Corcoran Joint Unified School District

TK-5th Grade Handbook







Parent/Guardian & Student Handbook
2026-2027

FAMILIES:

This handbook is provided to you as a reference on rules and regulations, and is designated to be useful to you. Please keep this Parent & Student Notification and Information Handbook in a convenient location for future reference.

Bret Harte
1300 Letts Ave.
Corcoran, CA 93212
559-992-8881
559-992-1244 (Fax)
https://bretharte.corcoranunified.com/

Fremont
1900 Bell Ave.
Corcoran, CA 93212
559-992-8883
559-992-1242 (Fax)
https://fremont.corcoranunified.com/

Mark Twain
1500 Oregon Ave.
Corcoran, CA 93212
559-992-8882
559-992-1018 (Fax)
https://marktwain.corcoranunified.com/

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Bret Harte Elementary School Policies

Arrival and Dismissal

Students are not to arrive prior to 7:30 a.m. as there is no supervision. All students arriving at school will be offered breakfast. Students who do not eat breakfast may walk to the blacktop area. Students are only allowed to enter the campus through the main gate. No other gate will be allowed. Please make sure you walk your child across the street using the crosswalks and that traffic and parking laws are followed **AT ALL TIMES.** School begins promptly at 8:05 am. Please make sure your child is here no later than 8:00 am as every minute of the school day counts toward their learning and attendance. Students will be considered tardy if they arrive after 8:05 am, but may go directly to class. Students arriving after 8:10 will receive tardy slips from staff at the front gate. Students arriving after 8:20 are considered **very tardy**, and must go to the office for a pass, and an adult must sign them in. Students arriving after 7:55 will not be offered breakfast and must go straight to the playground.

If you are dropping your child off in the morning via a vehicle, please adhere to the following protocols:

- Pull through our drop off lane, pulling as far forward as possible. Encourage your child to have their backpack ready, and be prepared to exit the vehicle from the right side of your car. We encourage students to independently open and close the door to help the drop off process go as quickly as possible. **Please do not get out of the car.** This slows down the process. There will be a staff member there for supervision and assistance if needed.
- Once your child has safely exited your vehicle, pull forward, and exit the driveway. Only right turns out of the driveway are allowed during morning drop off.
- Please wait for the car in front of you to move forward. Do not attempt to go around, as this creates a safety hazard for our students and families who are in or near the crosswalk.

Students are dismissed from their assigned gate. Family members will pick up students at their assigned gate. Students who ride the bus are escorted by a staff member to their bus lines, and then loaded onto the appropriate bus. Students who attend RAC after school are picked up from their classrooms by a RAC leader. We do not have our drive through open for dismissal. Students who are not picked up from their assigned gate by 2:30 (1:30 on Wednesdays) will be taken to the main gate to wait for their family member to pick them up.

If there will be changes to your child's end of day transportation, please make sure you contact the office **no later than 12:00 PM.**

Books and School Equipment

When a student is issued a book or other supplies or equipment they assume responsibility for its care. It must be returned on request in a condition similar to that when issued. If not, damage or replacement costs can be assessed.

Bus Policy

Parents are legally responsible for their child's transportation to and from school. Bus transportation is a privilege, which is provided by the district to assist parents in meeting their responsibilities.

The bus driver is in charge of the bus and has the authority to restrict any student from riding should their behavior be inappropriate or unsafe. Bus drivers have referrals that they will issue to students who misbehave. Multiple referrals may lead to your child losing all privileges to ride the bus. Students in grades K-3 living beyond ¾ of a mile from the nearest school are entitled to bus transportation to and from school.

For the safety and security of all students, **any student riding the bus must have an assigned bus tag.** Students without a bus tag will not be permitted to ride the bus. If a student's bus tag is lost or missing, the school office should be notified immediately so a replacement tag can be issued. In accordance with the District Handbook, alternate daily or weekly bus drop-off and pickup arrangements are not permitted.

Parents/Guardians must come to the school to complete a bus form for students. Only one bus tag, one address, and one bus stop are allowed per child. Requests for additional stops or a change of stops for a day are not allowed. If a change is made due to a change of residency, parents must come to the school and fill out a new bus form. A $1.00 charge will be required for the replacement of any bus tag.

Bus tags must be pinned to the top outside part of your child's backpack daily. Children with no tags will not be allowed to ride the bus and will have to call home for pick-up. **If your child is NOT riding the bus on a particular day, a note to the teacher must be sent with your child at the beginning of the day. Phone calls will not be allowed after 12:00pm unless it is an emergency.** It is extremely difficult to relay a last minute message to the classroom teacher. We do this to ensure your child's safe return home and to limit classroom interruptions during instructional time.

IMPORTANT: Bus transportation is a privilege. To ensure the safety of all students, a parent or designated adult must be present at the bus stop to receive children when they are dropped off. Parents/adults should remain within 20 feet of the bus stop so the driver can visually confirm that each child is safely released to an adult. If no parent or designated adult is present, the student will be returned to Bret Harte, and a parent/guardian will be required to pick them up from the school. After two occurrences, bus privileges may be revoked for the remainder of the school year. In addition, unsafe or inappropriate behavior on the bus may result in suspension or revocation of bus privileges. Families can help maintain a safe, orderly, and positive bus environment by reviewing the bus expectations and rules outlined in the District Parent Handbook with their child. Your partnership and support are greatly appreciated in helping ensure a safe and pleasant experience for all bus riders.

