

2026-2027
District Information Handbook

Administration Office
1327 East El Monte Way
Dinuba, CA 93618
(559) 595-7200

Board of Education
Sandra Kizirian, Beverly Worrell, Ron Froese,
Miriam Cendejas, Mary Villarreal

DINUBA UNIFIED SCHOOL DISTRICT
CALENDAR SCHOOL YEAR 2026-2027

July 2026 (0)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	H	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	

August 2026 (14)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	Ω	8
9	Ω	Ω	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026 (21)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026 (22)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	≠	≠	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026 (15)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	T	7
8	9	10	H	12	13	14
15	<	<	<	<	<	21
22	23	24	25	H	H	28
29	30					

December 2026 (14)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	M	19
20	21	22	23	H	H	26
27	28	29	30	H		

January 2027 (18)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					H	2
3	Ω	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027 (18)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	H	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	T	27
28						

March 2027 (17)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	<	<	≠	≠	13
14	15	16	17	18	19	20
21	22	23	24	25	H	27
28	H	30	31			

April 2027 (22)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				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 2027 (20)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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	M	M	29
30	H					

June 2027 (0)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

District Holidays (16)
July 3 Independence Day (obsv.)
Sept 7 Labor Day
Nov 11 Veterans' Day
Nov 26-27 Thanksgiving
Dec 24 & 25 Christmas
Dec. 31 & Jan 1 New Year's
Jan 18 Martin Luther King, Jr.
Feb 8 Lincoln's Birthday Obs.
Feb 15 Washington Day / Pres. Day
March 26 Easter Friday
March 29 Easter Monday
May 31 Memorial Day
June 18--Juneteenth (Obs)

Special Days
Aug 6 New Teacher Orientation
Aug 7 10 & 11 Teacher In Service
Aug 12 First Day of Instruction
Oct. 8-9 Gr. 7-8 Parent Conferences/ Min Days
Nov 6- K-6 End Trimester
Nov. 16-20 Elem. Parent Conf. Min. Days
Nov 23-27 Thanksgiving / No School
Dec 18 End of Semester (7--12)
Dec 21 --Jan 4 Winter Break
Jan 5 School in Session
Feb. 26 K--6 End Trimester
Mar. 9-10 Conf./min days (Elem.)
March 11-12 Grades7-8 Parent Conf. Min Days.
March 22-29 Spring Break
May 26 Washington Promotion
May 26 SV/RR/Adult Grad
May 27-- Dinuba Intermediate Promotion
May 27 DHS Graduation
May 28 Last Day of School

Elementary Grading Period Days
Aug. 12--Nov. 6 = 62
Nov. 9--Feb. 26= 60
March 1--May 28= 59

7-12 Grading Period
Fall Semester 86 Days
Spring Semester 95 Days

Legend	
H	District Holiday/ No School
Ω	Teacher Orientation or Professional Dev. / No school
	Bold Red—No School
<	Parent Conference K-6 / early release
≠	7-8 Parent Conferences / Min. Day Dismissal
M	K—12 Minimum Day
T	Trimester End (K - 6)

Board Approved—March 19, 2026
Elementary early dismissal every Wednesday: Grades TK-3 at 1:30 p.m. Grades 4-5 at 2:15 p.m.
Elementary Early Release for Parent Conferences 12:45 p.m.. PLC meetings will not be held during the elementary conference week.
Elementary Min. Days dismiss at 1:15 p.m.
GRADE 6 schedule TBD 7-12 late start every Wednesday at 9:00 a.m. due to staff professional learning . Grades 7-12 Min Day Release Time is 12:20 p.m.
August 7—Professional Development Aug. 10 Classroom Prep August 11— Opening Session All Staff Jan. 4 —Professional Development

Table of Contents

DIRECTORY OF SCHOOLS 4

MISSION/TENETS 4

BOARD OF EDUCATION INFORMATION AND SUPERINTENDENT'S MESSAGE 5

ATTENDANCE/ENROLLMENT……5

DISTRICT AND SCHOOL FUNDING……. ……10

DISCIPLINE/RULES……...…….…...……12

FACILITIES/SAFETY/EMERGENCIES……..……..……16

FOOD SERVICES …….....…….……..19

STUDENT SERVICES……20

STUDENT AND PARENT'S RIGHTS AND NOTICES…….....……21

TEACHERS/TRAINING AND CURRICULUM…….....…….44

TESTING / REPORTING……46

TRANSPORTATION……..……49

FORMS……57

DINUBA UNIFIED SCHOOL DISTRICT
"*CULTIVATING EXCELLENCE*"
Marti Kochevar, Superintendent
Assistant Superintendent- Human Resources, Dave Holtermann
Chief Academic Officer, Lisa Benslay - Chief Business Official, Rachel Nunez

Grand View Elementary	39746 Road 64	559-595-7275
Jefferson Elementary	1660 E. Sierra Way	559-595-7360
Lincoln Elementary	850 N. Eaton	559-595-7260
Roosevelt Elementary	1311 N. Euclid Ave.	559-595-7290
Wilson Elementary	305 E. Kamm	559-595-7370
Kennedy Elementary	999 Crawford Ave.	559-595-7300
Washington Intermediate	1250 N. Hayes	559-595-7252
Dinuba Intermediate	340 E. Kern	559-595-7250
Dinuba High School	490 W. Kamm	559-595-7220
Ronald Reagan Academy	8470 Avenue 406	559-595-0563
Dinuba Adult School	8470 Avenue 406	559-596-2066
Sierra Vista High School	8470 Avenue 406	559-595-7240

OUR MISSION

"Empower each student to succeed in life."

DISTRICT TENETS

Dinuba Unified School District strongly believes that:

Diversity...provides a variety of perspectives to develop pathways to our future.

Innovation...provides creative educational options to guide every student's learning experiences.

Nurturing...provides a community of support for the social, emotional, and physical well-being of all students and staff.

Unity...provides a common purpose towards which everyone shares in preparing our students to become contributing citizens of a global society.

Building Character...provides a foundation for responsibility, trustworthiness, respect, citizenship, fairness, and caring for all.

Accountability...provides an assurance for successful achievement through the acceptance of personal responsibility by all.

BOARD OF EDUCATION

Our district is governed by a five member Board of Education. Each of our board members represents separate voting districts. The purpose of the Board is to exercise general supervision of the schools within our district. This supervision is exercised through the development and adoption of district policies in accordance with state laws and the rules and regulations of the California Education Code.

The Board has regularly scheduled meetings. Generally, they meet on the second and fourth Thursday of each month. The meetings are usually held in the Board room of the Dinuba Unified School District Administration building located at 1327 E El Monte Way, Dinuba at 5:00 p.m.

The agendas for regular meetings are posted at the district office at least seventy-two hours prior to each regular meeting. All Board meetings are open to the public except for that part of the meeting which may be held in closed executive session. Executive sessions are most often held to discuss issues of personnel and/or negotiations.

Anyone who wishes to officially address the Board may place their replies in writing and submit the request to the superintendent. There is also the opportunity to address the Board at the beginning of each meeting, without prior written request, under the section of the agenda entitled "Public Comments."

Students and their parents/guardians have the option to request that directory information or personal information, as defined in Education Code 49061 and /or 49073.2, be excluded from the meeting minutes. The request to omit directory / personal information must be made in writing to the secretary of the school board.

The goal of the Board of Education is to ensure the educational success of all Dinuba School students by having high expectation, a commitment to excellence, and a comprehensive program, confirming our belief that ALL students can learn and become responsible, productive members of a diverse and challenging society.

SUPERINTENDENT

Welcome to the new school year. The education of your children is our priority and we are committed to providing the best education possible for your children. It is important to us that learning takes place in a safe and supportive environment for both students and staff. You can help us achieve our goal of a quality education in a safe environment by partnering with your schools. Reading this handbook is a good place to start this partnership. In addition to the information in this handbook, you will find more information on the District's website at www.dinuba.k12.ca.us

We have an outstanding staff, who continue to improve their instructional practices to better meet the needs of all students. This reflects the district's culture of cultivating excellence to improve the life choices for your child. I hope you and your child have a wonderful school year in the Dinuba Unified School District.

SCHOOL ATTENDANCE ALTERNATIVES

District Residency (AR 5111.1)

Criteria for Residency

A student shall be deemed to have complied with district residency requirements if he/she meets one of the following criteria: The student's parent/guardian resides within district boundaries; the student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. The student has been admitted through the district's interdistrict attendance program. The student is an emancipated minor residing within district boundaries. The student lives with a caregiving adult within district boundaries. The student resides in a state hospital located within district boundaries. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability.

Proof of Residency

Prior to admission in district schools, students shall provide proof of residency. Upon enrollment of a student residing in the home of a caregiving adult within district boundaries, the caregiving adult shall execute, under penalty of perjury, the affidavit specified in Family Code 6552. Reasonable evidence of residency may be established by documentation including, but not limited to property tax payment receipts, rent payment receipts, utility service payment receipts or declaration of residency executed by the student's parent/guardian.

Safe at Home Program

The district complies with the Safe At Home Program administered through the Secretary of State. For additional information, contact the district office.

Denial or Revocation of Enrollment

If the Superintendent or designee, upon investigation, determines that a student's enrollment or attempted enrollment is based on false evidence of residency, he/she shall revoke the student's enrollment. The parent/guardian shall be sent written notice of the facts leading to the decision. If the parent/guardian fails to schedule a meeting to dispute the facts within 10 days from the date of the notice, the student's enrollment shall be revoked 11 school days after the date of the notice. If the meeting is held, the hearing officer shall prepare a written decision describing his/her findings. If the hearing officer's decision is upheld, the parent/guardian may appeal to the Board of Education within 10 days. The Board's decision shall be final.

Intra-District Transfers - transfers between schools within the same district. (Board Policy 5116.1)

Students who reside within the district boundaries may apply for enrollment in any district school. In accordance with law, no student currently residing within a school's attendance area shall be displaced by another student. Once enrolled, a student does not need to reapply for readmission annually. However, a student may be subject to displacement due to excessive enrollment. Parents are responsible to provide transportation for students attending schools on an intradistrict transfer permit. Parents may obtain an intradistrict attendance application form from the district office. The application should be completed and returned to the **district office** between **March 1 and April 30** for the following school year. Applications will be processed by lottery.

Inter-District Transfers - transfers between different school districts. (BP 5117 / AR 5117.1)
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 Superintendent or designee may approve interdistrict attendance agreements with other districts on a case-by-case basis to meet individual student needs. Transportation shall not be provided for students attending on an interdistrict agreement. Applications may be obtained at the district office. Applications must be initiated in the district of residence. Applications will be accepted between February 1 – January 31st for the upcoming /current year. We may not process /approve applications for the current year between February 1- May 31 . The parent/guardian of a student who is denied a transfer requested, shall receive timely notice regarding the process for appeal to the County Board of Education. Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion [E.C. 46601]

Transfer of Victims of Bullying ***(Ed. Code § 46600)***
School districts must approve the request of a bullying victim, as defined, to transfer to another school within the district. If the requested school is at capacity, the school district must accept a request for an alternate site. If the school district of residence has only one school available, the school district of residence must honor the student's interdistrict transfer request if the school district of proposed enrollment approves the transfer.

KINDERGARTEN & TRANSITIONAL KINDERGARTEN ENROLLMENT
Children entering kindergarten must be five (5) years old by September 1st to enroll in Kindergarten.

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond. The district's TK program shall be the first year of a two-year kindergarten program.

Eligibility
The district's TK program shall admit children as follows: (Education Code 48000):
For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1
A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program.

IMMUNIZATION REQUIREMENTS
DUSD adheres to California's mandates for TK/K-12 graders with guidelines from the American Academy of Pediatrics (AAP) and the American Academy of Family Physicians (AAFP). Education Code Sections 49403 and 48216, and Health & Safety Code Sections 120325-120380 give school authorities the legal power to enforce these requirements and exclude non-compliant students from admission without the required immunizations.
Under California law, personal or religious belief exemptions are not permitted. Beginning 1/1/2021, all new exemptions can only be granted based on a medical reason certified by a California licensed physician through the California Immunization Registry – Medical Exemption website: CAIR-ME. The Physician will print a copy to the parents to give to their child's school.

The California Department of Public Health (CDPH) requires proof of the following immunizations prior to admission to TK/K - 12th Grade:
Go to: (for the document of required immunizations)
https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/Immunization/IMM-231.pdf
Polio: 4 doses (3 doses are acceptable if one was given on/after the 4th birthday)
DTap/DTP/Tdap/Td (Diphtheria, Tetanus, & Pertussis): 5 doses (4 doses are acceptable if one was given on/after the 4th birthday; 3 doses are acceptable if one was given on/or after the 7th birthday)
Hep B (Hepatitis B): 3 doses
MMR (Measles, Mumps, & Rubella): 2 doses (Both doses must be administered on/or after the 1st birthday)
Varicella (Chickenpox): 2 doses
7th Grade Advancement: In addition to the above TK/K - 12 immunizations, students advancing to the 7th grade must show proof of 1 Tdap booster, and a 2nd Varicella if not previously done.

Cancer Prevention Act/Human Papillomavirus Immunization **(Ed. Code § 48980.4; H. & S. Code § 120336)**
HPV, or human papillomavirus, is a common virus that can cause cancers later in life. California law requires that students be advised to adhere to current immunization guidelines, as recommended by the California Department of Public Health (CDHP) regarding full HPV immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.
Per the CDPH, because the vaccine is more effective when given at younger ages, two doses of the HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of eighth grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses. 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.

Type 1 Diabetes Information

https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp
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 incoming elementary school students beginning January 1, 2023.Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease. **Type 1 diabetes usually develops in children and young adults but can occur at any age**

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

Type 1 diabetes affects insulin production

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

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

Risk Factors

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

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

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

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

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

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

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test**. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test**. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test**. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.

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

Type 1 Diabetes Treatments

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

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

Migratory Children - Residency Retention and Matriculation *(*Ed. Code §§ 48204.7, 54441)
A current migratory child is a child who has moved from one school district to another in order that the child, parent, or immediate family member might secure temporary or seasonal employment in an agricultural or fishing activity.

A current migratory child must be allowed to continue attending the student's school of origin, regardless of any change of residence during that school year, for the duration of the student's status as a currently migratory child.

A current migratory child who is transitioning between school grade levels must be allowed to continue in the school district of origin and in the same attendance area of his/her school of origin. If the student is transitioning to middle school or high school, and the school designated for matriculation is in another school district, the local educational agency must allow the student to continue to the school designated for matriculation in that school district. The new school must immediately enroll the student, even if the child has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended, or if the student is unable to produce clothing or records normally required for enrollment.

If the student's status as a current migratory child ends during the school year, then the student is allowed to stay in his or her school of origin for the remainder of the school year if he or she is in grades 1-8, or through graduation if the student is in high school.

INSTRUCTIONAL DAY

Elementary Schools	Washington & Dinuba Intermediate	Dinuba High School	Sierra Vista High School
TK / Kinder 8:30 am. – 2:00 p.m. 1st through 5th 8:15 a.m. - 2:35 pm *Every Wednesday grades TK-3 dismiss at 1:30 pm. Grades 4-5 dismiss at 2:15 p.m.	6th through 8th 8:00 am - 3:00 pm *Late start at 9:00 a.m. every Wednesday	9th through 12th 8:00 a.m. – 3:08 pm. *Late start at 9:00 a.m. every Wednesday	9th through 12th : 7:52 a.m. – 2:00 pm

EXCUSED ABSENCE
Except when attendance is excused, students between the ages of 6 and 18 years are required by law to attend school and parents must compel their students to do so. Students will be excused from school for the following reasons:

(1) Illness of the student, including an absence for the benefit of the student's mental or behavioral health.
(2) Quarantine under the direction of a county or city health officer.
(3) Securing medical, dental, optometric, or chiropractic services.
(4) Attendance of funeral services or grieving the death of a member of the student's immediate family or a person determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, so long as the absence is not more than three days.
(5) Seeking and assessing victim, grief, or other support services related to the death of an immediate family member or a person determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, so long as such absence is not more than three days.
(6) Jury duty.
(7) Illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child for which the school staff shall not require a note from a doctor.
(8) 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 student's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence is requested in writing by the parent and approved by the principal or a designated representative. Attendance at religious retreats cannot exceed one school day per semester.
(9) Service as a member of a precinct board for an election.

(10) Spending time with a member of the student's immediate family, who is an active duty member of the uniformed services, and has been called to duty for, is on leave from, or has immediately returned from, deployment; such absences will be granted for a period of time to be determined at the discretion of the Superintendent.
(11) Attendance of the student's naturalization ceremony to become a United States citizen.
(12) For the purpose of participating in a cultural ceremony or event. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
(13) Obtaining confidential medical services without parental consent.
(14) For the purpose of engaging in a civic or political event, provided that the student is in middle school or high school and notifies the school ahead of the absence. A student may be excused for only one school day-long absence per school year for this purpose, unless the school administrator permits additional excused absences.
(15) Participating in military entrance processing.

A student with an excused absence shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable time frame, shall be given full credit. The teacher shall determine that the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Absences for Religious Purposes *(Ed. Code § 46014)*
With parent written consent, a student may be excused from school to attend religious exercises or classes away from school. Such absences may not exceed four days per month. An excused student must nevertheless maintain his or her attendance at the minimum level of school days required for his or her grade.

INVOLUNTARY TRANSFERS TO CONTINUATION HIGH SCHOOL (ED. CODE 48432.5)
Pupils in Dinuba High School may be involuntarily transferred to Sierra Vista High School (Continuation High School) for habitual truancy, irregular attendance, or for any acts for which a pupil may be suspended or expelled.

NOTICE OF ALTERNATIVE SCHOOLS
California state law authorizes all districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school 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 his desire to learn.
(c)Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
(d)Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous permanent process.
(e)Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this District, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each District [E.C. 58501].

RONALD REAGAN ACADEMY - INDEPENDENT STUDY SCHOOL
Criteria for Participation
The Board of Education recognizes the value of supervised Independent Study for students in situations where their special interests, abilities or individual needs are not being accommodated in the traditional instructional program. These students must have the willingness and ability to successfully complete the educational requirements of Independent Study. Students who may appropriately enroll in independent study include, but are not limited to students who have an understanding of and commitment to independent study and:

1. Exhibit the ability and willingness to work independently with limited supervision by the certificated teacher.
2. Have learning styles that can best be met through independent study.
3. Are exceptional or gifted and need in-depth opportunities, which may include concurrent enrollment in post secondary educational programs, or participation in acting, athletics, or college and career oriented electives.
4. Have an acceptable reason for requesting independent study. Some acceptable reasons may include: extended illness (mono, chicken pox, etc.), religious purposes, safety issues, or other cases on an as needed determination.

