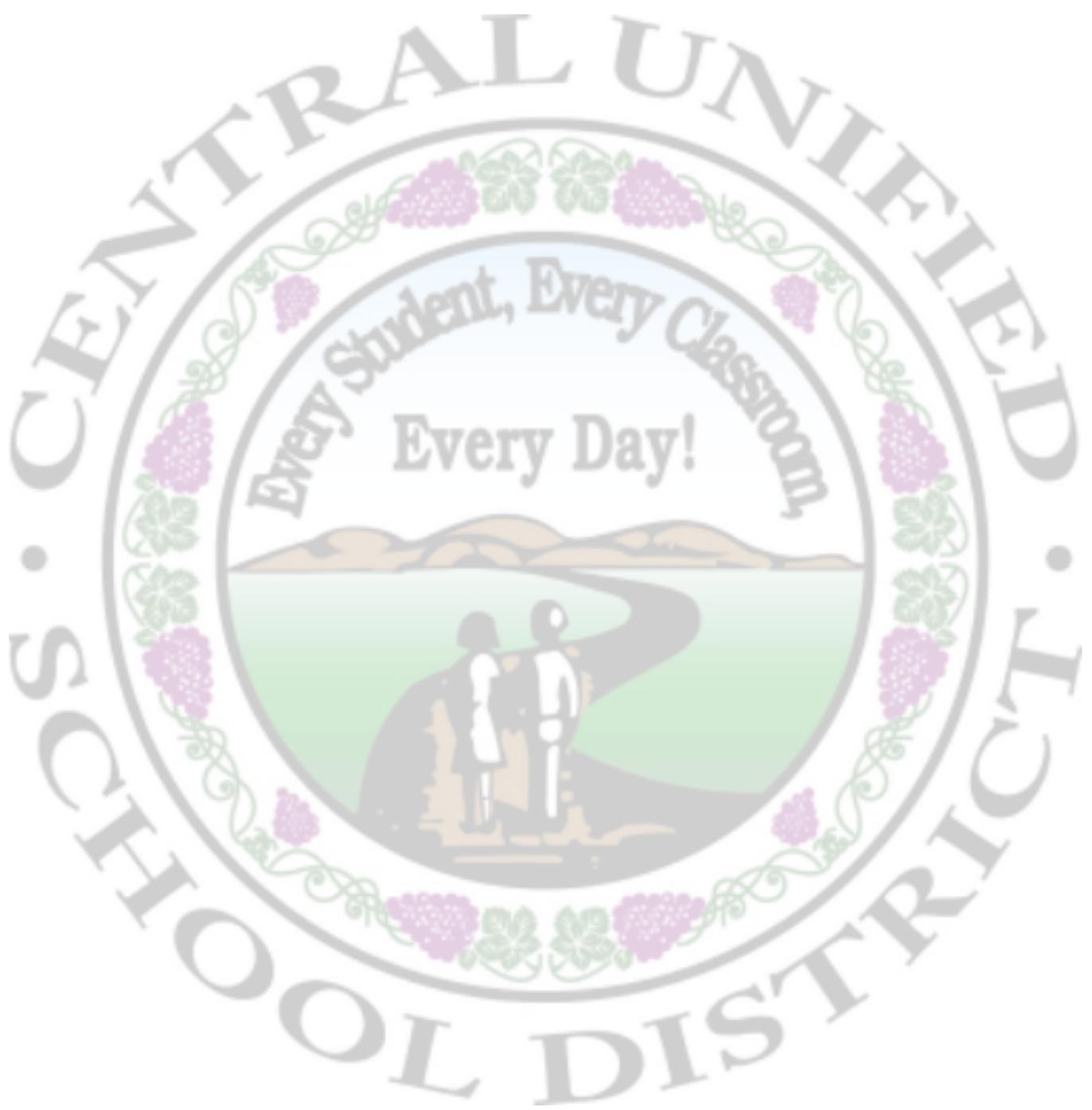
ParentSquare is the primary communication tool to share important, urgent, and vital information with our parents, teachers, students, and staff. It offers a multitude of tools that allows our district, school administrators, and teachers to more effectively communicate with families and students. Some of the features include: Mass notifications and urgent alerts with two-way communication Mobile apps for administrators and parents

- Attendance notifications Teacher and classroom notification
- Direct messaging and chat with two-way translation Forms and permission slips Calendar and RSVP And a whole lot more!

When parents download the app or go to www.parentsquare.com to create an account, they can become more actively involved in communication by appreciating posts, viewing photos, leaving comments, and managing their communication preferences. Parents will also be able to view posts that are addressed to the school and any groups or classes that they or their child belongs to. Parents do not see posts for classes or groups that they don't belong to. Those who decide not to sign up will still receive crucial texts, emails, and phone notifications.

Questions??? Email parentsquare@centralunified.org





BOARD OF TRUSTEES:

Yesenia Z. Carrillo, Vice-President
Naindeep Singh Chann, President
Natalie Chavez, Board Member
Nabil Kherfan, Clerk
Karla Kirk, Board Member
Joshua Sellers, Board Member
Jaspreet Sidhu, Board Member

DISTRICT ADMINISTRATION:

Mark E. Marshall, Ed., D.
Superintendent

Javan Childs, Ed. D.
Assistant Superintendent, Human Resources

Amer Iqbal
Assistant Superintendent, Chief Business Officer

Marilyn Lopez, Ed. D.
Assistant Superintendent, Student & Family Services

Julia McLennan
Assistant Superintendent, Educational Services

- **TRANSLATION SERVICES AVAILABLE BY CALLING:
559.274.4700 EXT. 10155**
- **SERVICIOS DE TRADUCCIÓN DISPONIBLES LLAMANDO AL:
559.274.4700 EXT. 10155**
- **KEV PAB US LUS HMOOB HU TAU RAU NTAWM:
559.274.4700 EXT. 10155**
- **ਟ੍ਰਾਂਸਲੇਸ਼ਨ ਸੇਵਾਵਾਂ ਫ਼ੋਨ ਕਾਲ ਦੁਆਰਾ ਉਪਲੱਬਧ ਹਨ:
559.274.4700 EXT. 10155**