Class Celebrations/Food

Students or parents are not allowed to bring homemade food (cupcakes, cookies, etc.) for other students to consume. (Packaged, store-bought food is okay. Bakery items must have ingredient labels.) Please make arrangements with the teacher before bringing any food items to school. Food items to share with your child's class may not be brought to school during our lunch time, which is from 11:00 AM-12:45 PM. Families are encouraged to bring healthy food, or non-food items to share with the class. Parents are welcome to bring birthday treats to the classroom. The visit is limited to 15 minutes so as to not disrupt learning time, ~~and families will be escorted by a staff member.~~

Deliveries to Students

Deliveries to students, such as flowers or balloons, are not allowed. If deliveries are made, they will be held in the office until the end of the day, and families will be asked to pick them up.

Field Trips

The purpose of field trips is to enhance and extend students' academic learning experiences. All students are provided equal access to participate in field trips as part of the school curriculum. Parents/guardians who do not

wish for their child to attend a specific field trip are encouraged to discuss their concerns with the teacher and/or principal. Students who do not participate in a field trip are still expected to attend school on that day, and alternative classroom arrangements will be made for them to complete their schoolwork. All students participating in field trips are expected to follow the same behavior expectations and standards outlined in our Behavior Matrix and Behavior Flow Chart.

Freeze Bell

When the recess bell rings, students are expected to stop all play immediately. Students must hold any playground equipment, safely climb down from playground structures, and exit the swings. Students will remain in their designated play areas until the blacktop supervisor verbally dismisses their area (~~such as the grass and sand area, four-square courts, or basketball courts~~). Once dismissed, students are expected to walk calmly and directly to their classroom lines.

Lost and Found

Families are strongly encouraged to label all items brought to school with their child's name to help ensure lost items can be returned to their rightful owner. This includes jackets, sweaters, hats, gloves, backpacks, lunchboxes, water bottles, and other personal belongings. Any found items should be turned in to the school office. Unlabeled items will be placed in the school's Lost and Found area, located near the front office, for students and families to check regularly.

School Contact & Communication

If you have questions or concerns regarding your child's academic progress, behavior, or school experience, please contact your child's classroom teacher first. Teachers are the best point of contact for classroom-related information and student progress updates. If additional support is needed in communicating with your child's teacher, families may contact the school office for administrative assistance.

Our school primarily uses ParentSquare for school communication, reminders, announcements, and important updates. Families are encouraged to ensure their account is activated and that notification settings are enabled. If you need assistance accessing or using ParentSquare, please contact the school office. Families may also access the school calendar, important dates, staff information, and additional resources on our school website.

Visitors and Volunteers

All visitors must check in at the office using our RAPTOR system. Any parent/guardian wishing to become a volunteer or to be a field trip chaperone must submit evidence that they are clear from active tuberculosis, complete an online mandated reporter training, and be fingerprinted for the purpose of a criminal records check. (Call 992-8881 ext. 2 for info on obtaining clearance.) After clearance, a volunteer must check in at the office and receive a pass before proceeding to a classroom, and check out before departing from campus. Younger children and siblings are not allowed on campus and in classrooms during instructional time. Siblings are invited and welcome to attend trimester awards and spring and winter performances.

Toileting Guidance

We STRONGLY encourage you to potty train your child before the start of the school year. Staff members will not be responsible for changing soiled clothes. Students will be sent to the school office to change if they are wet or wait for their parents to pick them up if they have had a bowel movement. Students will not wear diapers. Pull ups or regular underwear are encouraged to promote independence and self-care. There are bathrooms located inside all TK classrooms. Teachers will encourage students to use the bathroom during breaks. A trained adult (not the classroom teacher or paraprofessional assigned to the classroom), whose role is solely to support students in toileting, may verbally coach students who require additional assistance with the steps required in successfully using the toilet. No adult will enter the bathroom with any child; the coaching will occur through the door.

Question: What does it mean to be fully potty trained?
Answer: Fully potty trained students may have an occasional accident. Fully potty trained means that the pupil:

- comes to school in big kid underpants (not pull-ups)
- can communicate a need to use the bathroom
- can independently take care of toileting (pull down underpants, sit on toilet or stand at urinal, and void the bowels or bladder)
- can independently manage related hygiene (can access toilet paper, wipe, place used toilet paper in the toilet bowl, flush, pull up underpants without assistance, and wash and dry hands)

Question: What happens if my student has an accident at school?
Answer: Students will be sent to the office to change if they are wet or wait for their parents to pick them up if they have had a bowel movement.

Helpful Resources

Toileting Picture Cards

Potty Training Reward Cards

Potty Training Guidance

Toileting Visual Schedule Cards

Bret Harte Elementary School
Daily Schedule
2026 - 2027
Monday, Tuesday, Thursday, Friday

TK/Kindergarten

8:03	Warning Bell
8:05	Start of School
8:05 – 8:20	Opening Routines
8:20 – 9:25/9:40	Instructional Time
9:25 – 9:40 Group A 9:45 – 10:00 Group B	TK/Kindergarten Recess
9:40 – 11:00	Instructional Time
11:00 – 11:40 Group A/B	TK/Kindergarten Lunch
11:40 – 1:40	Instructional Time
12:00-12:30	**ELD**
2:10	Dismissal – End of School Day (TK-K)