Student Exit from Independent Study
The student or parent/guardian may request a classroom option at any time. This request may come from the student, parent /guardian or school administration. As a general rule, students in grades K-12 may transfer to a classroom option at any time during a semester. The teacher, counselor or school administrator will make every effort to counsel the student and parent/guardian on the most appropriate option. The school may request a change because:
c. Student is not meeting the obligations of the I.S. agreement.
d. Student is no longer meeting the criteria for participation.
e. Student is inappropriately placed.

SHORT TERM TRAVEL STUDY
Students traveling with parents/guardians for a minimum of three days may request to be placed on a "Travel: Limited Independent Study" by their individual school site. Requests should be made with the school site principal at least one week prior to leaving on the trip. The school principal has discretion in approval of denial of these requests. Work will be provided to the child, which must be completed during the course of the travel to maintain positive school attendance during the absence. For further information contact your school site principal.

DISTRICT AND SCHOOL FUNDING Local Control Funding Formula- The goal of the LCFF is to significantly simplify how state funding is provided to local educational agencies (LEAs). Under this funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. For school districts and charter schools, the LCFF funding targets consist of grade span-specific base grants plus supplemental and concentration grants that reflect student demographic factors.

Implementation of the LCFF began in 2013–14 and full funding was achieved in 2018-19.The LCFF legislation eliminated most state categorical funding streams. Specifically, the LCFF target amount includes grade-span specific base, supplemental, and concentration grants, with add-ons for the former Home-to-School Transportation and Targeted Instructional Improvement Block Grant Programs.

The LCFF requires LEAs to increase or improve services for students in proportion to the number of high need students (low-income students, English learners, and foster youth) who generated the additional funds. The State Board of Education (SBE) has adopted regulations regarding how such expenditure of funds will be managed to demonstrate compliance. *EC* sections 52065 and 52071. Refer to *EC* sections 52072 and 52073. The Local Control Accountability Plan is an important component of the LCFF. Under the LCFF all LEAs are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to *EC* Section 52060(d). *EC* sections 52060 and 52066 specify that the LCAP must include a description of the **annual** goals to be achieved for each student group **for each state priority**. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. An LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. If a single goal requires longer than one year to implement fully, the LCAP should reflect the annual incremental actions, services, and expenditures, as well as the annual anticipated progress, that the district expects to achieve for each student group. These annual benchmarks will assist LEAs and the community to monitor the progress of the plan.

Statute requires the inclusion of parents, including parents or legal guardians of targeted disadvantaged pupils in the planning and implementation of the LCFF and LCAP. The governing board of each LEA shall adopt an LCAP on or before July 1. The LCAP is available on the District website.

CATEGORICAL PROGRAMS INFORMATION
The district-funded instructional program in the Dinuba Unified School District is supported by various categorical state and federal programs which provide additional supplemental services to students with identified needs. These programs include Title I, Title II – A, and Title III, and Title IV.

Dinuba Unified receives Federal Education Funds:
Title I, Part A, Basic Grants Low-Income and Neglected
A federally funded program to ensure that all students, including disadvantaged students, meet high academic standards. Direct services supplement and work in concert with the base/core programs. Funds are either targeted to eligible pupils at school sites or spent in accordance with a school-wide program plan that may include other federal programs and serve all pupils, not just Title I-eligible pupils. Funds may be used in a variety of ways as long as they provide supplemental services that are focused on improving student achievement. Examples of how funds may be used include, but are not limited to the following:

- Supplemental support provided by teachers and instructional aides (e.g., bilingual, resource specialists, intervention, etc.)
- Extended learning time (e.g., before school, after school, pull-out focused instruction, etc.)
- Parent involvement
- Instructional materials and other instructional support (e.g., education-related technology)
- Staff development
- Health, nutrition, and other social services

Title II, Part A, Teacher Quality
The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts to: (1) improve teacher and principal quality through professional development and other activities, including reduced class sizes; and (2) ensure all teachers are highly qualified.

Title III, Immigrant Education Program/English Learner Program
A federally funded program to ensure that English Language Learner students attain English proficiency and meet the same challenging academic content and achievement standards that all students are expected to meet. Funds may be used for a variety of purposes that provide for support directed to ELs, including:

- English language development instruction
- Enhanced instruction for ELs in core subject areas (e.g., ELD support)
- High-quality professional development for teachers and other staff
- Identifying and improving curriculum, materials, and assessments for English Learners
- Tutorials or other intervention support to meet the language development needs of ELs
- Educational technology
- Providing community participation programs, including family literacy and parent outreach
- Coordinating language instruction program with other programs and services (e.g., Title I, EIA-LEP, Migrant Education)

RIGHT TO REQUEST TEACHER QUALIFICATIONS

Our schools receive federal funds for Title I programs that are part of the Every Student Succeeds Act (ESSA) of 2015. As a parent of a student, you have the right to know the professional qualifications of your child's classroom teacher(s). Specifically, you have the right to ask for the following information about each of your child's classroom teachers. Please contact your child's school or the district office to make a formal written request.

- Whether California's Commission on Teacher Credentialing has licensed or qualified the teacher for the grades and subjects he/she teaches.
- Whether California's Commission on Teacher Credentialing has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessional provide services to your child and, if they do, their qualifications.

PARENT INVOLVEMENT (BP 6020)

BP 6020

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment.

The Superintendent or designee shall work with parents/guardians and family members to jointly develop and implement this policy, and the programs established by this policy, and to propose revisions to this policy, as needed. Additionally, the Superintendent or designee shall meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. (Education Code 11500-11504, 51101; 20 USC 6318)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available for them to do so, in accordance with Board Policy/Administrative Regulation 5020 - Parents Rights and Responsibilities.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Board shall establish and convene a parent advisory committee (PAC), and, as applicable, an English learner parent advisory committee (ELPAC) to review and comment on the LCAP, in accordance Board Policy 0460 - Local Control and Accountability Plan, including the use of federal funds and how funds will be allocated for parent/guardian involvement activities as well as activities related to increasing student achievement.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of parent/guardian involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding; developing strategies that describe how the district will carry out each activity listed in 20 USC 6318; and implementing and evaluating such programs, activities, and procedures. The Superintendent or designee shall implement these obligations in accordance with the accompanying administrative regulation. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this Board policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

To coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

As required by law, the Superintendent or designee shall annually attend a regular meeting of the PAC or ELPAC, if applicable, to receive input and feedback on topics that support student achievement and programs that reach parents/guardians and family members at home, in the community, and at school. (20 USC 6318)

Non-Title I Schools
The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

SCHOOL SITE COUNCIL
To comply with state requirements for schools receiving LCFF and state and federal categorical aid funding, each school in the district has an active School Site Council (SSC). Members on the council include representative parents, teachers, other school personnel, and the principal. Members are elected by their peers to serve on the council.
The council's function is to ensure that the school is continually engaged in identifying and implementing instructional practices which result in strengthening the academic program, and that all students have access to the program. The council is responsible for monitoring the effectiveness, revising the school plan, developing the site categorical program budget and monitoring the implementation of the site plan. The SSC meets at least four times annually to conduct required business.

DISTRICT AND SITE ENGLISH LEARNER ADVISORY COMMITTEE
As a requirement of the State Program for English Learners (EL), each school in the district has an active English Learners Advisory Committee (ELAC). Members of the committee include parents of EL students. Members are elected by other parents of students at the school.

Site committee officers serve as representatives on the District English Learners' Advisory Committee. The site committee's function includes: 1) the development of the school plan (the committee provides input to the SSC); 2) assisting in the development of the school's needs assessment; 3) administration of the school's language assessment; and 4) efforts to make parents aware of the importance of regular school attendance and the EL program services.

DRESS CODE (AR 5132)
The following guidelines shall apply to all regular school activities:
1. Shoes or sandals must be worn at all times.
2. Clothing, jewelry and personal items shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn on any school campuses during regular school hours, with the exception of a full-brim hat, without logo or lettering, worn outdoors only for the sole purpose of sun protection and head coverings worn for religious purposes.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, tube tops, backless, braless, off the shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Form fitting tights/pants may not be worn except under a dress or skirt.

6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
7. Sunglasses, unless prescribed by a doctor, may not be worn in the classroom.
8. Extremely oversized clothes are not allowed. "Extreme" is defined as more than one size larger than a student's waist size or those clothes intentionally designed to be extremely oversized.
9. All pants, shorts or coveralls must be worn around the waist. "Waist" is defined by human anatomy as around the top of the hips. Straps for coveralls must be properly clipped over the shoulders.
10. Belts are acceptable to hold up clothes. Belts should be of normal length (appropriate waist size) and fully tucked into the belt loops provided. In no case shall the belt hang down.

School Site Councils may approve a more detailed/stringent dress code at a particular school site as the Council deems appropriate. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

CONDUCT (BP 5131)
Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

3. Conduct that disrupts the orderly classroom or school environment

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

6. Obscene acts or use of profane, vulgar, or abusive language

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

9. Use of a smartphone or other mobile communication device in an unauthorized manner

10. Plagiarism or dishonesty on school work or tests

11. Wearing of any attire that violates district or school dress codes, including gang-related apparel

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

CELL PHONES /Mobile Communication Devices
Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

BULLYING -BP5131.2
No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Bullying Prevention
To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

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

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

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

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

STUDENT DISCIPLINE
The district's procedures and each school's rules concerning pupil conduct and disciplinary actions are available for your inspection in the office of the school your child attends.

CLASSROOM DISCIPLINE
Discipline and attendance are high priorities in the Dinuba Unified School District. We have implemented an "Assertive Discipline" Program. This approach is "Assertive" in that it places special emphasis on individual student responsibility. It is dependent on a strong partnership between student, teacher, parent, and school administrator.

All student expectations are clearly defined. Each student receives a student handbook or folder with all the rules and procedures for discipline and attendance. Discipline interventions are implemented in a sequential fashion with an emphasis on parent communication and involvement each step of the way. We are successful only when student, parents and teachers all share in the responsibility for maintaining appropriate behavior. We believe school climate to be one of our strengths as evidenced by clean and orderly campuses and an instructional classroom environment where students can learn.

USE OF METAL DETECTORS Board Policy 5145.12 (b)
To assist in assuring safe and orderly learning environments for the students of the Dinuba Unified Schools, random searches utilizing Metal Detectors may be employed to keep weapons out of the schools and mitigate the fears of the students and staff. Anyone may be scanned by a metal detector for guns, knives, or illegal weapons when on campus or attending athletic or extracurricular events.

USE OF TRAINED DOGS Board Policy 5145.12 (b)
In an effort to keep the Dinuba Unified School District free of drugs, the district may use specially trained non-aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or district policy.

CAMPUS SECURITY-SURVEILLANCE SYSTEMS (BP 3515)
The Board believes that reasonable use of surveillance cameras will help the District achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the District's surveillance equipment shall be disabled so that sounds are not recorded.

DRUG AND ALCOHOL POLICY
Recognizing that keeping Dinuba Unified Schools free of alcohol and other drugs is a concern common to the district and the community. Dinuba Unified Schools support cooperation among schools, parent/guardians, law enforcement and other appropriate community organizations concerned with preventing alcohol and other drug abuse. In order to ensure the effectiveness of our prevention effort, please read the following related board policy/regulations and school rules:
Instruction: The Dinuba Unified Schools provide instructional programs which help students avoid the use of drugs and teach students how to influence their peers to avoid and/or discontinue the use of drugs.
Intervention: The Dinuba Unified Schools support intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.
Enforcement/Discipline: Appropriate action is taken to eliminate possession, use or sale of drugs and related paraphernalia on school grounds or school events. The first time any student at school or a school activity illegally uses, possesses or is under the influence of drugs, the following will occur.

a. Suspension from school for at least three (3) days.
b. Referral to the proper law enforcement authority.
c. A parent conference.
d. Referral to an appropriate community counseling program.

In addition, the following actions may be taken:

a. Transfer to another school or program.
b. Recommendation for expulsion.

A second incident of use or possession of illegal drugs within one year at any school or school activity will result in recommendation for expulsion. This policy will be enforced in order to reduce health hazards for students, staff and visitors.

VAPE DETECTORS: The restrooms at Dinuba High School, Dinuba Intermediate, and Washington Intermediate are equipped with vape detection units. These units can detect THC and tobacco vape, aggressive noises, and vandalism on the unit. Once the unit detects, administration is immediately notified.

STUDENT DRUG TESTING

Dinuba Unified School District ("the District") is conducting a mandatory random drug testing program for student athletes in grades 7 - 12. The program is also open to all other 7-12 grade students on a voluntary basis.

Its purposes are: (1) to provide for the health and safety of all student athletes and students participating in district sponsored activities; (2) to undermine the effects of peer pressure by providing a legitimate reason for students to refuse to use illegal drugs and use of controlled substances illegally; (3) to encourage students who use drugs to participate in drug treatment programs; and (4) to discourage drug use campus-wide.

Participation in the district's drug testing program shall require the written consent of students' parents/guardians. The form to sign your child up for this service is available at your child's high school or the district office.

The testing lab will include tests for but not be limited to, one or more of the following illegal drugs and controlled substances: marijuana metabolite, cocaine metabolite, opiates, phencyclidine (PCP), amphetamines, alcohol, benzodiazepines, barbiturates, propaxyhene (Darvocet), methadone, oxycotin, and steroids.

No student athlete, cheerleader or conditional participant shall be penalized academically for testing positive for illegal drugs or controlled substances. The results of drug tests pursuant to the policy will not be documented in any student's permanent records.

Parents may withdraw authorization to test students, with written notification to the Director of Student Services at the District Office: 1327 E. El Monte Way, 93618. The only consequence for such withdrawal is that the student will no longer be able to participate in district sponsored activities, such as athletics.

EMERGENCY SERVICES AND DISASTER PREPAREDNESS PLAN

The Dinuba Unified School District has a written Disaster Preparedness Plan. In addition to general emergency action plans, it covers procedures for fire, explosions, earthquake, tornadoes or severe windstorms, bomb threat, flooded roadway, chemical accidents, fallen aircraft and war. Parent information is as follows:

EMERGENCY PLAN PARENT INFORMATION

In the event of a disaster or emergency, be assured that the Dinuba Unified School District, working in coordination with the Dinuba Fire Department, Dinuba Police Department, and other state and federal agencies, will be doing everything possible to ensure the safety of the students and staff. Every effort will be made to ensure that the Dinuba Unified School District and the community work through the event, toward the best possible outcome.

With this in mind, parents are encouraged to do the following during a disaster or emergency:

Tune your radio to the following stations:

KMJ 580 AM	559-490-5800
KRDU 1130 AM	559-591-1130
KISS 93.7 FM	1-800-767-5477
B95 FM	518-786-6600
KMPH FM 107.5	559-733-7208

Or turn your television on to the following stations:

KFSN 30	559-442-1170
KVPT 18	559-266-1800
KSEE 24	559-454-2424
KGPE 47	559-222-2411

Announcements will be made on a regular basis detailing efforts that are being made to address the emergency. This may include

1. Announcements with information about the disaster and your school's role in the emergency.
2. Emergency phone numbers or hotlines that have been set up to distribute information.
3. Alternate bus routes or timetables.
4. The status of each school.
5. Special procedures to follow to assist in the recovery process.
6. Other specific information for the community to follow during the disaster.

Do not rush to the school site. Traffic congestion will be certain, and it's important to keep all roads and routes clear for emergency vehicles and equipment. Listen to the regular emergency broadcasts for information hotlines that will be set up to distribute information and procedures for child pick-up. Remain calm – be assured that the DUSD staff is making every effort to keep your child safe.

Before a disaster or emergency occurs, make sure your child's medical card and family contact information is correct. Be sure to notify the district of any changes of emergency contact numbers or address changes.

Any release of students from school other than at normal dismissal times or bus routes and times, will be conducted in an organized manner. If parents are not available to pick up the child or no one is available at home, then students will be kept in a safe area until such parental contact can be made. When directed to pick up a student, report to the office or student release area to sign out your child. You will be required to provide identification and sign the student release roster. Your child will be brought to you at the student release area. Do not go directly to your child's classroom. Follow posted signs and procedures.

The DUSD Emergency and Disaster Preparedness Plan is available for you to review. Contact your school site or the district office, or contact the Safety and Security Coordinator at (559) 595-7200. Please visit www.ready.gov for more information on emergency preparedness in the home.

SCHOOL FACILITIES AND SAFETY
Dinuba Unified School District provides a safe and clean environment for student learning. Cleaning operations occur daily in every classroom. Facilities and grounds are kept neat and clean in appearance. Adult supervision is provided at all times on the grounds when children are present in school. Disciplinary problems are dealt with in a clear and concise manner according to established district policies. All schools are inspected annually by the district insurance agent. In addition, the District has a written Disaster Preparedness Plan. At the beginning of each school year the teachers are given a summary of the plan to keep in their room after having in-service on emergency procedures. During the year all employees receive training or review on the use of safety equipment and practices to employ in the event of a disaster. Scheduled and unscheduled fire drills and other exercises are practiced on an ongoing basis.

Firearm Safety and Safe Storage of Firearms Information **(Ed. Code §§ 48986, 49391, 49392)**
Beginning with the 2023-2024 school year, school districts are required to include information in their Annual Notices related to the safe storage of firearms and California's child access prevention laws, which establish liability for parents and guardians who should have known that their child could gain access to a firearm at home.

To: Parents and Guardians of Students in the **Dinuba Unified School District**

From: Marti Kochevar

Subject: California Law Regarding Safe Storage of Firearms

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

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.[1]
    - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.[2]
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.[4]

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

---

[1] See California Penal Code sections 25100 through 25125 and 25200 through 25220.
[2] *See* California Penal Code section 25100(c).
[3] *See* California Civil Code Section 29805.
[4] *See* California Civil Code Section 1714.3.

AHERA NOTIFICATION
In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA). This required schools to be inspected to identify any asbestos containing building materials. All Dinuba school site buildings were inspected and suspected materials were sampled to be tested and rated according to condition and potential hazard. Every three years, Dinuba Unified School District is required to be re-inspected to determine if any known or suspected asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM.
The law further requires an asbestos management plan be developed to monitor any known or suspected ACBM. The plan has several ongoing requirements: This notification letter announcing the availability of the management plans for anyone to review upon request, training of the support staff about asbestos and how to deal with it, notifying short term workers such as sub-contractors of the locations of any known or suspected ACBM and posting of warning signs adjacent to locations of known or suspected ACBM. The designated asbestos coordinator conducts a six-month inspection of areas of the buildings where known or suspected ACBM are located to assure they remain in good condition.

It is the intention of Dinuba Unified School District to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work.