K/First Grade

8:03	Warning Bell
8:05	Start of School
8:05 – 8:20	Opening Routines
8:20 – 10:05/10:30	Instructional Time
10:05 – 10:20 Group C 10:30 – 10:45 Group D	K/First Grade Recess
10:20 – 12:15 (Depending on Wing)	Instructional Time
11:50 – 12:30 Group C/D	K/First Grade Lunch
12:30 – 2:15	Instructional Time
1:15 – 1:45	**ELD**
2:15	Dismissal – End of School Day (1st Grade)

Group A: H1, H2, H3, H4, H5, H6 Group C: C3, C4, D1, D2, D3, D4, F1

Group B: B2, B3, B4, B5, C1, C2 Group D: E1, E2, E3, E4, F2, F3

Bret Harte Elementary School
Daily Schedule
2026 - 2027
Wednesday

TK/Kindergarten

8:03	Warning Bell
8:05	Start of School
8:05 – 8:20	Opening Routines
8:20 – 9:25/9:45	Instructional Time
9:25 – 9:40 Group A 9:45 – 10:00 Group B	TK/Kindergarten Recess
9:40 – 11:25 (Depending on Wing)	Instructional Time
11:00 – 11:40 Group A/B	TK/Kindergarten Lunch
11:40 – 1:15 12:15– 12:45	Instructional Time **ELD**
1:10	Dismissal – End of School Day (TK-K)

K/First Grade

8:03	Warning Bell
8:05	Start of School
8:05 – 8:20	Opening Routines
8:20 – 10:05/10:30	Instructional Time
10:05 – 10:20 Group C 10:30 – 10:45 Group D	K/First Grade Recess
10:15 – 12:15 (Depending on Wing)	Instructional Time
11:50 – 12:30 Group C/D	K/First Grade Lunch
12:30 – 1:15 9:30 - 10:00	Instructional Time **ELD**
1:15	Dismissal – End of School Day

Group A: H1, H2, H3, H4, H5, H6
Group B: B2, B3, B4, B5, C1, C2
Group C: C3, C4, D1, D2, D3, D4, F1
Group D: E1, E2, E3, E4, F2, F3

Bret Harte Elementary
Minimum Daily Schedule
2026-2027

TK/Kindergarten *Minimum Day Schedule*

8:03	Warning Bell
8:05	Start of School
8:05 – 8:10	Opening Routines
8:10 – 9:10/9:35 8:15 – 8:45 **ELD**	Instructional Time **(ELD)**
9:10 – 9:25 H1, H2, H3, H4, H5, H6 9:35 – 9:50 **B2, B3, B4, B5, C1, C2**	TK/Kindergarten Recess (Group A/B)
9:25 – 11:00 9:35 – 11:25	Instructional Time
10:45 – 11:15 H1, H2, H3, H4, H5, H6 11:10 – 11:40 **B2, B3, B4, B5, C1, C2**	TK/Kindergarten Lunch (Group A/B)
11:30 – 12:25 11:55 – 12:30	Instructional Time
12:35 (TK/K)	Dismissal – End of School Day

K/First Grade

8:03	Warning Bell
8:05	Start of School
8:05 – 8:10	Opening Routines
8:10 – 9:10/9:35 8:15 – 8:45 **ELD**	Instructional Time **(ELD)**
10:00 – 10:15 C3, C4, D1, D2, D3, D4, F1 10:25 – 10:40 E1, E2, E3, E4, F2, F3	K/First Grade Recess (Group C/D)
10:15 – 11:50 10:40 – 12:15	Instructional Time
11:35 – 12:05 C3, C4, D1, D2, D3, D4, F1 12:00 – 12:30 E1, E2, E3, E4, F2, F3	K/First Grade Lunch (Group C/D)
11:50 – 12:30 12:20 – 12:30	Instructional Time
12:35 (TK/K) 12:40 (1st Grade)	Dismissal – End of School Day

Bret Harte's Positive Behavior Intervention System

Behavior Expectation Matrix–"Doing our B.E.A.R-y Best!"

Be Safe, Encourage Kindness, Act Responsibly, Respect Everyone

	Hallway	Playground	Cafeteria	Bathroom	Classroom	Office	Library	Technology
Be Safe	-Keep your hands to yourself -Eyes forward -Stay away from door openings	-Walk on blacktop and rubber chips -Keep hands & feet to self -Use equipment appropriately -Keep rubber chips on the ground	-Hands & feet to self -Walk everywhere -Stay in your seat	-Wash your hands -Always walk	-Keep hands, feet, body, and objects to self -Walk in the classroom -Sit in your chair correctly	-Walk into the office -Stay seated while waiting	-Walk in the library -Keep shelves & tables neat -Keep hands and feet to yourself	-Keep food & drinks away from device -Hold device carefully
Encourage Kindness	-Smile & say hello	-Include others -Use kind words	-Clear your table area and throw trash away -Keep food on the table	-Wait your turn	-Help your classmates -Show good character	-Wait your turn	-Help others -Take turns	-Use headphones and keep volume down
Act Responsibly	-Follow your teacher and stay in your line -Go straight to your destination & return quickly	-Stay on the playground -Freeze when the bell rings -Return equipment -Walk to your line when the whistle is blown	-Raise your hand for help	-Use the restroom quickly -Flush the toilet -Return to class quickly	-Listen to learn -Always try your best -Complete your work	-Ask permission before you go to the office -Return to class quickly and quietly	-Return books on time -Use appropriate voice level	-Stay on task assigned by teacher
Respect Everyone	-Walk on the sidewalk -Stay away from other classrooms -Walk quietly	-Listen to adults -Wait your turn -Share the equipment -Hands & feet to self -Throw trash away	-Use appropriate voice level -Listen to adults -Eat your own food	-Throw trash away -One person per stall -Respect others' privacy	-Enter & exit quietly -Listen to the speaker -Allow others to learn -Use appropriate voice level	-Wait quietly -Listen to the adults -Hands & feet to self	-Enter and exit quietly -Sit in your spot properly	-Return devices to appropriate location

Bret Harte Elementary Behavior Flowchart

Tier 1 Positive Classroom Prevention Cycle

- Welcoming students by name daily
- PBIS expectations posted, taught, and practiced
- Weekly SEL lessons
- Weekly classroom community building

B.E.A.R.

- **B**e Safe
- **E**ncourage Kindness
- **A**ct Responsibly
- **R**espectEveryone



"Do your **BEAR**-y best!"

Alternative Discipline Contract (Other Means of Correction) in Alignment with Restorative Practices

- Restorative
- Reflective
- Instructional

Intervention 1

- Ask the 4 questions
  - What are you doing?
  - What are you supposed to be doing?
  - Are you doing it?
  - What are you going to do about it?
- Verbal warning
- Review expectations
- Reteach expectations

Repeat a minimum of 2 times

Intervention 2

- Discuss behavior 1-on-1
- Review expectations
- Individual reteaching of expectations
- Contact family
- Referral-Warning

Implement an informal Tier 1 support.

This is not a complete list of supports available. Staff may choose from this list or use another support.

Intervention 3

- Discuss behavior 1-on-1
- Review expectations
- Individual reteaching of expectations
- Contact family
- Referral
- Implement formal Tier 1 supports
  - 4-6 weeks
  - Collect data (behavior, time of day, location, antecedents, etc)

Next Steps

- Discuss behavior 1-On-1
- Review expectations
- Individual reteaching of expectations
- Contact family
- Complete a Behavior Support form

Problem Behavior Observed

Is the behavior teacher managed or administrator managed?

Teacher Managed (Referral)

Defiance
- Refusing to do work
- Elopement
- Not following adult directives

Disrespect
- Talking back
- Mocking staff or students

Disruption
- Interrupting instruction
- Throwing objects

Inappropriate/Unkind Behavior
- Crude gestures
- Teasing others

Inappropriate Item
- Non-school appropriate item

Inappropriate Language
- Name calling
- Cuss words

Physical Contact
- Playing around/reaction
- Rough play
- No intention to harm

Property Misuse/Damage
- Throwing objects
- Breaking objects

Stealing
- Petty theft with little or no value
- Item returned

Technology Misuse
- Non-approved sites
- Inappropriate use of hardware

Consequences are determined by staff.

Administrator Managed (Office Referral)

Defiance
- Repeated and sustained defiance
- Repeated and sustained elopement

Disrespect
- Repeated argumentative behavior

Disruption
- Sustained disruption of 15 minutes or more

Inappropriate Behavior
- Lewd gestures
- Harassment of any kind
- Bullying

Inappropriate Item
- Drugs/alcohol
- Vapes/lighter
- Weapons

Abusive Language
- Hateful/racist comments
- Verbal threats

Physical Aggression
- Intending to hurt or harm
- Causing significant injury

Vandalism
- Of personal or school property of a high value

Stealing
- Major theft of high value
- Minor theft w/o item returned

Technology Violation
- Cyberbullying
- Inappropriate images/sites

Consequences are determined by administrators.

Action 1

Call office to request admin support
ext. 2221
ext. 2225

Action 2

Administrator conferences with student and stakeholders

Action 3

Alternative discipline will be consequences decided by administrator & communicated to stakeholders

Action 4

Administrator documents & monitors the alternative discipline contract.

Title I, Part A School-Parent Compact

The Bret Harte Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement, and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

School Responsibilities

We, The School, will support the students' learning by:

1. Providing a warm, safe, and caring environment for students and staff.
2. Ensuring a high level of educational standards for our students.
3. Establishing a healthy environment for our students and staff, by respectful interactions with students.
4. Communicating regularly with families about student progress.
5. Creating a welcoming environment for families, students, and staff.

Parent Responsibilities:

We, as parents, will support our child's learning by:

1. Ensuring our children attend school daily and on time.
2. Respecting the school, staff, students, and families.
3. Regularly monitor my child's academic and behavioral progress.
4. Participating in school activities, such as: attending parent-teacher conferences, volunteering, and participating in school decision making opportunities.
5. Promoting positive use of my child's extracurricular time.
6. Staying informed about my child's education by promptly reading all notices from the school or the school district.
7. Communicate the importance of education and learning to my child.

Student Responsibilities

We as students, will share the responsibility to improve our academic achievement by:

1. Respecting the school, staff, students, and families.
2. Coming to school daily, ready to learn and work.
3. Understanding and following the school and class rules.
4. Doing my BEAR-y best–Be Safe, Encourage Kindness, Act Responsibly, Respect Everyone.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following means (ESSA sections 1116[d][2][A-D]):

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
(B) frequent reports to parents on their child's progress;
(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
(D) ensuring regular two-way, meaningful communication including the use of Zoom or other virtual meeting tools as needed or requested by either parent or teacher; between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Bret Harte Elementary will conduct parent parent-teacher conferences two times a year, during trimesters one and two, to report on student progress. We will provide a variety of opportunities for parents and families to volunteer both at the classroom level, as well as at the school level. The school will communicate regularly with families through a variety of outlets, including but not limited to: email, phone calls, Parent Square, regular newsletters, and written communication home, all in the families' preferred language.