You are welcome to review a copy of the asbestos management plan upon request. I can be reached at the phone number below.
Marcos Olivera, Director of Facilities and Operations
Designated Asbestos Program Coordinator
Tel. 559-595-7280

TOBACCO FREE SCHOOLS/SMOKING
Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of second-hand smoke. As role models, district employees should demonstrate conduct that is consistent with school programs to discourage students from using tobacco products. Therefore, the Governing Board believes it is in the best interest of students, employees and the general public to prohibit the use of tobacco products anywhere and anytime on any district property and in district vehicles. This provision is for all employees and any member of the community on school district property or attending school-sponsored events.

HEALTHY SCHOOL ACT OF 2000 Pesticide Use at School
The Healthy Schools Act of 2000 was signed into law in September 2002, and required 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.

Parents, guardians, and staff may request prior notification of individual pesticide applications at any or all of the district's school sites. Beginning on August 12, 2026 , people listed on a registry will be notified at least 72 hours before any pesticide will be applied. If you would like to be notified every time we apply a pesticide, please go to your school site office for a Pesticide Application Notification Form. More information on pesticides and their alternatives can be obtained on the Department of Pesticide Regulation's Web site at www.cdpr.ca.gov. We intend to use the following pesticides in our district this year:

Name of Pesticide	**Active Ingredient (s)**	
CREW	Isoxaben 0.50% , dithiopyr 0.25%, other ingredients 99.25%	DUSD
Surflan A.S. Herbicide-Ornamentals	3,5-Dinitro-N4, N4-dipropylsulfanilamide (Oryzalin), Water, Propylene Glycol, Glycerine	DUSD
Roundup Pro Max	Glyphosate, –(phosphonomethyl) glycine	DUSD
Dimension 2EW	Dithiopyr	DUSD
Fusilade II Turf & Ornamental	Fluazifop-p-Butyl	DUSD
Syl-Tac	Polysiloxane, Isopropyl Amine	DUSD
Speed-Zone	Carfentrazone-ethyl, 2,4-D, 2-ethylhexyl ester, mecoprop-p acid, dicamba-acid	DUSD
Pendulum	Pendimethalin	DUSD
Denali EA	Polyoxyethylene, Ethoxylated alcohols aliphate	DUSD
Sprakil SK-26	Tebuthiuron, diuron, thiadiazol	DUSD
Pronto	Glyphosate, imazapyr, isoprpylamine salt	DUSD
Merit 75 WP Insecticide	Imidacloprid	DUSD
Snapshot 2.5TG	Trifluralin, isoxaben	DUSD

Lesco Surflan	Oryzalin	DUSD
Dismiss CA	Sulfentrazone	DUSD
Tribune	Diquat dibromide	DUSD
Suspend (R) SC Insecticide	Deltamethrin	Eagle Shield
Tengard SFR One Shot	Permethrin	Eagle Shield
NyGuard IGR Concentrate	Pyrlproxyfen	Eagle Shield
Wisdom	Bifenthrin	Eagle Shield
Alpine WSG	Dinotefuran	Eagle Shield
Advion Ant Gel	Indoxacarb	Eagle Shield
Vendetta Plus Cockroach Gel Bait	Abamectin B1	Eagle Shield
Vendetta Nitro Cockroach Gel Bait	Clothianidin	Eagle Shield
Demand CS	Lambda-cyhalothrin	Eagle Shield
Termifor HE	Fipronil	Eagle Shield
Advion Insect Granule	Indoxocarb	Eagle Shield
Selontra Rodent Bait	Chlorecelciferol	Eagle Shield

CAFETERIA POLICY
We are pleased to inform you that **ALL students** enrolled in Dinuba Unified School District will receive **Breakfast, Lunch, Enhanced Snack & After School Snacks at no charge** during the academic year of 2026-2027.

Lunch Bag Buddies – Students can pick up a fruit, vegetable, and milk free of charge to supplement their sack lunch brought from home.

USDA prohibits discrimination on the basis of race, color, religion, sex, age, national origin, marital status, sexual orientation, familial status, disability, limited English proficiency, or because all or a part of an individual's income is derived from a public assistance program. In programs that receive Federal financial assistance from USDA, discrimination is prohibited on the bases of race, color, religious creed, sex, political beliefs, age, disability, national origin, or limited English proficiency. (Not all bases apply to all programs.) Reprisal is prohibited based on prior civil rights activity.

To file a program discrimination complaint, you may obtain complaint form by emailing Cr-info@ascr.usda.gov . You or your authorized representative must sign the complaint form. You are not required to use the complaint form. You may write a letter instead. If you write a letter, it must contain all of the information requested in the form and be signed by you or your authorized representative. Incomplete information will delay the processing of your complaint. Employment civil rights complaints will not be accepted through this email address.

Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.), should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

Child Nutrition Program Complaints ***(5 C.C.R. §§ 15580-15584)***
Complaints related to Child Nutrition Programs established pursuant to the National School Lunch Program, Summer Food Service Program, Child and Adult Care Food Program, Special Milk Program, School Breakfast Program, and Food Distribution Program are no longer processed through the LEA's Uniform Complaint Procedures. Instead, complaints must be processed through the existing procedures outlined in the federal regulations and the new, related state regulations, California Code of Regulations, title 5, sections 15580-15584. A complaint must be submitted within one year of the date of the alleged violation, and may be filed by phone, e-mail, or letter. Please see California Code of Regulations, title 5, sections 15580-15584 for more information.

OPEN CAMPUS DURING LUNCH
Dinuba High School is a closed campus during the school day, with the exception of eligible students during the lunch period that have a valid driver license, parking permit, and approval from the administration. In order to park on campus students must register their vehicle with the finance office, complete the parking permit application and while parked on campus, properly display an authorized parking permit. Students may only park in designated student parking areas. Students are not allowed to leave campus or go to the parking lot to retrieve items from their cars during school hours. Parking in staff spaces, fire lanes, on sidewalks, in driveways or unauthorized dirt areas will result in a citation and/or

towing. Drivers violating any school, district, or city law will be cited (ticketed) and/or towed accordingly. Vehicles may not display any offensive symbols, signs or words. Students must obey all parking/driving laws and school officials. Unsafe driving includes speeding, screeching tires, cutting off other drivers, driving in the wrong lane or in the opposite direction of traffic. Any unsafe driving on school campus is reported to the Dinuba Police.

The privilege of open campus may be revoked from individual students for academic, attendance, or disciplinary reasons. Neither the school district nor any officer or employee thereof, shall be liable for the conduct or safety of any pupil during such time that the pupil has left the school grounds pursuant to this section.

Students shall not leave the school grounds at any other time during the school day without written permission of their parent or guardian and school authorities. Students who leave school or who fail to return without authorization, shall be classified truant and subject to disciplinary action.

MENTAL HEALTH SERVICES FOR STUDENTS (Ed. Code § 49428)
Student mental health services are available through the District by contacting: Learning Guidance Student Support Center 559-595-7380 or contacting a school counselor at the school site. (Ed. Code 49428.5) Please check with an Educational Social Worker, School Psychologist, or School Counselor for resources regarding pupils' mental health.

HOME HOSPITAL INSTRUCTION
Home instruction is provided by the Dinuba Unified School District for the purpose of continuing the education progress for pupils who are temporarily unable to attend school. A doctor's verification of the pupil's inability to attend school is required and must indicate the start and end date, diagnosis and any other pertinent information. Please contact your school nurse for further information.

Temporary Disability **(Ed. Code §§ 48206.3, 48207, 48207.3, 48208, 48980)**
A student whose temporary disability makes school attendance impossible or inadvisable must receive individual instruction either at home provided by the school district in which the student resides or in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or residential facility is located. "Temporary disability" means a physical, mental or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program to which the student can reasonably be expected to return. "Temporary disability" does not include a disability that would qualify a student as a "student with exceptional needs" under Education Code section 56026.

A student with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, located outside of the district in which the student's parent resides, complies with the school district's 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 will begin within five working days.

Students enrolled in individual instruction in a hospital or other residential health facility for a partial week, are entitled to attend school in his or her school district of residence, or to receive individual instruction provided by the school district of residence in the student's home, on days in which he or she is not receiving individual instruction in a hospital or other residential health facility, if he or she is well enough to do so.

When a student receiving individual instruction is well enough to return to school, he or she must be allowed to return to the school that he or she attended immediately before receiving individual instruction was initiated. Absences from the student's regular school program due to the student's temporary disability are excused until the student is able to return to the regular school program

PROGRAMS FOR THE DISABLED CHILD
The Dinuba Unified School District supports the rights of students with disabilities to a free and appropriate public education and does not discriminate against students due to their disability. Disabled students have the right to be educated in programs and have the right to enjoy the same variety of programs as are available to non-disabled students.

COUNSELING / SUPPORT SERVICES
The classroom teachers, classified staff, and principal provide an instructional climate that encourages the development of positive self-image, high self esteem and increased responsibility for personal and social interactions and decision-making. Student guidance and counseling support are provided by district staff or community agencies. These services may be accessed through the school Student Study Team, the school administration or the special student services department at the district office.

Special Education Program Complaints (5 C.C.R. §§ 3200-3205)
Complaints regarding special education programs are no longer covered by the District's Uniform Complaint Procedures. Please refer to the Notice of Procedural Safeguards, Special Education Rights or Parents and Children under the IDEA and the California Education Code, which is available from your child's school or may be accessed here: https://www.cde.ca.gov/sp/se/qa/pssummary.asp for more information about filing a complaint. Complaints alleging that a student was discriminated against due to his or her disability still fall under the Uniform Complaint Procedures.

STUDENT RECORDS
The District maintains mandatory permanent (kept indefinitely) and interim (may be destroyed after a stipulated length of time) student records.

Mandatory interim student records, unless forwarded to another district, shall be subject to destruction during the **third school year after** the school year in which their usefulness has ceased or the student has left the district, whichever occurs later. These records include:

- Expulsion orders and the causes
    - (cf. 5144.1 - Suspension and Expulsion/Due Process)
    - (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- Information on participation in special education programs, including required tests, case studies, authorizations, ***IEPs***, and evidence of eligibility for admission or discharge
    - **(cf. 6159 - Individualized Education Program)**
    - (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(Education Code 48918, 51747; 5 CCR 432, 437, 16027).

Parent Access to Records **(Ed. Code §§ 49063, 49065, 49069, 49070, 56504; 34 C.F.R. § 99.7)**
Parents of currently enrolled or former students have an absolute right of access to any and all student records related to their children that are maintained by the District. Parents have the right to inspect and review their children's student records during regular school hours within five business days of a request. The District may charge parents a reasonable fee not to exceed the actual copying cost for reproducing copies of student records.

Parents may challenge the content of a student record if there is an inaccuracy, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, a comment not based on the personal observation of a named person with the time and place of the observation noted, or if the student record includes misleading information or violates the student's privacy or other rights. The Superintendent or designee will meet with the parent and the certificated employee who recorded the information in question, if any, and presently employed by the District, within 30 days. The Superintendent will determine whether to sustain or deny the allegations. If the challenge is sustained, the changes will be made. If the challenge is denied, the parent may appeal the decision in writing to the District's governing board within 30 days of the refusal. The District's governing board will determine whether to sustain or deny the allegations within 30 days of receipt of an appeal. The decision of the District's governing board is final. The Superintendent and the District's governing board cannot order a student's grade to be changed unless the teacher who determined the grade is given an opportunity to state the reasons for which the grade was given and is included in all discussions relating to changing the grade.

Curriculum Review **(Ed. Code §§ 49063, 49091.14)**
A prospectus of curriculum, including titles, descriptions, and instructions aims of every course offered, is available at the school site for parent review upon request. Copies are available for a reasonable fee not to exceed the actual copying cost.

Student Records Review **(Ed. Code §§ 49063, 49064, 49076; 34 C.F.R. §§ 99.7, 99.31)**
The District may share student records with school officials and employees who have a legitimate educational interest. "School officials and employees" and "legitimate educational interest" are defined in Administrative Regulation 5125.

Transfer of Student Records **(Ed. Code § 49068; 34 C.F.R. §§ 99.7, 99.34)**
The District will forward student records, including transcripts, immunization records, and, when applicable, suspension notices, expulsion records, and individualized education programs, to other school districts that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

Student Records Complaints **(Ed. Code § 49063; 20 U.S.C. § 1232g; 34 C.F.R. §§ 99.7, 99.63)**
Parents have the right to file a complaint with the U.S. Department of Education concerning an alleged failure by the District to comply with the requirements of the General Education Provisions Act or FERPA. The name and address of the office that administers FERPA are:

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

NOTICE TO PARENTS AND GUARDIANS
1. Absence for religious purposes at a place away from school property and after the pupil has attended school for a minimum day. [E.C. 46014]
2. Family life education classes or sex education courses are offered in which reproductive organs and their functions are described, illustrated or discussed. You will be notified of your opportunity to inspect and review pertinent written or audio-visual materials prior to the holding of such classes or courses. This section shall not apply to description or illustration of human reproductive organs that may appear in a textbook. Written consent is not required but written objection shall be honored for your child. [E.C. 51550, 51553 and 51240]
3. Drug education including effects of use of tobacco, alcohol, narcotics and other dangerous drugs and substances shall also be offered in classes. [E.C. 51260]5. Synthetic Drugs / Fentanyl Dangers (Ed. Code 48985.5)- Fentanyl is a synthetic opioid that is up to 50 times stronger than heroin and 100 times stronger than morphine. Non-prescribed synthetic drug use such as fentanyl, is a major cause of fatal overdoses in the United States. Illicitly manufactured fentanyl can be found in counterfeit pills and in different forms, including liquids and powders. Please be advised that social media platforms are being used to market and sell fentanyl and other synthetic drugs. See attached Fentanyl Facts sheet for more information.
4. Excuse from instruction in the areas covered in Item 2 due to religious beliefs (including personal moral convictions) of the parent, upon written request, shall be permitted for the parts in conflict with the beliefs. [E.C. 51240] A pupil may refuse to participate in animal dissection and experimentation with parent written substantiation. [E.C. 32255.1 and 32255.6] Written permission of the parent is required before a test or questionnaire concerning the personal beliefs of the pupil (or his parent or guardian) about sex, family life, morality or religion can be administered. [E.C. 60614]
5. Immunization for communicable disease § 49403 ■ Cooperation in Control of Communicable Disease & Immunization of Pupils - The governing board of any school district may permit a licensed physician and surgeon, or a health care practitioner (including a physician assistant, nurse practitioner, registered nurse, licensed vocation nurse or nursing student who is acting under the supervision of a registered

nurse as provided by law) who is a acting under the direction of a supervising physician and surgeon, to administer an immunizing agent to a pupil whose parent or guardian has consented in writing prior to administration of the immunizing agent.
[E.C. 49403]

6. Administration of medication prescribed by a physician for a child during the school day may be done by a designated school person and must be accompanied by detailed, written orders from a physician and written parental request.

§ 49423 ■ Administration of Prescribed Medication for Pupil

(a) Notwithstanding Section 49422, any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon or ordered for him or her by a physician assistant practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, may be assisted by the school nurse or other designated school personnel or may carry and self-administer prescription epinephrine delivery systems if the school district receives the appropriate written statements identified in subdivision (b).

(b) (1) In order for a pupil to be assisted by a school nurse or other designated school personnel pursuant to subdivision (a), the school district shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the statement of the physician and surgeon or physician assistant.

(2) In order for a pupil to carry and self-administer prescription epinephrine delivery systems pursuant to subdivision (a), the school district shall obtain both a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer epinephrine delivery systems , and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, 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 civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

(3) The written statements specified in this subdivision shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

(c) A pupil may be subject to disciplinary action pursuant to Section 48900 if that pupil uses epinephrine delivery systems in a manner other than as prescribed. (Ed. Code 49423)

7. Evaluation of Vision, Hearing, and Scoliosis of a child, including tests for visual acuity and color vision by the school nurse or other qualified individual, is provided upon first enrollment and at least every third year thereafter. Scoliosis screening is provided to girls in grade 7 and boys in grade 8. (E.C. 49452.5) The evaluation may be waived upon presentation of appropriate certification from a physician or optometrist. [E.C. 49455, 49451 and 49452] Parents may withhold consent based on religion. [E.C. 49455] A report of any observed problems will be made to parents. [E.C. 49456]

8. Medical and hospital services for pupils injured at school or school-sponsored events or while being transported may be insured at district or parent expense. [E.C. 49472] Schools may release pupils for confidential medical appointments without parental permission or knowledge, for students in Grades 7 through 12 only. [E.C. 46010.1] The school/district does not provide medical/hospital services to students who are injured while participating in athletic activities [E.C. 49471]

9. Special education including educational instruction and/or services and due process procedures shall be provided with parental consent to each pupil identified eligible for such services at no cost to his/her parents. [E.C. 56040 et. seq.]

10. Temporary disability for pupils shall be cause for a pupil to receive individual instruction. [E.C. 48206.3] Pupils with temporary disabilities in hospitals shall have complied with residency requirements in the school district where the hospital is located. [E.C. 48207] It shall be the primary responsibility of the parent to notify the district. [E.C. 48208]

11. Pupil Records: Parents have a right to access all records relating to their children. [E.C. 49069] The procedure used by the District regarding the establishment and maintenance, transfer, access and modification of pupil records is available to parents upon request. [E.C. 49063 and 49070] Certain directory information concerning pupils is also available to individuals other than parents. Directory information may include student name, telephone number, photograph, participation in school activities, grade level, dates of attendance, awards or recognition, weight and height of athletic team members. Parents and/or adult secondary students (over 18) have the right to opt out of this requirement by submitting a written request to the principal of the school that "directory information not be released". [E.C. 49073]

12. District Rules: The rules used by the District pertaining to student discipline are available to all parents upon request. [E.C. 35291] The rules may require that the parent of a pupil who has been suspended may be required to attend a portion of a school day in the child's classroom. [E.C.48900.1]

13. Continuing Medication: You are required to inform the District of any medication being taken, the current dosage and the name of the supervising physician if your child is on a continuing medication regimen for a non-episodic condition. [E.C. 49480]

14. School Accountability Report Card: Parents are entitled to a copy of the School Accountability Report Card upon request. (Ed. Code 35256)

15. AIDS Prevention Instruction for pupils shall consist of information on the nature of AIDS, the means of transmission and discussion of methods to reduce the risk of HIV infection including abstinence from intravenous drug use, sexual abstinence and the use of condoms. 10 - 15 days notice will be given, if not previously notified, when an outside organization or guest speaker is scheduled to present AIDS prevention instruction. 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 pupils' attitudes concerning or practices relating to sex may be administered to pupils in grades 7-12. Parents or guardians shall be notified in writing and given the opportunity to review such tests, questionnaires and surveys. A pupil may be excused from instruction at the written request of his or her parent or guardian. Pupils shall not be subject to disciplinary action, academic penalty or other sanction if a parent withholds the pupil from the instruction. During the time of instruction, an alternative educational activity shall be made available to pupils whose parents have requested that they not receive instruction. Parents may obtain from the district copies of E.C. 51201.5 and 51553.