This Compact was established by Bret Harte Elementary School on March 9, 2026, and will be in effect for the period of school year 2026-2027. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: August 21, 2026.

Signature Page

Linda Korff-Reis, Principal

Manual Salinas, SSC Chairperson

March 9, 2026

California Department of Education
April 2020

Title I, Part A School Parent and Family Engagement Policy

Bret Harte Elementary, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

To involve parents/guardians and family members in the joint development and joint agreement of this Policy, the following documents will be disseminated to parents for review and for feedback through informational meetings, such as: SSC, ELAC, and Annual Title 1 meetings.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Parents and family members may amend a parent and family engagement school policy by providing input during informational meetings where the policy is being discussed. Members of the SSC and/or other committees will discuss the input and make amendments to the policy as needed.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

Bret Harte Elementary will take the following actions to distribute to parents of participating children and the local community, the School-Parent and family engagement policy: the school will distribute the policy by placing it in our handbook, and it will be reviewed at the annual Title 1 parent meeting.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

In the event that a parent submits an unsatisfactory comment, they will be included with the plan at the time of submission to the LEA as an attachment. The LEA will submit all documentation to the State.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall

be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

Bret Harte Elementary will hold a flexible number of meetings, on or before September 30th at varying times, and provide transportation, child care, and home visits paid for with Title 1 funding as long as these services relate to parental involvement. We provide morning and afternoon meeting times.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

Bret Harte will hold a flexible number of meetings at varying times, including both morning and afternoon meetings, and will provide transportation, child care, and home visits, paid for with Title 1 funding, as long as these services pertain to parental involvement. Further, the school will determine what is needed to reach hard to reach families, in addition to child care, transportation, the planning of special events that are useful and interesting for families. These meetings will explain strategies authorized under Title 1.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

Parents and families are invited to multiple meetings to review the Title 1 plan at the beginning of the school year. They are members of the SSC and are invited to attend and participate in decisions relating to the expenditure of Title 1 funds. The school holds a Title 1 meeting which encourages participation and feedback. Parents are sent annual surveys regarding Title 1. Parents and families are also invited to Family Nights where surveys are accessible.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

Parents and families of participating children are provided multiple opportunities to inspect curriculum and assessments during SSC and ELAC meetings. They are provided with the data for schoolwide and district assessments on a regular basis. If requests are made by families to offer suggestions and participate in decisions regarding the education of their children, the school will respond in a timely manner.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

Currently, there have not been any unsatisfactory comments from parents or participating children. In the event that a parent/family submits an unsatisfactory comment, they will be included with the plan at the time of submission to the LEA.

Bret Harte Elementary's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on March 9, 2026. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before August 21, 2026.

Signature Page

Linda Korff-Reis, Principal

Name and Title of Authorized Official

Manual Salinas, SSC Chairperson

Signature of Authorized Official

March 9, 2026

Date

California Department of Education
April 2020

2026-2027

John C. Fremont Elementary School
1900 Bell Ave.
Corcoran, California 93212
(559) 992-8883
FAX (559) 992-1242



For more information and to view our activities calendar, find us on the web at
fremont.corcoranunified.com



John C. Fremont Schedule

2026-2027 School Year

3 recesses/3 lunches

School-wide	PLAN A	PLAN B	PLAN C
8:10 Start of school	8:05 Warning Bell	8:05 Warning Bell	8:05 Warning Bell
9:35-9:50 1st recess	8:10 Start of School	8:10 Start of School	8:10 Start of School
10:05-10:20 2nd recess	8:10-9:50 In class	8:10-10:10 In class	8:10-10:30 In class
10:35-10:50 3rd recess	**9:35-9:50 recess**	**10:05-10:20 Recess**	**10:35-10:50 Recess**
10:50-11:30 1st lunch	10:05-10:50 in class	10:25-11:35 In class	10:45-12:20 In class
11:35-12:15 2nd lunch	**10:50-11:30 Lunch**	**11:35-12:15 Lunch**	**12:20-1:00 Lunch**
12:20-1:00 3rd lunch	11:30-2:30 In class	12:15-2:30 In class	1:00-2:30 In class
2:30 End of day	2:30 End of day	2:30 End of day	2:30 End of day

Fremont School Policies



Arrival to school

All students arriving at school before the 8:10a.m. bell will enter through the gate by the office. Students will not be allowed to enter the campus any other way. All students arriving at school before 8:00 may eat breakfast in the cafeteria. Students will be allowed to play at 7:45 a.m. Students arriving after 8:10a.m. will report to the office and receive a tardy pass. **Students are not to arrive prior to 7:30 a.m. as there is no supervision.** All students arriving at school will be offered breakfast. Students who do not eat breakfast may walk to lines and wait till supervision to walk and wait on the blacktop.

Student Drop-Off

The safety and well-being of our students is our number one priority. The goal is to have a safe and orderly drop-off procedure in place for students to arrive safely to school.