16. Uniform Complaint Procedures:

Each local educational agency shall annually notify in writing, as applicable, its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, and other interested parties of their local educational agency complaint procedures, including the opportunity to appeal to the California Department of Education and the provisions of Title 5 of the California Code of Regulations commencing with section 4600. The notice shall include the identity (identities) of the person(s) responsible for processing complaints. The notice shall also advise the recipient of the notice 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 process pursuant to Education Code section 262.3. This notice shall be in English, and when necessary, in the primary language, pursuant to Section 48985 of the Education Code, or mode of communication of the recipient of the notice.

17.Sexual Harassment Policy: Alleged pupil sexual harassment in violation of District policy or federal or state law will be handled pursuant to the attached policies and procedures established by the District and the County Superintendent of Schools Office. The District/County shall be responsible for providing written procedures regarding the process. [E.C. 48980(h)]

18. Section 504- Prohibits discrimination on the basis of a disability for all educational programs. Contact the district office for additional information.

19. Minimum School Days: The schedule of minimum days for schools within the District is attached. You will be notified of minimum days not yet scheduled within one month before the scheduled minimum days. [E.C. 48980(c)] Minimum day schedules are available at each of the schools' web sites.

20. Residency Requirements: Summary attached. [E.C. 489809(j)]

21. Programmatic and Special Programmatic Options: Summary attached. Ed. Code 48980 j)

22. Internet Policy: The District's Internet Policy is attached. [E.C. 48907 and 51870.5]

23. Required Immunization: H. & S. Code § 120335, Education Code 48216(b)(c) ■ Immunization for Communicable Disease - The governing board of each school district shall require that every child entering a school must be fully immunized against Diphtheria, Haemophilus influenzae type b, Measles, Mumps, Pertussis (whooping cough), Poliomyelitis, Rubella, Tetanus, Hepatitis B, Varicella (chicken pox), and any other disease deemed appropriate by the California Department of Public Health. A written immunization record of each required vaccine, including date and provider must be presented at school entry.

Commencing July 1, 2011, the governing board of each school district shall require full immunization against Hepatitis B for any pupil entering the 7th grade level. Also commencing July 1, 2011, the governing board shall require any pupil entering 7th through 12th grade, inclusive, to be fully immunized against pertussis, including all pertussis boosters (Tdap) appropriate for the pupil's age.

[H. & S.C. 120335]

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

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

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

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

28. Other Parental Rights: The rights of parents and guardians of district pupils include the rights identified below. These rights include your right:

1) To observe in your child's classroom (upon reasonable notice).
2) To meet with your child's teacher and the school principal (upon reasonable notice).
3) To volunteer your time and resources at the school.
4) To be notified on a timely basis if your child is absent from school without permission.
5) To be notified concerning your child's classroom and standardized test performance.
6) To request a specific school and teacher and to receive a response from the school district. (This does not obligate the school district to grant the request.)
7) To have a safe learning environment for your child.
8) To examine curriculum materials of your child's class.
9) To be informed of your child's progress and appropriate school personnel to contact in the event of problems.
10) To access student records for your child.
11) To receive information concerning expectations for student learning.
12) To be informed in advance about school rules, policies, dress codes, and procedures for visiting the school.
13) To receive information about any psychological testing of your child and to deny permission for such testing.
14) To participate as a member of any school site councils or parental advisory councils at the school, in accordance with governing membership.
15) To question, and receive an answer regarding, items in your child's record that appear inaccurate, misleading, or that invade privacy.

29. Pesticides: The name of all pesticides products expected to be applied at school facilities during the upcoming year are set forth on the attached list. [E.C. 17612]

30. Grants for Advanced Placement Tests: The District may help pay for all or part of the costs of one or more advanced placement examinations that are charged to economically disadvantages students pursuant to Education Code section 52242.

31. § 49067(a) ■ Students in Danger of Failing a Course- Parents/guardians will be notified when a teacher has determined that their child is in danger of failing a course.

32. Every Student Succeeds Act: At the beginning of each school year, school districts receiving Title I funds must inform parents of their choice options pursuant to provisions of the *Every Student Succeeds* Act. These options are explained through written notifications sent annually to parents and guardians.

33. Teacher Qualifications: Parents have the right to request information regarding the professional qualifications of their child's teacher including: 1) credentials and/or credential status for grade level and subject matter teaching; 2) the college/university degrees(s) and other higher

education certification held by the teacher; 3) whether the student is receiving services from a paraprofessional, and, if so, the qualifications of such staff.

34. Child Find Policies (Special Education): All individuals with disabilities residing in the state who are in need of special education and related services shall be identified, located and assessed as required by Federal law. 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 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 rights and 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.

35. Child Abuse Prevention Training Program: Parents have the right to refuse to allow their children to participate in a child abuse primary prevention program.

36. Military Recruiter Access to Student Information: As required by the federal 'Every Student Succeeds" law, the district will release directory information of secondary students including name, address, and telephone numbers upon request of the military recruiter. Parents and/or adult secondary students (over 18) have the right to opt out of this requirement by submitting a written request to the principal of the school that "directory information not be released".

37. Course of Study: Elementary and secondary schools shall offer classes and courses, including nonacademic and elective classes and courses, without regard to the sex of the pupil enrolled in these classes and courses. Participation in a particular physical education activity or sport, if required of pupils of one sex, shall be available to pupils of each sex.

38. Promotion and Retention: The Board of Education has adopted a promotion and retention policy (BP 5123). Under this policy the superintendent or designee shall identify students who are at risk of being retained in accordance with the law as early as possible in the school year. Opportunities for remedial instruction to assist the student shall be provided. Such opportunities may include after school program, summer school programs and/or the involvement of a student study team. [E.C. 48070.5]

39. Individuals with Disabilities Education Act (IDEA): Every individual with exceptional needs, who is eligible to receive educational instruction, related services, or both under this part shall receive such educational instruction, services, or both at no cost to his or her parents, or as appropriate to him or her.

40. Curriculum Prospectus: The curriculum, including titles, descriptions and instructional aims of every course offered shall be compiled at least once annually. It will be available for review upon request. School officials may charge for a copy of the prospectus an amount not to exceed the cost of duplication. [E.C. 49091.14]

41. Liability of Parents or Guardians for Willful Misconduct, Property Damage: The parents or guardians of any minor whose willful misconduct results in injury or death to any pupil or any person employed by a school district or private school or who willfully cuts, defaces or injures in any way any property, real or personal belonging to a school district or private school or personal property of any employee, shall be liable for all damages so caused by the minor. The liability of the parent shall not exceed $10,000. The parent or guardian shall also be liable for the amount of any reward not exceeding $10,000. The minor's parent or guardian is also liable for any/all property loaned by a public or private school and not returned on demand of the district or private school. [E.C. 48904]

42. § 48204(b) ■ Residency-Parent/Guardian Employment - The student's parent or legal guardian resides outside of the District's boundaries but is employed within the District's boundaries and lives with the student at the place of employment for a minimum of three days during the school week.The District may deem a student to have met residency requirements for school attendance if at least one parent or legal guardian of the student is physically employed within the boundaries of that district for a minimum of 10 hours during the school week, subject to the right of the district of residence or the district of employment to prohibit the transfer on various grounds provided for in Education Code section 48204(b), paragraphs (2) to (6). The District is not required to admit the student to its school based on the employment of the parent, but it may not refuse to admit the student on the basis of race, ethnicity, sex, parental income, scholastic achievement, or any other arbitrary consideration. Once a student has been deemed to have residency and is enrolled in the District on this basis, the student does not have to reapply in the next school year to attend a school within the District, and the governing board shall allow the student to attend school through the 12th grade in the District if the parent so chooses and if at least one parent continues to be physically employed in the District.

43. § 49452.7 ■ Type 2 Diabetes Information- The school districts shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade pupils. The information sheet may be provided to the parent or guardian of incoming 7th graders with the annual parent rights notification, or it may be provided separately. The information sheet is available through the California Department of Education website at http://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.

44. § 51229, 66204 – College Admission Requirements- School districts shall maintain accurate lists of courses that are currently offered by the high schools and are certified by the University of California as meeting admission requirement criteria. Updated lists shall be readily made available by the school districts to each high school pupil and a copy of that list shall be annually provided to each high school pupil.

University of California:

The University of California (UC) has three paths to eligibility for graduating high school seniors who plan to attend:

(1) Eligibility by Examination Alone – Students must achieve specified high scores on their college admissions tests.
(2) Eligibility in the Local Context (ELC) – Students must rank in the top four percent of their graduating class at a participating California high school.
(3) Eligibility in the Statewide Context – Students must complete specific coursework and college admissions tests and earn the required GPA and test scores.

The following website links provide more information regarding UC admission requirements:

http://admission.universityofcalifornia.edu/
http://admission.universityofcalifornia.edu/admission-requirements/first-year-requirements/

California State University:

The California State University (CSU) system has A-G standards that must be met in each of the following areas:

(1) Specific high school courses
(2) Grades in specified courses and test scores
(3) Graduation from high school

The following website link provides more information regarding the CSU admission requirements:

http://calstate.edu/apply

Career Technical Education:
Career Technical Education is a program of study that involved a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

The following website link provides more information regarding Career Technical Education:

https://www.cde.ca.gov/ci/ct/

Guidance Counseling:
Students may meet with guidance counselors at their school to discuss college admissions requirements and/or to enroll in career technical education courses.

California College Guidance Initiative Data Sharing *(Ed. Code § 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. For more information about the CCGI, visit their website at https://www.californiacolleges.edu/#/.

Student transcript information may be shared with the CCGI in order to do both of the following: (a) provide students and their families with direct access to online tools and resources for college and career planning; and (b) enable a student to transit information shared with the CCGI to both institutions of higher education for purposes of admissions and academic placement, and the Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

45. Dual Enrollment Courses – Dinuba High and Sierra Vista High Schools offer dual enrollment courses to students. These courses earn high school and college credit through Reedley College or Fresno City College. Please contact your respective high school for a list of the current offerings, as these change year to year based on the availability of the college.

46. Apprenticeship and Pre-Apprenticeship Programs **(Ed. Code § 48980.5)** The Department of Industrial Relations' Division of Apprenticeship Standards maintains a database of registered apprenticeship programs and pre-apprenticeship programs, which is accessible via the following website link: https://www.dir.ca.gov/databases/das/aigstart.asp. The District shall assist students in locating apprenticeship opportunities through this database, and may use contact information contained in the database to obtain information or materials, including, but not limited to, pamphlets or brochures.

47. Every Student Succeeds Act (Formerly No Child Left Behind Act) 20 USC 1232h
Any district receiving funds from the United States Department of Education must adopt a policy regarding the (1) administration of surveys and physical exams/screenings; (2) right of parents to inspect instructional materials; and (3) collection of personal information for marketing purposes. Additional notice shall be provided within a reasonable period of time after any substantive change to such policy.-
48. Complaint of Noncompliance; Pupil Fees
A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. This article is declarative of existing law and should not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law.
(a) A complaint of noncompliance with the requirements of this article may be filed with the principal of a school under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.
(b) A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of this article.
If it is found that the complaint has merit, the school shall provide a remedy to all affected parties (pupils, parents/guardians) which shall ensure full reimbursement to the parties subject to procedures established by the State Board of Education. In addition, schools should have policies and procedures in place.
If a complainant is not satisfied with the decision of the school, the decision may be appealed to the California Department of Education.
(e) Information regarding the requirements of this article shall be included in the annual notification distributed to pupils, parents and guardians, employees, and other interested parties pursuant to Section 4622 of Title 5 of the California Code of Regulations.
49. 5 CCR § 852 ■ California Assessment of Student Performance & Progress (CAASPP)
Each year the local educational agency shall notify parents or guardians of their pupil's participation in the CAASPP assessment system. The notice shall include the provisions outlined in Education Code section 606015 – Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted. A parent's or guardian's exemption request must be submitted annually.
50. The board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

51. Commencement Ceremonies – The district will provide caps and gowns for use during the ceremony. Students have the option to purchase an appropriate cap and gown from a vendor as their own personal property and keepsake.

52. § 48204(a) ■ Parent and Student Living at Parent's Place of Employment for a Minimum of 3 Days During the School Week

Parents may apply for enrollment of their child in a school district in which the parent is employed, and where the parent and child live at the parent's place of employment for a minimum of 3 days during the school week. (Ed. Code §48204(a)(7).)

53. § 52075 ■ Local Control Accountability Plan Noncompliance

School districts, charter schools and county offices of education are required to adopt and annually update their LCAPs. LCAP non-compliance complaints may be filed under the educational agency's Uniform Complaint Procedures and may be filed anonymously. If a complainant is not satisfied with the school district or county office's decision, the complainant may appeal to the California Department of Education and receive a written decision within 60 days.

54. §§ 48853, 49069.5, 51225.1, 51225.2 ■ ***Educational Rights of High Mobility High School Students*** **(Ed. Code §§ 49069.5, 51225.1, 51225.2)**

"High mobility" high school students, which include students who are in foster care, homeless, recent immigrants, migrant students, former juvenile court school pupils, or from military families, have the following rights when transferring to a new school after completion of their second year of high school:

(1) Have the option to be exempted from all coursework and other requirements that are more than statewide course requirements for graduation, unless the District makes a finding that the student is reasonably able to complete the District's graduation requirements in time to graduate by the end of the fourth year of high school.

(2) Have the option of attending a fifth year of high school in order to complete statewide graduation course requirements.

(3) To consult with District staff and the student's educational rights holder regarding other options available to the student, including a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges. Such consultation must also include a discussion of how remaining for a fifth year of high school or accepting an exemption from the local graduation coursework requirements may potentially impact the student's vocational plans or ability to gain admission to college, and also take into consideration the student's academic record and any other information relevant to making an informed decision.

(4) Foster youth and homeless students have the right to consult with District staff and their educational rights holder regarding the option to remain in their school of origin.

(5) Have their official transcript, reflecting the correct full and partial credits earned, sent to their new school within two business days. For foster youth, their official transcript must include a determination of the days of enrollment or seat time, or both if applicable, to ensure that transferring foster youth get full credit for coursework completed at their prior school.

(6) Have their new school accept and issue the credits forwarded by the transferring school to prevent the student from unnecessarily retaking a course.

If exempted from local graduation requirements, and upon completion of statewide coursework requirements before the end of the fourth year of high school, the District may not require or request that the student graduate before the end of the student's fourth year of high school.

55. Graduation and Coursework Requirements for Foster Youth, Homeless Students, Former Juvenile Court Students, Students Living in Active Duty Military Households, and Migratory and Newly Arrived Immigrant Students Participating in a "Newcomer Program."

State law outlines the rights afforded to students in foster care, who are homeless, who are former juvenile court school students, students living in the household of a parent who is an active duty member of the military, and migratory and newly arrived immigrant students participating in a "Newcomer Program," which is a program designed to meet the academic and transitional needs of newly arrived immigrant students including, but not limited to, rights regarding a student's school of origin, enrollment, credits, graduation, college, discipline, records, and/or certain non-educational rights. A notice summarizing the rights of foster youth is available online through the California Department of Education at https://www.cde.ca.gov/ls/pf/fy/fyedrights.asp.

The following rights apply to foster youth, homeless students, former juvenile court students, and students living in the households of parents/guardians who are active duty members of the military:

a) Within 30 days of transferring, after the completion of the second year of high school, students must be notified that they may be exempt from local graduation requirements and that this exemption continues after the court's jurisdiction over a foster child ends, when a homeless student is no longer homeless, when a student is no longer under the jurisdiction of a juvenile court, or when the student no longer lives in the household of an active duty service member;

b) Accept coursework satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency, even if the student did not complete the entire course; and must issue full or partial credit for the coursework completed. For students living in active duty military households, "public schools" include schools operated by the United States Department of Defense;

c) Students may not be required to retake a course satisfactorily completed elsewhere. If the student did not complete the entire course, the school district or county office may not require that the student retake the portion already completed, unless the school district or county office, in consultation with the holder of the student's educational rights, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the student must be enrolled in the same or equivalent course in order to continue and complete the entire course;

d) Students may not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California;

e) Exempt students transferring between schools at any time after the completion of their second year of high school from all coursework and other requirements adopted by the district's governing board that are in addition to the statewide coursework requirements for graduation found in Education Code section 51225.3, unless the district makes a finding that the student is reasonably able to complete the district's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school;

f) For students deemed reasonably able to complete the district's graduation requirements within the student's fifth year of high school, the district must do all of the following: (a) inform the student of his/her option to remain in school for a fifth year to complete the school district's graduation requirements; (b) inform the student, and the person holding the right to make educational decisions for the student, about how remaining in school for a fifth year to complete the school district's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; (c) provide information to the student about transfer opportunities available through the California Community Colleges; and (d) upon agreement with an adult student or with a minor student's educational rights holder, permit the student to stay in school for a fifth year to complete the school district's graduation requirements;

g) Within 30 calendar days of the school transfer, the school district must notify a student who may qualify for the exemption from local graduation requirements, his or her parent/guardian, the person holding the right to make educational decisions for the student, the foster youth's social worker, a former juvenile court student's probation officer, and, in the case of homeless students, the school district's liaison for homeless students, of the availability of the exemption from local graduation requirements and whether the student qualifies for the exemption;
If the school district fails to provide timely notice of these rights, the student will be eligible for the local graduation requirements exemption even after the student is no longer: (1) homeless, (2) in foster care, (3) under the juvenile court's jurisdiction: or (4) living in the household of an active duty military service member, if the student otherwise qualifies for the exemption.

h) Students exempted from local graduation requirements who complete statewide coursework requirements before the end of their fourth year of high school may not be required or asked to graduate before the end of their fourth year of high school, if otherwise entitled to remain in attendance.

i) If a student is exempted from local graduation requirements, the school district must notify the student and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and must provide information about transfer opportunities available through the California Community Colleges;

j) Students eligible for the exemption from local graduation requirements and who would otherwise be entitled to remain at the school, shall not be required to accept the exemption or be denied enrollment in, or the ability to complete, courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements; If a student is not exempted from local graduation requirements or has previously declined the exemption, the school district must exempt the student at any time if s/he requests and qualifies for the exemption;

k) Once exempted from local graduation requirements, the school district shall not revoke the exemption;

l) If a student in foster care is exempted from local graduation requirements, the exemption must continue to apply after the termination of the court's jurisdiction over the student while s/he is enrolled in school or if the student transfers to another school or school district;

m) If a homeless student is exempted from local graduation requirements, the exemption must continue to apply after the student is no longer homeless while s/he is enrolled in school or if the student transfers to another school or school district;

n) If a former juvenile court school student is exempted from local graduation requirements, the exemption must continue to apply after the termination of the court's jurisdiction over the student while s/he is enrolled in school or if the student transfers to another school or school district;

o) For students living in active duty military households, the exemption will continue to apply after: (1) a student transfers to another school or school district, or (2) a student no longer meets the "child of military family" definition;

p) A school district may not require or request that students transfer schools in order to be exempted from local graduation requirements; and

q) Transfer requests may not be made on a student's behalf solely to qualify the student for an exemption under this section.