A best practice for schools is to create a single carpool lane that unloads directly onto a sidewalk adjacent to the school and near a main entry point into the school. The drop-off begins at 7:30 a.m. School begins at 8:10 a.m. The drop-off procedures will adhere to the following guidelines:

- Drive slowly when entering and exiting the circle drive/parking lot
- Follow the vehicle in front of you and keep the line moving forward
- Parents must follow the staff's direction and pull up with traffic to the unloading area
- Please do not pass the vehicles in front of you
- Children must be ready to exit the car as parents pull into the unloading area (no looking for backpacks, putting folders away, etc.) or the driver may be directed to circle the block until the children are ready to exit
- Children should exit the vehicle on their own at any point within this loading zone. Traffic will not move efficiently if all drivers try to drop off their children at the exact lineup location. Students will unload on the right side of the vehicle closest to the sidewalk
- Parents must NOT get out of their vehicles to assist with unloading their children
- Parents should pull away when the car door closes. Please follow the vehicle in front of you and keep the line moving forward
- Please do NOT park your car in the circle drive's unloading area and walk your child in as this can be very dangerous with the flow of traffic

A staff member will be available in the front tol direct them through the school's entry point. This allows for a smooth transition for your child, and facilitates the flow of traffic. It is very important to arrive on time, so that your child may begin their day alongside their classmates and teachers.

If you need to help your child into the school or need to visit the school's office, please park your vehicle in an available parking stall or park along the street curb where parking is permitted. Use the sidewalk leading up to the school and avoid walking through the drop-off area.

All traffic will flow in one direction in the drop-off area. Cars that have been parked and those in the drop-off areas will all need to proceed through the circle drive in the same direction. Please do not attempt to drive against this traffic flow.
We also want to ensure that our students walking to and from school practice safe behaviors. At all times, our students should be using the sidewalks and avoid walking in the street. When crossing the street, all students and accompanying adults should be using the designated crosswalks. Crossing the street in the absence of crosswalks interferes with the normal flow of traffic and places your child in serious risk of getting hit by an oncoming vehicle.

Student Pick-Up

Students are to be picked up in front of the school on Bell Avenue. 2nd grade students will be released in front of the school office. 3rd grade students will be released through the k-wing gate west of the circle drive. For all students' safety when picked-up across the street they must use the crosswalk and also the crosswalk in the parking lot. When picking up students please remain behind the painted lines in front of school. **For students' safety, park your car at the curb. No double parking.**

RAC

Students who attend the RAC program are to report directly to the cafeteria / lines by cafeteria after school. If parents would like students to not go to RAC, parents are to call the office before 12:00pm the day of. Parents also will have a designated area for pick up/sign out of RAC students.

Bus Policy

Parents are legally responsible for their child's transportation to and from school. Bus transportation is a privilege, which is provided by the district to assist parents in meeting their responsibilities.

The bus driver is in charge of the bus and has the authority to restrict any student from riding should their behavior be poor. Bus drivers have referrals that they will issue to students who misbehave. Three referrals may lead to your child losing all privileges to ride the bus. Students in grades K-3 living beyond ¾ of a mile from the nearest school are entitled to bus transportation to and from school.

For the safety of our students and the peace of mind of our staff: Students who ride the bus MUST have a bus tag. **NO TAG, NO RIDE!** If students don't have a tag, notify the office so that a tag is made immediately available for the student. Also, alternate weekly/daily drop off or pickups will not be allowed. (District Handbook).

Parents/Guardians must come to the school to complete a bus form for students. Only one bus tag, one address, and one bus stop are allowed per child. Requests for additional stops or a change of stops for a day are not allowed. If a change is made due to a change of residency, parents must come to the school and fill out a new bus form. A $1.00 charge will be required for the replacement of any bus tag.

Bus tags must be pinned to the top outside part of your child's backpack daily. Children with no tags will not be allowed to ride the bus and will have to call home for pick-up. **If your child is NOT riding the bus on a particular day, a note to the teacher must be sent with your child at the beginning of the day. Phone calls will not be allowed after 12:00 pm unless it is an emergency.** It is extremely difficult to relay a last minute message to the classroom teacher. We do this to ensure your child's safe return home and to limit classroom interruptions during instructional time.

IMPORTANT: Riding the bus is a privilege for both students and parents. Any issue, whether it be behavior or safety to any child on the bus, can and may result in all bus privileges revoked for the year. Parents can help ensure the safety of their child and all bus riders by reviewing the bus rules outlined in the District Parent Handbook. Your support in reviewing the rules and etiquette will help make your child's bus ride safe, orderly and pleasant.

Tardy Policy and Procedures

The first bell rings at 8:05 a.m. All students line up on the blacktop and are escorted to class by their teacher. At 8:10 a.m. the second bell rings. All students should be in their classrooms. Students arriving after this time are TARDY and must report to the office for a tardy pass. Teachers will not accept students into their class without a tardy pass from the office after the second bell has rung. After 8:40 a.m. students are considered VERY tardy. Parents will need to come into the office to check their students into school. Very tardies negatively affect your student's attendance and should be avoided. Please try to be on time everyday.

Awards and Rewards

Attendance

Trimester Attendance Awards for Perfect Attendance – These students will receive a certificate for **0** absences, tardies, and early departures for the trimester. Excellent Attendance-These students will receive a certificate for any combination of **3**-absences, tardies, and early-outs.

Academic Achievement

Trimester Achievement awards - These awards are at the teacher's discretion.

Accelerated Reader

Students may earn special reading awards at the end of each trimester for meeting criteria for reading independently (Accelerated Reader). For more details about the reading awards, contact the librarian.

Freeze Bell

When the bell rings at the end of each recess, students are to stop playing, hold the playground balls,climb down from the playground equipment, or stop swinging and get off the swings. All students are asked to put their hand in the air (paws up) and wait for dismissal. They will not be dismissed until the supervisor on blacktop duty blows the whistle . After being dismissed, students will walk to their classroom lines.