Non-Compliance Complaints

Complaints of non-compliance may be filed with the local educational agency under its Uniform Complaint Procedures. A complainant not satisfied with the local educational agency's decision may appeal to the California Department of Education (CDE) and receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal.

56. *§ 51225.2* ■ *Uniform Complaints – Former Juvenile Court School Student Graduation Requirements*

School districts must exempt former juvenile court school students, who have transferred into a school district from a juvenile court school after completion of their second year of high school, from local graduation requirements that exceed state requirements and accept coursework satisfactorily completed while attending the juvenile court school, even if the student did not complete the entire course, and grant full or partial credit for courses earned while in juvenile court school. Former juvenile court school students may file complaints of non-compliance with these requirements under the District's Uniform Complaint Procedures.

57.§§ 48645.5 and 48645.7 ■ Juvenile Court Students – Graduation Requirements and Continuing Education Options - In addition to being exempt from local graduation requirements and the right to receive credit for coursework completed while in juvenile court schools, the law provides more extensive graduation and continuing education options for juvenile court students who have qualified for a diploma.

Education Code section 48645.7 has been added to require that county offices of education notify juvenile court students who have qualified for a diploma, their educational rights holders, and their social workers or probation officers of the following:

1. The student's right to a diploma without having to complete coursework or other requirements that are in addition to statewide graduation requirements;
2. How taking coursework and other requirements adopted by the governing board of the county office of education, or continuing education upon release from the juvenile detention facility will affect the student's ability to gain admission to a postsecondary educational institution;
3. Information about transfer opportunities available through the California Community Colleges;
4. The student's or, if a minor, the education rights holder's option to allow the pupil to defer or decline the diploma in order to take additional coursework if the county office of education makes a finding that the student could benefit from the additional coursework and graduation requirements adopted by the county office of education.

When deciding whether to decline the diploma, the county office of education must advise the student, or if a minor, his/her educational rights holder, whether the student is likely to do all the following upon his/her release from a juvenile detention facility:

a. Enroll in a school operated by a local educational agency or charter school;
b. Benefit from continued instruction; and
c. Graduate from high school.

Complaints of non-compliance with juvenile court students' graduation and continuing education rights may be filed with the County Office of Education or under the District's Uniform Complaint Procedures. A complainant not satisfied with the decision may appeal to the California Department of Education (CDE) and receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal.

58.§ 222(f) ■ Lactation Accommodations for Parenting Students -School districts and county offices of education must provide reasonable accommodations to lactating students on school campuses to express breast milk, breastfeed an infant child or address other needs related to breastfeeding. A student may not incur an academic penalty as a result of her use of reasonable lactation accommodations and must be provided an opportunity to make up any work missed due to such use. A complaint of noncompliance with this provision may be filed under the educational agency's Uniform Complaint Procedures. Complainants not satisfied with the educational agency's decision may appeal to the CDE and receive a written decision within 60 days.

59. §§ 51228.1, 51228.2 and 51228.3 ■ Assigning Students to Course Periods Without Educational Content

Beginning with the 2016-2017 school year, school districts and county offices may not assign students in grades 9-12 to course periods without educational content for more than one week in any semester without written parental consent and related documentation. "Course periods without educational content" are defined to include course periods where: (1) a student is released early from school; (2) the student is assigned to a service, instructional work experience or to a course to assist a certificated employee, but is not expected to complete curricular assignments; or (3) where the student is not assigned to any course during the class period.

School districts and county offices are also prohibited, without written parental consent and related documentation, from enrolling 9-12th graders in classes they have previously completed and received a grade that is satisfactory to receive a high school diploma and to attend a California public institution of postsecondary education. Non-compliance complaints may be filed under the school district's Uniform Complaint Procedures. A complainant not satisfied with the school district's decision may appeal to the CDE and receive a written decision from the CDE within 60 days.

60. §§ 51210 and 51223 ■ Elementary School Physical Education Instructional Minutes

Students in an elementary school maintaining grades 1-8 are required to receive at minimum, 200 minutes of physical education instruction each 10 school days, exclusive of recesses and lunch periods. Complaints regarding the failure to comply with these physical education instructional minute requirements may be filed under the school district's Uniform Complaint Procedures. Complainants not satisfied with the school district's decision may appeal to the California Department of Education (CDE) and receive a written decision from the CDE within 60 days.

61. §§ 48900.1, 48914 ■ Suspension for Unruly or Disruptive Conduct. Parents may be required to attend their child's class if he or she is suspended for unruly or disruptive conduct.

62. § 49423.1 ■ Inhaled Asthma Medication

Parents/foster parents/guardians may provide a written statement to the school district requesting assistance with the administration of inhaled asthma medication from the school nurse or other designated school personnel, or allowing their children to carry and self-administer inhaled asthma medication. In order for a student to be assisted with the administration of inhaled asthma medication, the following is required: (1) a written statement from the physician or surgeon detailing the medication name, method, amount, and time schedules by which the medication is to be taken and (2) a written statement from the parent, foster parent or guardian requesting that the school district assist the student in the administration of medication set forth in the physician or surgeon's written statement.

In order for a student to be able to carry and self-administer prescription inhaled asthma medication, the following is required: (1) a physician or surgeon's written statement confirming that the child is able to self-administer the medication and detailing the name of the medication, the method, amount and time schedules for administration; and (2) the parent, foster-parent or guardian's written consent to the self-administration, a release for the school nurse or other designated school personnel allowing them to consult with the student's physician and an agreement 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. Students may be subject to disciplinary action pursuant to Ed. Code section 48900 for using inhaled asthma medication in a non-prescribed manner.

63.§ 49414.7 ■ Anti-Seizure Medication - Parents/guardians of a student with epilepsy who has been prescribed an emergency anti-seizure medication may request that their student's school have one or more of its employees receive voluntary training in the administration of the medication in the event that the student suffers a seizure when a nurse is not available. Upon receipt of the parent's request, the school district must notify the parent that his or her child may qualify for an individualized education program or a Section 504 plan.

64. § 51240 ■ Excuse from Health Instruction Based on Religious and Moral Grounds

Parents/guardians may request in writing that their student be excused from any part of a school's instruction in health which conflicts with their religious training and beliefs

65. 5 CCR § 852 ■ California Assessment of Student Performance & Progress (CAASPP)

The CAASPP, is the state's academic testing program. District students will take the test in grades 3-8 and 11. CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. Following the spring semester testing, students will receive individual score reports. Student score reports will be provided to parents and will include an overall score, a description of the student's achievement level for English–language arts and mathematics, and other information. Pursuant to California Education Code section 60615, parents may annually submit to the school a written request to excuse their child from

any or all of CAASPP. If you would like more information regarding CAASPP, please visit the "Students & Parents" tab of the CDE CAASPP website at http://www.cde.ca.gov/ta/tg/ca/, or contact school administration.

66.§§ 51513 and 60614 ■ Personal Beliefs / Political Affiliations / Behavior / Close Family Relationships

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 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) shall 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 material to be used in connection with any survey, analysis or evaluation.

67. 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 to enroll. §§ 49075, 49076 et seq. and 34 CFR 99.1 et seq. ■ Parental Consent to Release Student Information Parents have the right to consent to disclosure of personally identifiable information contained in their child's records, except to the extent disclosure without consent is permitted by law (e.g. subpoena or court order).

68.§ 49073(c) ■ Homeless Students / Release of Directory Information

Written consent of the parent or that of the student, if accorded parental rights, must be obtained before directory information pertaining to a homeless student may be released. (20 USC 1232g.)

69.§ 48204.3 ■ Children of Military Service Members – Residency

A student complies with a school district's residency requirements for school attendance if the student's parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. This includes a student eligible for services or accommodations pursuant to the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, or the Americans with Disabilities Act. School districts must accept applications by electronic means for enrollment, including enrollment in a specific school or program within the district, and for course registration. The parent must provide proof of residency in the school district within 10 days after the published arrival date provided on official documentation. (Ed. Code §§ 48204.3 and 48980(h).)

Students in Active Military Families - Residency Retention and Matriculation **(Ed. Code §§ 48204.3, 48204.6, 48980, 56325)**

A student living in the household of an active duty military service member must be allowed to continue attending the student's school of origin for the remainder of the school year if the family moves.

A student from an active duty military family who is transitioning between school grade levels must be allowed to continue in the school district of origin and in the same attendance area of his/her school of origin. If the student is transitioning to middle school or high school, and the school designated for matriculation is in another school district, the local educational agency must allow the student to continue to the school designated for matriculation in that school district. The new school must immediately enroll the student, even if the child has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended, or if the student is unable to produce clothing or records normally required for enrollment.

If the parent or legal guardian's military service ends during the school year, then the student is allowed to stay in his or her school of origin for the remainder of the school year if he or she is in grades 1-8, or through graduation if the student is in high school.

To facilitate the transition of students with disabilities whose parent is transferred or pending transfer to a military installation within the state while on active military duty pursuant to an official military order, the receiving school district shall, upon notice, promptly coordinate with the student's parents and previous school pursuant to Education Code section 56325 to ensure the timely exchange of records and to reduce any delays in the student receiving comparable services or accommodations including, but not limited to, implementation of their individualized education program, individualized family service plan, or plan pursuant to Section 504 of the Federal Rehabilitation Act, as applicable. While awaiting the student's official records from the former school, the receiving school district may use unofficial records provided by a parent or guardian as the basis for the design and provision of services.

70. § 48204.4 ■ Students of Detained or Deported Parents – Residency Retention

A student retains residency in a school district, regardless of the student's current residency, when both of the following requirements are met:

1. The student's parent or guardian has departed California against his or her will, and the student can provide official documentation evidencing the departure; and
2. The student moved outside of California as a result of his or her parent or guardian leaving the state against his or her will, and the student lived in California immediately before moving outside the state. The student must provide evidence of enrollment in a California public school immediately before moving outside the state.

Deported parents may designate another adult to attend school meetings and to serve as an emergency contact. No charges or fees of any kind, as allowed under Education Code section 48050, may be required for admission or attendance in these circumstances. These students will be included in computing ADA for the purpose of obtaining apportionment state funds.

This law applies to parents who are: (1) in the custody of a government agency and are transferred to another state; (2) subject to a lawful removal order and who were removed or were permitted to leave California voluntarily before being removed; and (3) subject to any additional circumstances consistent with these purposes, as determined by the school district.

71. § 234.7 ■ Immigration Enforcement - "Know Your Rights"

All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the following resources developed by the California Attorney General:

Know Your Educational Rights: Immigration Enforcement Actions at California's TK-12 Schools (Guide for Students and Families)

- English: https://oag.ca.gov/system/files/media/appendix-g-know-your-educational-rights-english.pdf
- Spanish: https://oag.ca.gov/system/files/media/appendix-g-know-your-educational-rights-spanish.pdf
- Chinese: https://oag.ca.gov/system/files/media/appendix-g-know-your-educational-rights-chinese.pdf
- Korean: https://oag.ca.gov/system/files/media/appendix-g-know-your-educational-rights-korean.pdf

- Vietnamese: https://oag.ca.gov/system/files/media/appendix-g-know-your-educational-rights-vietnamese.pdf
- Tagalog: https://oag.ca.gov/system/files/media/appendix-g-know-your-educational-rights-tagalog.pdf

Promoting a Safe and Secure Learning Environment for All: School Guidance and Model Policies: https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf

72. § 49475 ■ Concussion and Head Injuries
School districts that provide an athletic program must distribute a concussion and head injury information sheet on a yearly basis. The information shall be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This does not apply to an athlete engaged in an athletic activity during the regular school day or as part of a physical education course required pursuant to subdivision (d) of Section 51220.

73. ***Pregnant and Parenting Student Rights*** **(Ed. Code §§ 221.51, 46015)** The District cannot apply any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. The District cannot exclude or deny any student from any educational program or activity, including class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

The District may require any student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity. Pregnant or parenting students cannot be required to participate in pregnant minor programs or alternative education programs. Pregnant or parenting students who voluntarily participate in alternative education programs will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program. The District must treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disabling condition. Pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise this right. Failure to notify the school shall not reduce these rights. A pregnant or parenting student who does not wish to take all or part of the parental leave to which he or she is entitled shall not be required to do so. A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician. When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program. During parental leave, the District shall not require a pregnant or parenting student to complete academic work or other school requirements.
A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses.
Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when it is necessary in order for the student to be able to complete state and any local graduation requirements, unless the District makes a finding that the student is reasonably able to complete the District's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.
A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the District. A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.
A student shall not incur an academic penalty as a result of his or her use of these accommodations. A complaint of noncompliance with these requirements by be filed with the District under its UCP.

74. LANGUAGE PROGRAMS: (EC 310) For information on the types of language programs available for DUSD students, please see section in this handbook and contact the school English Language Coordinator for additional information

Rev July 2025

We are required to advise students of the existing penalties for the possession of marijuana and concentrated cannabis.

EXISTING PENALTIES FOR THE POSSESSION OF MARIJUANA AND CANNABIS

Possession.
(a) Except as authorized by law, possession of not more than 28.5 grams of marijuana, or not more than four grams of concentrated cannabis, or both, shall be punished or adjudicated as follows:
(1) Persons under the age of 18 shall be guilty of an infraction and shall be required to:
(A) Upon a finding that a first offense has been committed, complete four hours of drug education or counseling and up to 10 hours of community service over a period not to exceed 60 days.
(B) Upon a finding that a second offense or subsequent offense has been committed, complete six hours of drug education or counseling and up to 20 hours of community service over a period not to exceed 90 days.
(2) Persons at least 18 years of age but less than 21 years of age shall be guilty of an infraction and punishable by a fine of not more than one hundred dollars ($100).
(b) Except as authorized by law, possession of more than 28.5 grams of marijuana, or more than four grams of concentrated cannabis, shall be punished as follows:
(1) Persons under the age of 18 who possess more than 28.5 grams of marijuana or more than four grams of concentrated cannabis, or both, shall be guilty of an infraction and shall be required to:
(A) Upon a finding that a first offense has been committed, complete eight hours of drug education or counseling and up to 40 hours of community service over a period not to exceed 90 days.
(B) Upon a finding that a second or subsequent offense has been committed, complete 10 hours of drug education or counseling and up to 60 hours of community service over a period not to exceed 120 days.

(2) Persons 18 years of age or over who possess more than 28.5 grams of marijuana, or more than four grams of concentrated cannabis, or both, shall be punished by imprisonment in a county jail for a period of not more than six months or by a fine of not more than five hundred dollars ($500), or by both such fine and imprisonment.
(c) Except as authorized by law, every person 18 years of age or over who possesses not more than 28.5 grams of marijuana, or not more than four grams of concentrated cannabis, upon the grounds of, or within, any school providing instruction in kindergarten or any of grades 1 through 12 during hours the school is open for classes or school-related programs is guilty of a misdemeanor and shall be punished as follows:
(1) A fine of not more than two hundred fifty dollars ($250), upon a finding that a first offense has been committed.
(2) A fine of not more than five hundred dollars ($500), or by imprisonment in a county jail for a period of not more than 10 days, or both, upon a finding that a second or subsequent offense has been committed.
(d) Except as authorized by law, every person under the age of 18 who possesses not more than 28.5 grams of marijuana, or not more than four grams of concentrated cannabis, upon the grounds of, or within, any school providing instruction in kindergarten or any of grades 1 through 12 during hours the school is open for classes or school-related programs is guilty of an infraction and shall be punished in the same manner provided in paragraph (1) of subdivision (b).
(Amended November 8, 2016, by initiative Proposition 64, Sec. 8.1. Note: This section was amended on Nov. 4, 2014, by initiative Prop. 47.)
[Copied from Health and Safety Code, Section 11357]

Nondiscrimination **(Ed. Code § 200, 220, 234.1, 48985; 20 U.S.C. §§ 1681-1688, 6311-6312; 29 U.S.C. § 794; 42 U.S.C. §§ 2000d-d7, 12101-12213; 28 C.F.R. § 35.106; 34 C.F.R. §§ 104.8, 106.8, 106.9)** State and/or federal law prohibit discrimination in the basis of race, color, national origin, or sex in federally financed education programs or activities. District programs and activities shall be free from discrimination, including harassment, intimidation, and bullying, based on any of the following actual or perceived characteristics:

- Age
- Ancestry
- Color
- Ethnicity
- Ethnic group identification
- Gender, including a person's gender identity and gender expression, which is a person's gender-related appearance and behavior whether or not stereotypically associated with a person's assigned sex at birth
- Genetic information
- Immigration status
- Lack of English skills
- Marital, family, or parental status
- Nationality or national origin
- Physical or mental disability
- Race
- Religion or religious creed, including agnosticism, atheism, and all aspects of religious belief, observance, and practice
- Sex, including discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery from pregnancy or childbirth-related conditions, or denial of lactation accommodations for lactating students
- Sexual orientation, including heterosexuality, homosexuality, and bisexuality

Harassment, intimidation, or bullying based upon a person's association with a person or group with one or more of these actual or perceived characteristics is also prohibited. The District's policy of nondiscrimination applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the District, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the District and when adopting, approving, or prohibiting the use of, any textbook, instructional material, library book, or classroom curriculum, or when approving the use of any professional development materials or services. Any questions or concerns about noncompliance can be directed to Dave Holtermann, Assistant Superintendent, Title IX Coordinator, 1327 E. El Monte Way, Dinuba CA 93618 559-595-7206.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against qualified disabilities individuals in federally financed education programs or activities. The District does not discriminate in admission or access to its programs or activities. In the event of a complaint regarding discrimination based upon an actual or perceived mental or physical disability, please contact the District's Human Resources department at 559-595-7206

SEXUAL HARASSMENT AND TITLE IX SEXUAL HARSSMENT COMPLAINTS BP 5145.7(a)
The Board of Education 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 or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student 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.

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 web site, 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 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.

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.

Record-Keeping
In accordance with 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.

SEXUAL HARASSMENT AR 5145.7(a)
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:
Dave Holtermann, Assistant Superintendent and Title IX Coordinator
Dinuba Unified School District
1327 E. El Monte Way
Dinuba, CA 93618
dave.holtermann@dinuba.k12.ca.us
559-595-7206

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.

Examples of types of conduct which 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 area 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 web site 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)
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. Please also see the district's website: https://simbli.eboardsolutions.com/csba/dinubausd

EMPLOYEE CODE OF CONDUCT – INTERACTIONS WITH STUDENTS
The Board of Education expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of the district and advance the goals of the district's educational programs. Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill

his/her responsibilities and should focus on his/her contribution to the learning and achievement of district students. 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.

Staff Conduct with Students
The Board expects all employees to exercise good judgment and maintain professional standards and boundaries when interacting with students both on and off school property. Inappropriate employee conduct shall include, but not be limited to, engaging in harassing or discriminatory behavior; engaging in inappropriate socialization or fraternization with a student; soliciting, encouraging, or establishing an inappropriate written, verbal, or physical relationship with a student; furnishing tobacco, alcohol, or other illegal or unauthorized substances to a student; or engaging in child abuse.

An employee who observes or has evidence of inappropriate conduct between another employee and a student shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

Any employee who is found to have engaged in inappropriate conduct with a student in violation of the law or this policy shall be subject to disciplinary action.

COMPLAINTS CONCERNING DISCRIMINATION
The Governing Board expects that complaints of alleged unlawful discrimination brought by students, employees, parents/guardians or other members of the community will be resolved in a prompt and equitable manner.

The Superintendent or Designee shall establish administrative regulation specifying the procedure to be used when addressing complaints of discrimination.(Cf. 0410 - Nondiscrimination in district Programs and Activities: cf.4030 - Nondiscrimination in Employment) The Board designates the following person(s) as Nondiscrimination Coordinator(s):

Assistant Superintendent
1327 E El Monte Way
Dinuba CA 93618

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in the complaint procedures. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Superintendent or Designee shall ensure that complainants are informed that injunctions, restraining orders, and other civil law remedies may also be available to them. This information shall be published with the district's nondiscrimination complaint procedures and included in any related notices. (Education Code 265)

UNIFORM COMPLAINT PROCEDURES (Ed. Code §§ 244, 262.3, 33315; 5 C.C.R. §§ 4610, 4622, 4632)
The Board of Education recognizes that the district has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level. The district shall follow the Uniform Complaint Procedures (UCP) when addressing complaints.

These complaints would include unlawful discrimination based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, immigration status, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. Unlawful discrimination complaints shall be filed no later than six months from the date the alleged discrimination occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination.

The Board acknowledges and respects students and employees' rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the superintendent or designee on a case-by-case basis.

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel to be determined by the Superintendent or designee. The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent shall ensure that the mediation results are consistent with state and federal laws and regulators.

The UCP addresses all allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Education Code section 200 and 220, and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the District that if funded directly by, or that receives or benefits from any state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training
- Career Technical Education

- Child Care and Development
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods Without Educational Content
- Economic Impact Aid
- Education of Students in Foster Care, Students Who Are Homeless, Former Juvenile Court Students Now Enrolled in a School District, and Children of Military Families
- Every Student Succeeds/No Child Left Behind
- Local Control Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Student
- Regional Occupational Centers and Programs
- School Safety Plans
- State Preschool Health and Safety Issues
- Tobacco-Use Prevention Education
- Discriminatory Instructional Materials and Curricula
- Discriminatory Professional Development Materials and Services
- Discrimination related to the refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code sections 51204.5 and 60040, unless the study of the role and contributions violates Education Code section 51501 or 60044.

COMPLIANCE OFFICERS: The Board of Education designates the Superintendent and the following compliance officers to receive and investigate complaints and ensure district compliance with law:

Program:	**Title**:
Special Education	Director of Spec. Student Services
Consolidated Categorical Aid Program	Director of State and Federal Programs
Migrant Ed. Program	Director of State and Federal Programs
Voc. Ed Program	Director of College and Career
Adult Education	Principal of Alternative Ed.
Discrimination/Gender Equity	Asst. Superintendent
LCFF/LCAP	Director of State and Federal Programs

NOTIFICATIONS:
Notification of the UCP will be included in the District's handbook. In addition, flyers are printed and made available to each school site and the UCP policy is posted in each school office and the District Administration Office. All notifications and copies will be made available free of charge.

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

FILING AND INVESTIGATION OF COMPLAINT: The complainant submits a written complaint to the Principal or Assistant Superintendent. The District will use local procedures to investigate and produce a written report of the investigation within 60 days of the receipt of the complaint. The District will notify the complainant of the right to appeal to the California Department of Education (CDE).

APPEALS: After receipt of the District's decision on the investigation, the complainant may appeal within 30 days of the decision to California Department of Education. At any time, the District may resolve the complaint and the process would end at that point. If an agreement cannot be reached, then the complainant may continue the appeal process to the office of the Superintendent of Public Instruction who will then make a decision within 35 days of the receipt of the complaint. The appeal to CDE must include a copy of the locally filed complaint and a copy of the Local Education Agency decision. A complainant may appeal directly to the State Superintendent of Schools if the governing board fails to issue an investigation report within the required UCP timelines.

CIVIL LAW REMEDIES:
Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders etc. For discrimination complaints, however, a complainant must wait until 62 days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprized the complainant of his/her right to file a complaint. For assistance you may contact:

Tulare/Kings County Legal Aid
208 W. Main Street/Suite U-1
Visalia, California. 93291
(559)733-8770

Tulare County Bar Association
Attorney Referral Services
Visalia CA 93291
(559) 732-2513

WILLIAMS COMPLAINT PROCEDURES AR 1312.4
Types of Complaints

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following:

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)
    a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
    b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
    c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
    d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: (Education Code 35186; 5 CCR 4682)
    a. A semester begins and a teacher vacancy exists.
    b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
    c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the time period from the first day students attend classes for a year-long course or semester-long course though not later than 20 business days afterwards.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

3. Complaints regarding the condition of school facilities, including any complaint alleging that: (Education Code 35186; 5 CCR 4683)
    a. A condition poses an emergency or urgent threat to the health or safety of students or staff. Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72) Board Policy Manual CSBA Policy Management Console
    b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

    Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)

    Open restroom means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs. (Education Code 35292.5)

In any school serving any of grades 6-12, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to, at all times, stock and make available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom. (Education Code 35292.6)

Forms and Notices
The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form specifies the location for filing a complaint and contains a space to indicate whether the complainant desires a response to the complaint. A complainant may add as much text to explain the complaint as desired. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall post in each classroom in each school a notice containing the components specified in Education Code 35186. (Education Code 35186)

Complaint forms are available at each school office, the district administration office and online at dinuba.k12.ca.us

Filing of Complaint

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. A complaint about problems beyond the authority of the principal shall be forwarded to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code 35186; 5 CCR 4680)

Investigation and Response

The principal or a designee of the Superintendent shall make all reasonable efforts to investigate any problem within the principal's or designee's authority. (Education Code 35186; 5 CCR 4685) The principal or Superintendent's designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the principal or Superintendent's designee shall send written resolution of the complaint to the mailing address of the complainant as indicated on the complaint within 45 working days of the initial filing of the complaint. If the principal makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685) When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186) If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686) Policy Reference Disclaimer: For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in Item #3a in the section "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

Reports
On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. (Education Code 35186; 5 CCR 4686)

Board Policy
Education For English Learners
BP 6174
Instruction

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history/social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion

   However, a middle or high school student who is a newcomer student or an immigrant child or youth, as defined in 20 USC 7011, or

is a student participating in a program designed to meet the academic and transitional needs of newcomer students and that has as its primary objective the development of English language proficiency, may be denied enrollment in any of the courses stated above if the course of study provided to the student is designed to remedy academic deficits incurred during participation and is reasonably calculated to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in Item #1 above

3. Other courses that meet the "A-G" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner

The District shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners and long-term English learners, in accordance with Board Policy and Administrative Regulation 0460 - Local Control and Accountability Plan.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

Staff Qualifications and Training
The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

Identification and Assessment
The Superintendent or designee shall maintain procedures for the early identification and assessment of the proficiency of English learners at all grade levels, except transitional kindergarten, using the English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 853. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

Language Acquisition Programs
The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding

2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification/Redesignation

When an English learner has acquired a reasonable level of English proficiency, as determined based on state and district reclassification criteria pursuant to Education Code 52164.6, or upon the request of the parent/guardian of an English learner, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The criteria for determining whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

Each LEA must reclassify English learners to proficient in English by using a process and criteria that includes, but is not limited to the following:
(a) Assessment of ELP (EC Section 313f1; 5 CCR Section 11303a)
(b) Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (EC Section 313f2; 5 CCR Section 11303b)
(c) Opportunities for parent opinion, consultation, and involvement during the reclassification process. (EC Section 313f3; 5 CCR Section 11303c)
(d) Comparison of a student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for student of the same age whose native language is English. (EC Section 313f4; 5 CCR Sections 11302, 11303d)

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least four years following their reclassification to ensure the students have not prematurely exited, any academic deficit incurred through participation in the English learner program has been remedied, and the students are meaningfully participating in the standard instructional program compared to students who had never participated in an English learner program. (5 CCR 11304; 20 USC 6841)

Program Evaluation
To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English

2. The number and percentage of English learners reclassified as fluent English proficient

3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners as defined in Education Code 313.1

4. The achievement of English learners on standards-based tests in core curricular areas

5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309

6. Progress toward any other goals identified in the district's LCAP for English learners and long-term English learners as defined in Education Code 52052

7. A comparison of current data with data from at least the previous year in regard to Items #1-6 above

8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Administrative Regulation
Education For English Learners
AR 6174
Instruction
Definitions
English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Long-term English learner means:

1. For the purpose of setting the local control and accountability plan (LCAP) priorities, a student who has not attained English language proficiency within seven years of initial classification as an English learner (Education Code 52052)

2. For the purpose of English language proficiency assessment, an English learner in grades 6- 12 who has been enrolled in school in the United States for six years or more and who either: (Education Code 313.1)

    a. Has remained at the same English language proficiency level for two or more consecutive years, or has regressed to a lower proficiency level; or

    b. Is a student in grades 6-9 who has scored far below basic or below basic on the prior year's English language arts standards-based achievement test, or a score determined by the Superintendent of Public Instruction on any successor test

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

Identification and Assessments
At or before the time of a student's initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English (20 USC6823b2 5CCR Section 11518.5 a)

Any student in kindergarten or grades 1-12, not including transitional kindergarten, who is identified as having a primary language other than English, as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). Prior to administering the ELPAC, the Superintendent or designee shall notify the student's parent/guardian in writing that the student will be administered the initial ELPAC. (Education Code 313, 52164.1; 5 CCR 11518.5)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.37.

Based on the initial assessment, the student shall be classified either as Initial Fluent English Proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each LEA must annually assess the English language proficiency (ELP) and academic progress of each EL. An LEA shall administer the ELPAC summative assessment during the annual summative assessment window. (20 USC section 6311 b2G, 6823b3B, Ed Code sections 313, 60810, 5 CCR sections 11306, 11518.15a)

The Superintendent or designee shall notify parents/guardians of their child's results on the summative assessment of the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided no later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. (Education Code 313.2, 440; 20 USC 6312)

Language Acquisition Programs
Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request

   As needed, the school shall assist the parent/guardian in clarifying the request.

   All requests shall be maintained for at least three years from the date of the request in accordance with Board Policy 3580 - District Records.

2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program

   If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in Item #2 is attained, the Superintendent or designee shall:

   a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English Learner Parent Advisory Committee and parent advisory committee, in writing, of the requests for a language acquisition program

   b. Identify costs and resources necessary to implement any new language acquisition program, 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/guardian and community engagement to support the proposed program goals

   c. Within 60 calendar days of reaching the threshold number of parents/guardians described in Item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school.

The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the LEA. The annual notice must be distributed as required by EC sections 48980 and 48981. Parents of all pupils enrolling in an LEA after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon

enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following:

(a) A description of any language acquisition programs provided, including Structured English Immersion.
(b) Identification of any language to be taught in addition to English, when the program model includes instruction in another language.
(c) The information set forth in section 5 CCR Section 11309 (c)
(d) The process to request establishment of a language acquisition program
(e) If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

(EC sections 305, 306, 310, 48980, 48981, and 5 CCR Section 11310; 20 USC sections 1703 f, 6311 and 6318)

The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

The district shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR 11302)

Advisory Committees
A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a school wide needs assessment, recommending ways to make parents/guardians aware of the importance of regular school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code 52176)

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing district wide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

The DELAC shall advise the Board on at least the following tasks: (5 CCR 11308)

1. Developing a district master plan, including policy(ies), for education programs and services for English learners, taking into consideration the school site plans for English learners
2. Conducting a districtwide needs assessment on a school-by-school basis
3. Establishing a district program, goals, and objectives for programs and services for English learners
4. Developing a plan to ensure compliance with applicable teacher or instructional aide requirements
5. Administering the annual language census
6. Reviewing and commenting on the district's reclassification procedures
7. Reviewing and commenting on the required written parental notifications

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that DELAC and ELAC committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Local Control and Accountability Plan (LCAP) Advisory Committee
When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English Learner Parent Advisory Committee shall be established to review and comment on the district's LCAP. Such advisory committee shall provide input regarding the district's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs, in accordance with Board Policy 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. If the DELAC acts as the ELAC pursuant to Education Code 52063 and 52062, the DELAC shall also review and comment on the development or annual update of the LCAP. (Education Code 52062, 52063; 5 CCR 11301, 15495)

The DELAC may also serve as the LCAP ELAC, as specified in Board Policy 0460 - Local Control and Accountability Plan.

Annual Notice of Language Acquisition Programs

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

DUSD offers the following language acquisition program(s):

- **Structured English Immersion (SEI) Program:** SEI provides both Designated and Integrated ELD and an instructional setting in which nearly all classroom instruction is in English, but with curriculum and presentations designed for students who are learning English. Primary language support may be used for concept development and clarification of instruction.

How to enroll your child in a Language Instruction Program:
Parents wanting to request a specific Language Acquisition Program must submit a written request to the EL Coordinator at their child's school site. The EL Coordinator will respond to the request within 30 days of receiving the request.
Parents wishing to request that a new program be offered must submit the request to the EL Coordinator at their child's school. The EL Coordinator will meet with the parent to clarify the request. All requests will be documented. 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)

Program Type	Characteristics
Language Acquisition Program (English Learners)	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 Within 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.
Language Program (non-English Learners)	The District offers World Language courses, including Spanish and French, to support student achievement and promote multilingual skills. These courses are available to all students, including those who are not identified as English Learners. Enrollment in World Language courses is voluntary and may be based on student interest, course availability, scheduling, and any applicable prerequisites. The District ensures that no student will be denied access to World Language instruction based on their English proficiency status. Information regarding course offerings will be provided to families in a language they can understand.

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 Lisa Benslay, Chief Academic Officer at 559-595-7324 to ask about the process.

WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS
When school property has been willfully damaged or not returned upon demand, the principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due. This notice shall include a statement that the district may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.

If reparation is not made, the district shall afford the student his/her due process rights in conformance with Education Code expulsion procedures and may withhold the student's grades, diploma or transcripts. When a student from whom the district is withholding grades, diploma or transcripts transfers to another district, this information shall be sent to the new district with the student's records and a request that these items continue to be withheld until the new district receives notification that the debt has been cleared.

GUIDE DOG PUPPIES IN TRAINING ON THE DHS CAMPUS

Dinuba Unified School District and the Dinuba High School Agriculture Department have developed an association with Guide Dogs for the Blind, Inc., for DHS Ag students to raise puppies as an FFA SAE. The FFA students involved donate their time both within school hours and outside in the student raisers' homes as volunteers for Guide Dogs for the Blind – it is a 24/7 program. This enormously rewarding experience teaches youth about responsibility, community service, volunteerism, and selflessness. Your child may encounter the puppies (wearing identifying green puppy jackets} with their raisers in classrooms and in the hallways on the Dinuba High School campus. When approaching or greeting a student handling a puppy, it is appropriate to avoid interfering with the puppy and the student. It is best to act as though the puppy is not even present.

STUDENT LACTATION ACCOMMODATIONS
AB 302 (Ch. 690) requires any school with at least one lactating student to provide reasonable accommodations to address needs related to breastfeeding, such as access to a private and secure room (other than a restroom) to express breast milk or breastfeed an infant child, permission to bring onto a school campus any equipment used to express breast milk, access to a power source for that equipment, and access to a place to safely store expressed breast milk. In addition, the student must be given a reasonable amount of time to accommodate the need to express breast milk or breastfeed an infant child and cannot be penalized academically for her use of these accommodations. The bill expresses the Legislature's findings that failure to provide such accommodations would violate state and federal laws prohibiting sex discrimination. Any complaint of noncompliance with the new law may be addressed through UCP. (CSBA Policy News, Dec 2015)
Appropriate spaces have been designated at each site to meet the requirements of AB 302:

DHS – Administration Office
SV-RR-AE – Adult School Office
WIS – Room in Administration Office
DIS – Room 402

Students must notify their counselor and/or teacher to inform them of the need to use this facility and appropriate arrangements will be made to meet their needs. Storage of equipment needed for expressing milk and the storage of expressed milk are available in the designated room for the school site for all students needing this service.
Please contact your counselor and/or school nurse for more information.

TEXTBOOKS & MATERIALS
The Dinuba Unified School District adopts and implements instructional materials which the California Department of Education (CDE) recommends. Each year, focus is given to a particular subject or discipline. The following schedule outlines the sequence for instructional materials adoption.

Subject	Grade	Year Implemented	Publisher
History / Social Science	K-6	2020	Studies Weekly
History / Social Science	7-8	2018	MacMillian-McGraw
Science	K-6	2019	Twig Education
Science	7-8	2018	Stemscopes
Math	K-6	2021	Illustrative Mathematics
Math	7-8	2018	Illustrative Mathematics
English	K-6	2023	Houghton-Mifflin
English	7-8	2023	Houghton-Mifflin

There is a variety of hands-on and audiovisual materials used to enrich and extend the basic texts. In addition, the Learning Resource Center (LRC) and school libraries provide students with literature and educational applications to expand and personalize learning.

SUBSTITUTE TEACHERS
The District maintains high expectations for teachers and employs credentialed teachers whenever substitutes are needed. Occasionally, long term substitutes are used in cases of maternity leaves or long-term illness. The District maintains a list of approximately 120 substitutes and updates it annually. Substitutes are required to hold the same high expectations as regular teachers and minimize any disruptions created by the absence of the regular teacher.

TEACHER ASSIGNMENTS
Teachers are hired and assigned according to guidelines and procedures adopted by the Commission on Teacher Credentialing. Teachers are assigned to teach subject matter authorized on their credentials. Whenever a teacher is assigned outside of the credential area in elective subjects, the District Committee on Assignments approves the assignment. Teachers must complete professional growth units or activities at an institution of higher education, conference or workshop to maintain their teaching credential.