Books and Library Policy

- Books are used for reading and learning.
- Books should be kept clean and dry.
- Books should not be written in or torn.
- Books should be returned on time in good condition.
- Parents or guardians will be charged for damaged or lost books.

Thank you again for helping keep our students safe!



John C Fremont School's
Positive Behavior Interventions and Supports

Our students **ROAR**: **R**esponsible, **O**wnership, **A**ccepting, and **R**espectful

PBIS is used to support behavior and discipline at John C. Fremont. As part of the PBIS program, we will establish several clear rules for the behavior we expect in all areas of our school. We will explicitly teach those expectations to the students and reward them frequently with positive notes and prizes for their great behavior. The expectations for all student behavior will be clear throughout our classrooms, cafeteria, playground and bathrooms, etc. Students will have opportunities to receive PBIS tickets that are used to make purchases from the PBIS Student Store.

The first 15 minutes of each day will include Social Emotional Learning and Character Lessons to promote positive behavior.



John C. Fremont

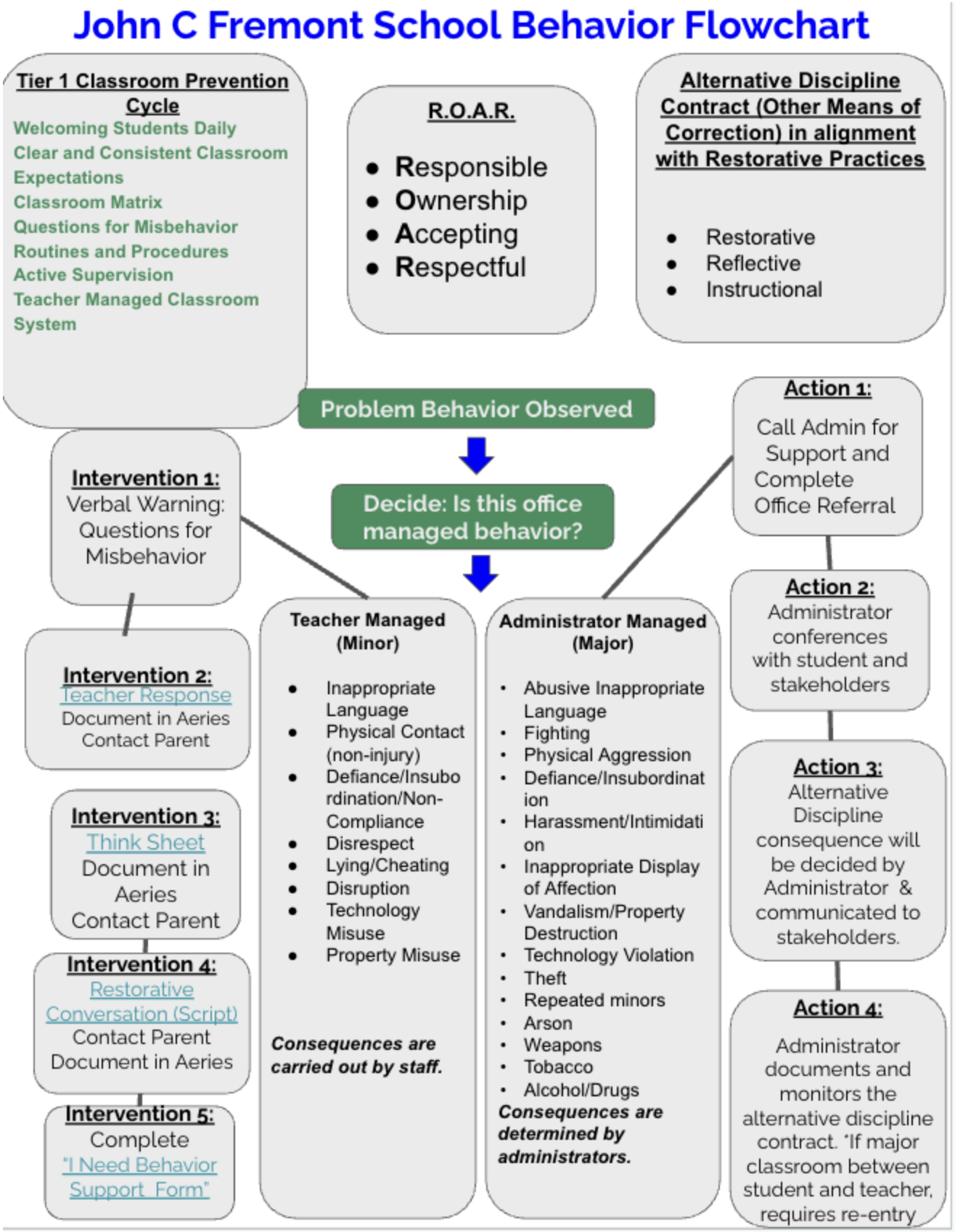
R.O.A.R. Matrix



ROAR in all locations	Entry/Exit	Classroom	Playground	Cafeteria	Bathroom	Hallway	Office/Nurse	Library
R Responsible	Be aware of your surroundings Walk Tell adults where you are going	Follow directions Take care of all classroom materials and devices Complete your classwork. Use appropriate voice level.	Use problem solving skills Report unsafe behavior to adults on duty. Clean up/return equipment	Have your lunch card ready Hold your tray with two hands Recycle uneaten and opened food	Walk at all times Wash your hands with soap and water	Walk quietly Go directly to your destination	Enter quietly Bring a pass for the nurse Turn in medical/attendance notes	Take care of all property Walk at all times
O Ownership	Stay in the designated area. Wait your turn. Follow adults' directions.	Do your best work Stay on task. Do your own work. Acknowledge mistakes/apologize	Keep your hands, feet and body to yourself. Line up with your classroom after the whistle. Keep the playground clean.	Be honest Clean up your trash Eat your own food	Put all trash away in the trash can Keep the bathroom clean Report vandalism	Hold items securely. Walk on the right side of the hall	Be honest State the reason you are here Keep the area clean	Put books back where they belong Return materials on time Keep the library clean
A Accepting	Greet others. Welcome others.	Celebrate the success of others. Encourage others. Work together.	Invite others to play. Learn the rules of the games and follow them. Share the equipment.	Sit in your line order Be polite to everyone Raise your hand if you need help	Use kind words and actions Wait your turn	Follow directions. Be aware of your surroundings Show kindness	Follow directions Hold doors for others	Wait your turn Share
R Respectful	Use kind words Always use the crosswalks Voice level: 2	Listen to the speaker. Mindful bodies. Keep hands, feet and objects to yourself. Voice level: 0/1/2	Use kind words and actions. Take turns. Voice level: 3	Walk at all times Follow directions Handle serving utensils correctly Voice level: 1	Respect privacy Use property and supplies correctly Flush Voice level: 1	Avoid additional stops. Use correct pathways. Voice level: 1	Wait patiently for an adult Give others privacy Be polite Voice level: 1	Use good manners Follow directions Voice level: 0/1

Voice Levels
0 - Silent
1 - Whisper
2 - Speaking Voice
3 - Outdoor Voice

John C Fremont School Behavior Flowchart



STATEMENT OF NON-DISCRIMINATION



Corcoran Joint Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual or perceived age, ancestry, color, disability, gender, gender identity, gender expression, immigration status, marital or parental status, nationality, race or ethnicity, religion, sex, sexual orientation; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Corcoran Joint Unified School District assures that lack of English language skills will not be a barrier to admission or participation in District programs.

Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

The following employees can be reached for questions or to file complaints regarding the following programs:

Uniform Complaints