Teacher Assignment			
Year	2023-2024	2024-2025	2025-2026
# of Teachers	332	326	326
# Emergency Credential	2	4	3
# Waivers	0	0	0
# Outside Subject	18	22	20

TEACHER EVALUATION
All probationary teachers (two years or less) are formally evaluated a minimum of twice per year. Permanent teachers (more than two years) are evaluated once every two years and after ten years they may be evaluated once every five years. The purpose of teacher evaluation is to promote quality teaching and improve instructional practices. School principals are the primary evaluators, complying with the Dinuba Teachers' Association contract, state law, and Board policies and procedures.

INSTRUCTIONAL MINUTES (2025-2026)

	Dinuba Unified	Required
Kindergarten	36,000	36,000
Grades 1-3	54,735	50,400
Grades 4-6	56,355	54,000
Grades 7-8	62,287	54,000
Grades 9-12	68,416	64,800

PROFESSIONAL DEVELOPMENT & CURRICULUM
Curriculum has been defined as "the things we expect our students to know and be able to do." The main subjects are (1) Reading and Language Arts, (2) History and Social Science, (3) Math, (4) Science, (5) Visual and Performing Arts, (6) Health/Physical Education, (7) Career Technical Education, and (8) Foreign Language and Second Language acquisition. District adopted standards and benchmark assessments are developed for all grade levels. Many units of study are less than a full semester. These include (1) Family Life, (2) Drug Education Program, (3) Tobacco Use Prevention Education, (4) HIV/AIDS Prevention Education. Some of these topics, by law, require parental consent.

The Dinuba Unified School District prepares and trains high-quality teachers, principals, paraprofessionals and other staff. The district provides teachers in all grade levels professional development training on research-based instructional practices and on current adopted curriculum. District principals, assistant principals and learning directors participate in an Administrative Professional Development. Participants develop skills to provide leadership and support of effective instruction and student learning.

District professional development days, early release days and school based grade level collaboration time are provided for teachers to monitor student progress, share effective strategies, review materials and make decisions about student learning.

Dinuba Unified School District provides ongoing principal observations of teachers in the classrooms. The district also participates in the state "Teacher Induction" program.

ACCEPTABLE USE POLICY (AUP) AND STUDENT USE OF TECHNOLOGY – BP 6163.4
SUMMARY OF TERMS AND CONDITIONS FOR USE OF ONLINE SERVICES (INTERNET)
Online services, including Internet access, are available to students and teachers in Dinuba Unified Schools. We are very pleased to bring this access to Dinuba Unified Schools and believe the internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence at Dinuba Unified schools by facilitating the four C's: creativity, critical thinking, communication and collaboration. The Internet is an electronic highway connecting millions of computers all over the world and billions of individuals. Students and teachers have access to:

1. Electronic communication with people all over the world;
2. Information and news from educational sites, including museums, science departments, libraries, and institutes;
3. Online applications of all types;
4. Discussion groups and blog posting on a plethora of topics ranging from the environment and literature to music and politics;
5. Access to many University Library Catalogs, the Library of Congress, etc.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. **On a global network it is impossible to control all materials, and an industrious user may discover controversial information. Therefore, blocks to inappropriate material will be provided by hardware, software, subscribed services, and/or due diligence. We (Dinuba Unified Schools) firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of our district.**

Internet access is coordinated through a complex association of government agencies, and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end-users who must adhere to strict guidelines. These guidelines are provided to each parent so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. If a Dinuba Unified School user violates any of these provisions, his or her use of online services will be terminated and future access could possibly be denied. The Acceptable Use Policy Agreement will be sent home with each child at the beginning of each school year for parental review and approval signatures.

Academic Honesty Policy

Dinuba Unified School District emphasizes the importance of academic integrity and the potential drawbacks of relying on AI-generated text and tools.

Unacceptable use examples include submitting assignments containing substantial amounts of AI-generated text, using AI models to cheat on assessments, or using AI-generated summaries as a substitute for reading and analyzing texts. Violations of academic integrity may result in consequences such as reduced grades or referrals. The administration, in collaboration with the teachers, will conduct an investigation and make a determination in suspected cases.

However, it is understood AI tools have legitimate uses, such as editing for clarity, testing thesis statements, and generating ideas with proper acknowledgment. Teachers may choose to use AI tools to support an assignment and assist in the learning of their students. Students should provide appropriate credit for any approved use of AI resources and understand the responsible and ethical use of these technologies. It is necessary to acknowledge AI use and provide detailed explanations of how it contributed to the improvement of the work as well as supported your learning to complete the assignment.

Dinuba Unified students should continually reflect on their understanding of academic integrity, the benefits and drawbacks of AI use, the importance of responsible AI use, and their commitment to giving credit when using AI technologies.

TESTING

Student Testing: California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System encompasses the following assessments and student participation requirements. Information about the content and format of each test is also provided.

Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics in grades three through eight and grade eleven.

Student Participation: All students at the designated grade levels are required to participate with the following exceptions:

- Students who participate in the alternate assessments.
- ELA only—English learners who are in their first 12 months of attending a school in the United States.

Content and Format: The Smarter Balanced Summative Assessments, which are delivered by computer, consist of two sections: a computer adaptive test and a performance task (PT) based on the Common Core State Standards (CCSS) for ELA and mathematics. The computer adaptive section includes a range of item types, such as selected response, constructed response, table, fill-in, graphing, and so forth. The PTs are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness.

California Alternate Assessments (CAAs) for ELA and mathematics in grades three through eight and grade eleven.

Student Participation: Students with the most significant cognitive disabilities who are unable to take the Smarter Balanced Summative Assessments even with accessibility supports and whose individualized education program (IEP) indicates assessment with an alternate test.

Content and Format: The content of the alternate assessment is based on alternate achievement standards derived from the CCSS for students with the most significant cognitive disabilities. The CAAs are computer-based two-stage adaptive tests. They are administered to students in a one-on-one environment by a test examiner who is familiar with the student.

California Science Test (CAST) Test in grades five, eight, and once in high school.

Student Participation: The CAST is required for all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) unless their IEP indicates assessment with an alternate test. The CAST includes stand-alone or discrete items and Performance tasks. The discrete item types consist of selected response, constructed response, table, fill-in, graphing, and so forth. The performance tasks measure a student's ability to integrate knowledge and skills across multiple standards through extended activities.

Content and Format: The CAST is aligned with the California Next Generation Science Standards (CA NGSS). The State Board of Education adopted the CA NGSS in September 2013. The 2017 administration of the CAST was a census pilot test, the 2018 CAST was a census field test, and the 2019 CAST was the first operational administration of the test.

California Alternate Assessment [CAA] for Science Test in grades five, eight, and once in high school.

Student Participation: The CAA for Science is required for students with the most significant cognitive disabilities who are unable to take the CAST even with accessibility supports and whose IEP indicates assessment with an alternate test. The CAA for Science is administered to students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

Content and Format: The content of the alternate assessment is based on alternate achievement standards derived from the CA NGSS. The CAA for Science is administered to students in a one-on-one environment by a test examiner who is familiar with the student. In 2017, pilot year one the CAA for Science consisted of one embedded PT; pilot year two, in 2018, consisted of three embedded PTs; and in 2019, the CAA for Science field test consisted of three embedded PTs administered online. The CAA for Science embedded PTs may be administered anytime during the school's spring instructional calendar.

California Spanish Assessment (CSA) for Spanish language arts in grades three through eight and high school (optional)

Student Participation: The CSA is an optional language test in Spanish for students who are seeking a measure to recognize their Spanish-specific reading, writing mechanics, and listening skills, regardless of their current enrollment in Spanish instruction.

Content and Format: The CSA is aligned with the CCSS for ELA en Español. The State Board of Education adopted the CSA test blueprints in November 2017. The pilot test was administered in fall 2017, the field test was administered in fall 2018, and the operational CSA was administered in spring 2019. The CSA is a computer-based assessment that will be accessible to students with disabilities. It includes technology-enabled items as well as a machine-scored writing mechanics section.

Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California (ELPAC)

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

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

Testing and Accountability
Information regarding the state's testing and accountability system can be found on the California Department of Education website: http://www.cde.ca.gov/ta/tg/ca/.

Reading Difficulty Risk Screener (RDRS)
Beginning with the 2025-2026 school year, all Kindergarten through Second Grade students will be assessed with a screening tool which identify those students who may be at risk for reading difficulties and need more support in reading and literacy to be successful in school. By identifying students early in the primary grades, it gives students experiencing reading difficulty the most opportunity to receive targeted support and intervention from their teachers.

California Accountability Model & School Dashboard

California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures.

California Dashboard
The Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
The Dashboard is a powerful online tool to help districts and schools identify strengths and weaknesses and pinpoint student groups that may be struggling. It reports performance and progress on both **state and** local measures:

- State measures apply to all LEAs, schools, and student groups and are based on data that is collected consistently across the state.
- Local measures apply at the LEA and charter school level and are based on data collected at the local level.

The state and local measures are drawn from the ten priority areas of the Local Control Funding Formula (LCFF), which was passed in 2013. The 10 priority areas are as follows:

Priority 1: Basic Services and Conditions at schools
Priority 2: Implementation of State Academic Standards
Priority 3: Parent Engagement

Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 6: School Climate
Priority 7: Access to a Broad Course of Study
Priority 8: Outcomes in a Broad Course of Study
Priority 9: (COEs Only) Coordination of Services for Expelled Students
Priority 10: (COEs Only) Coordination of Services for Foster Youth

These priority areas form the basis for California's integrated accountability system, which meets both state and federal requirements.

Different criteria are used to **determine and report performance** for the state and local measures.

For the methodology for measuring performance on the local measures, please see the local measures.

Performance on the **state measures** is based on data from both the current and prior years. Any LEA, school, or student group with at least 30 students in both the current and prior year receives a **performance level** for each applicable state measure. There are currently five levels of achievement ranging from Red (very low) to Blue (very high) with each being displayed using a meter. These levels are indicative of achievement during the prior school year.



On the Dashboard, a school's, LEA's, or student group's performance on a state measure is graphically displayed by the bar graphs.

SARC NOTIFICATION- BP 0510
The School Accountability Report card is available to the public. You may request a copy from the school site or you may view a school SARC on the internet at http://dinuba.k12.ca.us

STANDARDS BASED REPORT CARDS
The Dinuba Unified School District uses a standards-based report card for TK to grade 5. The report card shows how a student is progressing towards meeting the California content standards. The content standards are the specific skills that a student must know, understand and be able to do for each grade level. Standards-based education is not new to the District. We have implemented standards-based texts, standards-based lessons and assessments. Each spring students are assessed on the state standards with the CAASPP testing program in grades 3-8 and 11. The report card is another tool in this standards-based system.

The standards-based report card is designed to communicate student achievement with regard to specific learning goals or standards, not how hard they have worked, how they compare with classmates or how well they are behaved. Achievement and effort are reported separately. Students receive a number score (on a 1-4 scale) for a subject or a subject strand, for the four major curriculum areas included on the first page of the report card: Social Science, Science, Language Arts and Math. These numbers relate to the student's achievement of state standards.

4 -Exceeded - Exceeds grade level standard
3 -Met - At the grade level standard
2- Nearly Met - Approaching the grade level standard - making some or good progress toward year end standard
1- Not Met - Making little or no progress toward year end standard

The key difference is that student achievement is based on an end of the year standard in each curricular area. Thus, a student may not be proficient in November, simply because he/she may not be able to achieve mastery of all the standards or skills that California state standards require by the end of the year.

A student making progress will receive a 2 rather than a 3 or a 4. Remember, proficiency is measured by the ability to master the end of the year standards. Early in the year, many students will receive a score of 2 indicating that they are making some or good progress towards the expected standard. A score of 2 indicates that the student is making adequate progress toward mastery of the standard and the teacher believes the student will attain proficiency by the end of the year.

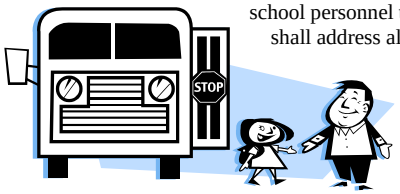
A score of 1 indicates that a student is making some progress toward mastery of the standard, but that the teacher is less certain at this time that the student will attain proficiency by the end of the year. A student with a 1 is probably in need of some additional intervention in order to support and possibly accelerate his/her learning.

The marks on the standards-based report card are based on teacher evidence of student performance against the year-end standards. The marks come from a combination of tasks that are scored using rubrics, graded classroom assessments, benchmark assessments, teacher observations or other criteria.

The report cards will also record student growth, effort, social skills and work habits using the familiar E for excellent, S for satisfactory and N for needs improvement. Parents will receive feedback on additional subjects, as well as on study skills, homework and classroom behavior using these marks.

TRANSPORTATION SAFETY PLAN
State of California
EDUCATION CODE Section 39831.3

39831.3. (a) The county superintendent of schools, the superintendent of a school district, a charter school, or the owner or operator of a private school that provides transportation to or from a school or school activity shall prepare a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of pupils. The plan shall be revised as required. The plan shall address all of the following:



(1) Determining if pupils require escort pursuant to paragraph (1) of subdivision (d) of Section 22112 of the Vehicle Code.

(2) (A) Procedures for all pupils in prekindergarten, kindergarten, and grades 1 to 8, inclusive, to follow as they board and exit the appropriate school bus at each pupil's school bus stop.
(B) Nothing in this paragraph requires a county superintendent of schools, the superintendent of a school district, a charter school, or the owner or operator of a private school that provides transportation to or from a school or school activity, to use the services of an onboard school bus monitor, in addition to the driver, to carry out the purposes of this paragraph.

(3) Boarding and exiting a school bus at a school or other trip destination.

(4) Procedures to ensure that a pupil is not left unattended on a school bus, school pupil activity bus, or youth bus.

(5) Procedures and standards for designating an adult chaperone, other than the driver, to accompany pupils on a school pupil activity bus.

(b) A current copy of a plan prepared pursuant to subdivision (a) shall be retained by each school subject to the plan and made available upon request to an officer of the Department of the California Highway Patrol.
(Amended by Stats. 2016, Ch. 721, Sec. 2. (SB 1072) Effective January 1, 2017.)

The Dinuba Unified School District Transportation Safety Plan includes the following:

A. Walking distances to school and school bus stops.
B. Procedures for students to follow while walking to and from bus stops.
C. Rules of conduct at school bus loading zones.
D. Safety rules and procedures for school bus stops.
E. Escorted crossing procedures and the school bus danger zone.
F. Procedures to ensure that no pupil is left unattended on a school bus or school pupil activity bus.
G. Rules of conduct aboard the school bus and conduct code offenses.
H. School bus emergency procedures.
I. Foggy day procedures.
J. Inclement weather procedures.
K. Rules of the road for parents.

DINUBA UNIFIED SCHOOL DISTRICT TRANSPORTATION SAFETY PLAN
Transportation Phone: 559-595-7282
Foggy Day Information: www.dinuba.k12.ca.us

Administration Regulation 3541
A. Walking Distances to Schools and Bus Stops
The Superintendent or designee shall design transportation routes and stops to promote the safety of students and maximum efficiency in the use of buses and limit the need for red light crossovers. Students who reside beyond the minimum transportation distances listed below shall be eligible for transportation service to the school of their attendance area; students who are eligible for transportation service may be required to walk the distances listed below to reach a designated bus stop:

1. for elementary school students:
   Grades K: three-fourths mile
   Grades 1 – 5: one and one-half miles
   Grade 6: two miles

2. for junior high school students:
   Grades 7 – 8: two and one-half miles

3. for high school students:
   Grades 9 – 12: two and one-half miles

4. The walking distances are measured in nautical/air miles from the address of residence to the school of the attendance area or the designated bus stop.

The Superintendent or designee may authorize transportation within the walking distance when safety problems or hazards exist. The Superintendent or designee shall communicate in writing to parents/guardians regarding bus routes, schedules and stops.

B. Procedures to Follow while Walking to and from Bus Stops

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

C. Rules of Conduct at School Bus Loading Zones

1. Stay clear of the roadway. Stand on the sidewalk or driveway if possible.
2. While waiting at the bus stop, respect the property of others. This includes the property of other students and the area around the bus stop.
3. Wait for the bus in an orderly manner by forming a single file line at least 12 feet from the edge of the roadway.
4. Stay away from the 12 foot area around the bus called the "Danger Zone" until the bus has come to a complete stop. Do not approach the bus until the door has opened.
5. Enter the bus in an orderly manner. Quickly find a seat. In buses with seat belts, fasten and wear the seat belt properly at all times. Remain seated while the bus is in motion.

D. Safety Rules and Procedures for School Bus Stops

1. The driver shall stop to load or unload pupils only at school bus stops designated for that purpose by the school district superintendent or authorized by the superintendent for school activity trips.
2. Students are assigned a designated bus stop by the Transportation Department and are to board and exit the bus at their designated bus stop only. Drivers shall make every effort to ensure that students comply and will report non-compliance to the department. Students requesting to exit the school bus at a stop other than their designated stop must obtain written permission from their parent, guardian or school official. Written permission shall be given to the driver.
3. Upon stopping the school bus on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer, or official traffic control signal, the driver shall determine if there are students loading or unloading who must cross the highway or private road.
4. The school bus driver shall escort all pupils in pre-kindergarten, kindergarten, and any of grades 1 to 8, inclusive, needing to cross the highway or private road upon which the school bus is stopped. The driver shall use an approved hand-held "STOP" sign while escorting all pupils. All pupils are required to walk in front of the bus as they cross the road. School bus stops where students need to cross the road shall not be made on a divided or multiple lane highway as defined in the Vehicle Code.

For the purposes of Section 39843 of the Education Code, a school bus driver escorting pupils pursuant to paragraph (1) of subdivision (d) of Section 22112 of the Vehicle Code shall not be considered to be leaving the immediate vicinity of the vehicle.

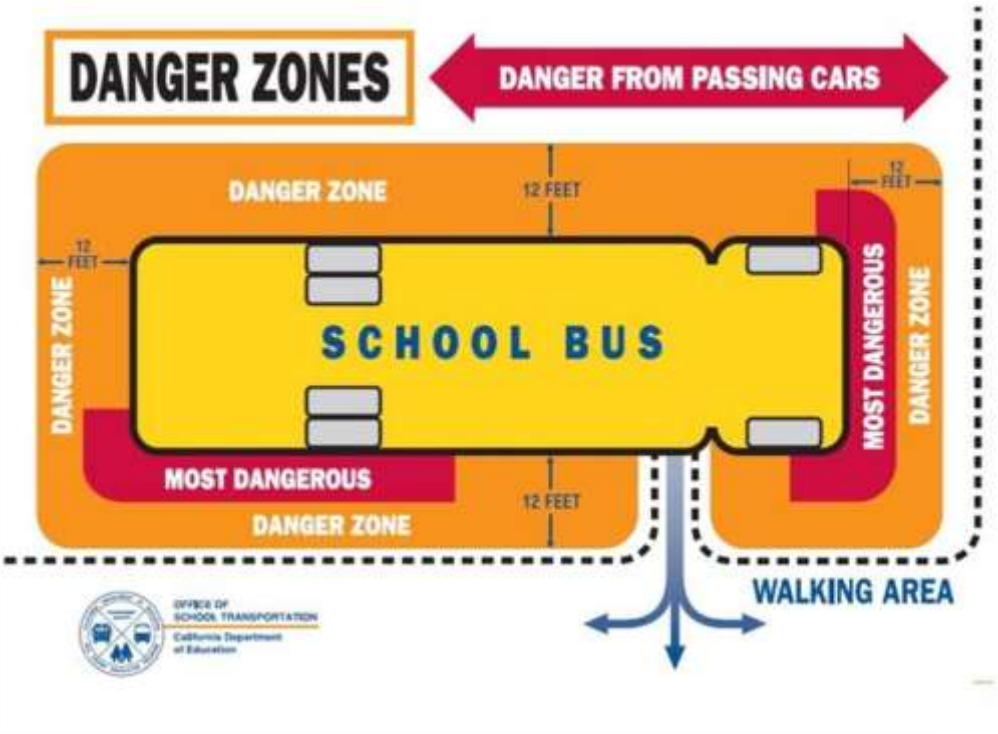
E. Escorted Crossing Procedures

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

1. Students shall remain seated until the bus comes to a complete stop. The driver will indicate when they should come forward to prepare to exit the bus.
2. The students will follow the driver as he/she exits the bus. Once outside, the students shall stand beside the bus, off the roadway when possible. Students are to pay close attention and wait for the driver to tell them when it is safe to cross. Students should never assume traffic will stop nor should they cross without the protection of the school bus driver.
3. When the driver tells the students that it is safe to cross, they are to walk in FRONT of the bus, between the bus and the bus driver. Students should walk quickly, straight across to the other side of the street. Once students have safely crossed the roadway, the

driver will return to the bus. It is very important that students do not re-enter the roadway, as traffic will be ready to proceed and it would be extremely UNSAFE.

4. When students require an escort to board the bus, they should wait for the bus a safe distance from the roadway. When the bus arrives, the driver will exit the bus and escort the students across the road. Students are to pay close attention to the driver and wait for the driver to tell them that it is safe to cross. They should walk in FRONT of the bus, between the bus and the bus driver. Students should walk quickly, straight across to the other side of the street and immediately board the bus.
5. When parents/guardians feel it is necessary to walk across the road to drop-off or pick-up their student from the bus stop, bus drivers remain lawfully responsible to afford the child the protection of the escorted crossing and will escort both the child and the parent/guardian. Parents/guardians that refuse to comply with these procedures risk the possibility of the loss of bus riding privileges for their child.



The School Bus Danger Zone
There is an area 12 feet around the school bus called the "Danger Zone." Parents and guardians should discuss with their students the hazards of being in this area. It is very dangerous for students to be along the side of the bus and near the wheels and tires. Please see the diagram above. Students should stay clear of the danger zone and be at least 12 feet from the school bus before boarding and after exiting the school bus. If a student drops something in the danger zone, they should notify the bus driver who will retrieve the item. Under no circumstances should a student ever reach or crawl under the school bus.

F. Procedures to Ensure a Pupil is Not Left Unattended on a School Bus or School Pupil Activity Bus (39831.3 EC)
The Dinuba Unified School District Transportation Department is committed to the safe transportation of all students who ride district school buses. All DUSD buses are equipped with a Child Safety Check System that requires the driver to contact the device before exiting the vehicle, thereby prompting the driver to inspect the entirety of the interior of the school bus before exiting.

All DUSD drivers shall ensure no children remain on the school bus by inspecting the entirety of the interior of the school bus at the last stop on each run. Upon returning to the Transportation Facility, drivers shall perform a second inspection of the interior of the school bus to ensure no children remain on the school bus before exiting the school bus.

If a child is on the school bus at the end of a run or upon return to the Transportation Facility, the driver shall immediately notify dispatch and the Transportation Director. The school will receive immediate notification and arrangements will be made for the transportation of the child either to school or to home.

All school pupil activity bus (Charter Party Carrier) trips shall have a designated adult chaperone, other than the driver, to accompany pupils on a School Pupil Activity Bus (SPAB). DUSD requires that all designated adult chaperones accompanying pupils on a SPAB trip be identified on the trip request. Prior to the trip, the designated adult chaperone shall sign and return to transportation an acknowledgement that they have received written instructions to follow to ensure a pupil is not left unattended on a SPAB. Upon completion of a SPAB trip, the driver and chaperone will ensure no pupils remain unattended on the bus and provide a document stating such to DUSD Transportation Department.

G. Rules of Conduct aboard the School Bus BP 5131.1, 5 CCR 14103
In order to help ensure the safety and well-being of students, bus drivers and others, the Board of Education expects students to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding or leaving the bus.

The Superintendent or designee shall establish regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges. He/she shall make these rules available to parents/guardians, students, and other interested parties. Students found to be in violation of the district's bus conduct rules shall be subject to discipline in accordance with Board policy and administrative regulation. The Superintendent or designee may deny a student the privilege of using school transportation upon the continued disorderly conduct of the student or his/her persistent refusal to submit to the authority of the driver.

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

Bus Surveillance Systems The Board believes that the use of surveillance systems on school buses will help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, surveillance systems with audio capabilities may be installed and used on school buses to monitor student behavior while traveling to and from school and school activities.

The Superintendent or designee shall notify students, parents/guardians, and staff that surveillance may occur on any school bus and that the contents of a recording may be a student record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate. In addition, a prominent notice shall be placed in each bus stating that the bus is equipped with a surveillance monitoring system.

The Superintendent or designee shall monitor the use and maintenance of the district's bus surveillance system. Students are prohibited from tampering with the bus surveillance system. Any student found tampering with the system shall be subject to discipline and shall be responsible for the costs of any necessary repairs or replacement.
Camera supports may be installed in all buses. Cameras may be rotated among the buses and activated at the discretion of the Superintendent or designee.

The contents of any on board recording is a student record. Recordings of students are protected by district policy and administrative regulation.

Bus Rider Rules
The following rules apply at all times when students are riding a school bus, including when on school activity trips:

1. Riders shall follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at their designated bus stop on time and stand in a safe place at the stop to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the bus is in motion.
5. Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.
6. Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.
7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.
8. Riders shall not use tobacco products, eat, or drink while riding the bus.
9. Riders may bring electronic devices onto the bus only if such devices are permitted at school. If the use of cellular telephones or similar devices disrupts the safe operation of the school bus, the bus driver may direct the student to no longer use the device on the bus.
10. Riders shall not put any part of the body out of the window nor throw any item from the bus.
11. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
12. Service animals are permitted on school transportation services; all other animals are prohibited.
13. Upon reaching their destination, riders shall remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraint system, enter the aisle, and go directly to the exit.
14. Riders should be alert for traffic when leaving the bus and shall follow the district's transportation safety plan when crossing the road and exiting the bus.

The driver or any passenger shall report any violation of the district's bus rules to the principal or designee. The principal or designee shall notify the student's parent/guardian of the misbehavior, determine the severity of the misconduct, and take action accordingly. In instances of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined appropriate by the principal or designee.
Bus drivers shall not deny transportation services except as directed by the principal or designee.

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

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

Student Conduct Code/Behavior on the Bus
1st Offense: Warning to student and/or alternative consequences, parent conference.
2nd Offense: Loss of bus privileges for a minimum of one week, parent conference.
3rd Offense: Loss of bus privileges for a minimum of two weeks subject to the discretion of the Principal, Transportation Director and the nature of the offense. Such loss of privileges shall not normally extend beyond the end of the current trimester for elementary (K-6) schools or beyond the end of the semester for secondary schools.

Note: Depending on the seriousness of the act, the student may lose bus privileges for the remainder of the school year on the first or succeeding offense. Decisions regarding bus discipline will be a collaborative effort between the bus driver, the transportation director and school administration. When the situation is determined to be an emergency, immediate suspension will occur. Parents/guardians will be required to pick up the student at the school.

H. Bus Emergency Procedures
Upon registration, the appropriate school site will provide to the parents or guardians of all pupils in pre-kindergarten through grade 6 who have not previously been transported in a school bus or school pupil activity bus, written information on school bus safety. In accordance with Education Code section 39831.5, all students through the 8th grade will receive safety instructions once each year during a scheduled bus evacuation drill.
Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to all of the following:

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

Prior to departure on a school activity trip, all students riding on a school bus or school pupil activity bus shall receive safety instruction which includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

I. Kindergarten Transportation
All TK and Kindergarten bus riders are required to have a designated parent or guardian at the bus stop to receive the child. Otherwise, the bus driver will return the student to school. Bus drivers will notify the transportation office when returning the child to school; transportation will contact the school site. When riders are consistently returned to the school site due to not being met at the stop, parents may be notified that transportation for their child may be cancelled.

J. Foggy Day Procedures
In accordance with California Vehicle Code Section 34501.6, Dinuba Unified School District school buses shall not operate when atmospheric conditions reduce visibility to 200 feet or less. The District, however, will limit operation at the more conservative distance of 600 feet or less. When a foggy day schedule is called, the decision will be made by 6:00 am. To find out if the District is on a foggy day schedule, please check the DUSD website www.dinuba.k12.ca.us or tune to TV Channels 18, 24, 30 and 47 or Radio Stations Kiss 93.7, KMJ 105.9 or AM 580. The free DUSD ParentSquare App is available for download through a link found under the Parent and Student Resources tab located on the DUSD website homepage as well.

When a foggy day delay is called, all schools in the District will start off with a 1 (one) hour delay than the normal start times. Bus pick up times will also be 1 (one) hour later than normal pick up times. If after 1 (one) hour the fog still has not cleared to more than 600 feet visibility an additional 1 (one) hour delay may be called. Zero period classes are cancelled on foggy day schedules. Please check the website for schedules. There may be times fog will still exist when buses begin running after the scheduled delay(s). Bus drivers are authorized to use their discretion to find a safe place to pull over until they determine it is safe to continue on route. At no time will bus drivers travel at a speed that is unsafe for conditions. As such, this may cause a bus to run later than usual.

K. Inclement Weather Procedures for Student Activity Trips/Staff Conference Trips
School buses, charter buses and district vehicles shall not operate when atmospheric conditions (fog, wind, rain, etc.) reduce visibility to 600 feet or less. When the transportation department determines that visibility is reduced to less than 600 feet, the trip shall be delayed or cancelled. While on the student activity trip or staff conference trip, the driver is to continually monitor the weather conditions. When visibility becomes reduced, the bus or staff driver shall communicate with the supervisor/coach/teacher on the status of weather conditions. If the bus or staff driver determines, after conferring with their supervisor, an earlier return is required, the supervisor/coach/teacher will be notified of the revised time.

If at any time while in route, visibility is reduced to 600 feet or less, the bus or staff driver shall use their discretion to find a safe place to pull over. Drivers shall not stop on the shoulder of a highway under these conditions, except for an emergency.

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

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

This Safety Plan is effective January 1, 1998. It may be subject to revisions based on legislative changes and/or Board Policy amendments and/or additions. A copy of the current Transportation Safety Plan is available for viewing at www.dinuba.k12.ca.us

Revised June 2026

THE FACTS ABOUT FENTANYL

FENTANYL FACTS

Fentanyl is a synthetic opioid that is up to 50 times stronger than heroin and 100 times stronger than morphine. It is a major contributor to fatal and nonfatal overdoses in the U.S.[1]

Fentanyl is a synthetic opioid that is up to

50x stronger than heroin

100x stronger than morphine

There are two types of fentanyl: pharmaceutical fentanyl and illicitly manufactured fentanyl. Both are considered synthetic opioids. Pharmaceutical fentanyl is prescribed by doctors to treat severe pain, especially after surgery and for advanced-stage cancer. However, most recent cases of fentanyl-related overdose are linked to illicitly manufactured fentanyl, which is distributed through illegal drug markets for its heroin-like effect. It is often added to other drugs because of its extreme potency, which makes drugs cheaper, more powerful, more addictive, and more dangerous.

ILLICITLY MANUFACTURED FENTANYL

Illicitly manufactured fentanyl (IMF) is available on the drug market in different forms, including liquid and powder[1]. Fentanyl-laced drugs are extremely dangerous, and many people may be unaware that their drugs are laced with fentanyl.

Powdered fentanyl looks just like many other drugs. It is commonly mixed with drugs like heroin, cocaine, and methamphetamine and made into pills that are made to resemble other prescription opioids.

In its **liquid form,** IMF can be found in nasal sprays, eye drops, or dropped onto paper like small candies.

Street Names for Fentanyl

- Apache
- Dance Fever
- Friend
- Goodfellas
- Jackpot
- Murder 8
- Tango & Cash[1]

DRUGS DO NOT COME WITH AN INGREDIENTS LIST. MANY CONTAIN DEADLY DOSES OF FENTANYL.

FENTANYL AND OVERDOSE

Fentanyl and other synthetic opioids are the most common drugs involved in overdose deaths.[1] Even in small doses, it can be deadly.

150 **Over 150 people die every day from overdoses related to synthetic opioids like fentanyl.[2]**

Drugs may contain deadly levels of fentanyl, and you wouldn't be able to see it, taste it, or smell it. It is nearly impossible to tell if drugs have been laced with fentanyl unless you test your drugs with fentanyl testing strips. Testing strips are inexpensive, typically give results within 5 minutes, and can be the difference between life or death. Even if the test is negative, caution should be taken as test strips might not detect more potent fentanyl-like drugs, like carfentanil.[3]

SIGNS OF OVERDOSE

Recognizing the signs of opioid overdose can save a life. Here are some things to look for:

- Small, constricted "pinpoint pupils"
- Falling asleep or losing consciousness
- Slow, weak, or no breathing
- Choking or gurgling sounds
- Limp body
- Cold, clammy, and/or discolored skin

WHAT TO DO IF YOU THINK SOMEONE IS OVERDOSING

It may be hard to tell whether a person is high or experiencing an overdose. If you aren't sure, it's best to treat the situation like an overdose—you could save a life.

1. Call 911 immediately.*
2. Administer naloxone,** if available.
3. Try to keep the person awake and breathing.
4. Lay the person on their side to prevent choking.
5. Stay with them until emergency workers arrive.

1. Wilson N, Kariisa M, Seth P, Smith H 4th, Davis NL. Drug and opioid-involved overdose deaths—United States, 2017–2018. MMWR Morb Mortal Wkly Rep 2020;69:290-7. 10.15585/mmwr.mm6911e4

2. NCHS, National Vital Statistics System. Estimates for 2020 are based on provisional data. Estimates for 2015–2019 are based on final data (available from: https://www.cdc.gov/nchs/nvss/vsrr/drug-overdose-data.htm).

3. Bergh, Marianne Skov-Skov et al. "Selectivity and sensitivity of urine fentanyl test strips to detect fentanyl analogues in illicit drugs." The international journal on drug policy vol. 90 (2021): https://doi.org/10.1016/j.drugpo.2020.103065

* Most states have laws that may protect a person who is overdosing or the person who called for help from legal trouble.
** Naloxone is a life-saving medication that can reverse the effects of opioid overdose and save lives. It is available in all 50 states and can be purchased from a local pharmacy without a prescription in most states.

Directory Information Opt-Out Form 2026-2027

This form provides parents and guardians the opportunity to opt their student out of the release of directory information. Please read each section of the form carefully. If you have any questions about this form, please contact the District Office at 559-595-7200.

Pursuant to the Family Educational Rights and Privacy Act (FERPA) and the California Education Code, the District may release directory information to certain persons or organizations, as specified in this annual notice, when it is requested. Directory information may be released to law enforcement agencies, employers and prospective employers, news media, and may include student's name, address, telephone number, date of birth, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent educational agency or institution attended. In the case of students who have been identified as having special needs or homeless, no material can be released without parent or guardian consent. Limited directory information pertaining to homeless students may be shared without written consent to facilitate an eye examination by a nonprofit eye exam provider or a free oral health assessment hosted by schools, unless the parent or the student accorded parental rights provides written notice to the school that they do not consent to the physical examination.

Please note: This is an OPTIONAL form. The form should only be returned to the school if you wish to opt your child <u>out</u> of one of these areas.

If you do not want your child's directory information released, please check the box below. This opt-out does not apply to directory information released for District yearbook purposes.

- ☐ I **do not** want my child's directory information to be released.

For Grades 9-12 only:

- ☐ I **do not** want my child's directory information to be released to military recruiters.
- ☐ I **do not** want my child's directory information to be released to institutions of higher education.

The District may use and release such directory information to third parties for purposes, including, without limitation, compiling, completing, and printing the District's annual yearbook and/or awards listings. If you do not want your child's directory information released and/or used for such purposes, please check the box below.

- ☐ I **do not** want my child's directory information to be released in yearbooks and awards listings.

Parent/Guardian Signature: _____ Date: _____

Student Name: _____ ID#: _____

Address: _____ Phone: _____

School: _____ Grade: _____

PHOTOGRAPHING OF STUDENTS

On occasion, students may be spontaneously photographed or videotaped by non-school personnel (such as parents, news media) while the students are involved in activities at school or on field trips which are open to members of the public.

There may also be occasions when students will be incidentally photographed/videotaped by parents or news media personnel while they are participating in activities which are not open to the general public (such as regular classroom instructional activities or school plays and performances). The District intends to monitor such occasions so that there will be no undue invasion of individual pupil privacy or disruption of the instructional process.

If you object to the photographing/videotaping of your child while participating in non-public activities as described above, please so indicate by your signature below. If you object, every effort will be made to excuse your child from the activity in question. If you do not return this form with your signature, it will be assumed that you do not object to such photographing. *My signature below indicates that I do not consent to the photographing/videotaping of my child or children while participating in non-public activities during the 2026-2027 school year.*

_____ _____
Signature of Parent/Guardian Date

_____ _____
Name of student Grade

If signed, please return this form to the Principal of the school your child attends.

Please return this acknowledgment, with the required signature, to your son's/daughter's school.

PARENTAL ACKNOWLEDGMENT ONLY
2026-2027

I have received and read the notice regarding my rights relating to the above courses and activities which might affect my son/daughter.

_____ _____
Print Student's Name Grade

_____ _____
Signature of Parent/Guardian Date