Title VI Coordinator
Elizabeth Mendoza
(559) 992-8888 ext1246

Section 504
Title IX Coordinator
Helen Copeland
(559) 992-8888 ext1248

Superintendent
Andre Pecina
(559) 992-8888 ext1224

John C. Fremont Elementary School
Corcoran Unified School District
1900 Bell Avenue Corcoran, California 93212
(559) 992-8888 ext 3220 ~Fax (559) 992-5105

School Parent and Family Engagement Policy

Fremont believes that a partnership must exist between our parents, our community and our school. We promote positive communication between the school and our students' homes. The school provides a variety of opportunities for parents and community members to be involved through an array of activities.

We will provide activities and materials that can successfully be used at home to reinforce academic success for children. It is our goal to provide an atmosphere where parents are able to express their views and to assist in problem solving. We want parents to understand that we view them as partners in their student's academic success. The following is a list of services and activities that promote parental involvement and provide additional support for student learning:

1. School staff will use a variety of communication strategies to provide information to parents and to increase parental involvement in supporting classroom instruction(s).

• Teachers will routinely contact parents on an individual basis to communicate about their child's progress.
• The school will provide parents with online report cards and/or standard based achievement every trimester
• The school provides an online student handbook, Aeries Parent Portal, an email communication system for parents to contact Fremont school staff and a Fremont School website.

2. Fremont school will schedule/ be available for parent meetings, conferences and activities regularly throughout the year to increase parental involvement and build staff capacity to engage in the following types of efforts:

• Host Parent meetings, where Administration, Parent Liaison and/or special guests will review and/or present school policies, protocol and provide resources.
•Coffee with the Principal: Parents/Guardians will hear from and learn from Fremont's Principal. They will be given time to ask questions and voice their concerns.
• English Language Advisory Committee ELAC: Parents of English Language Learners will receive updates and have a voice in the policies affecting their EL students.
• School Site Council: The council is composed of many members of the Fremont School community. The SSC votes on the School Plan for Student Achievement, emergency plan, budget and many additional agenda items.

The school will engage parents in the following ways:

• MATH MASTERS Tutoring
• Music Festival

JCF Amended: May,2026

John C. Fremont Elementary School
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- International Day
- Movie Nights
- Book Fairs
- Constitution Day
- Coffee with the principal
- Trimester Assemblies/ Recognition
- Red Ribbon Week
- Family ELA & Math Nights
- Parent/Guardian Conferences
- ELAC • Meetings as requested
- Back to School Night
- Open House
- School Site Council

3. The school will provide information to parents about volunteer opportunities, through: Programs such as:

Reading Buddies, tutoring, classroom helpers, assisting with activities, etc. • Providing a list of volunteer opportunities and soliciting ideas for other types of volunteer efforts such as chaperoning field trips, assisting with movie nights/activity nights and school dances, etc. i. Teachers will explain the requirements to parents and encourage them to become involved in the school.

4. Fremont will work with parents to create a Fremont School-Parent-Student Compact.

• Fremont will provide a School- School Staff-Parent-Student Compact. This compact will outline how parents, school staff and students share the responsibility for improved student academic achievement. It will provide the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will review, agree to and sign the compact.

5. When are the policies reviewed?

• The parent Involvement policies are reviewed annually with School Site Council Committee and ELAC Committee, these are public meetings open to all families.
• This meeting will discuss Title 1 programs, School Curriculum, and assessment data
• The Parent Engagement policy/plan will be posted on our Fremont School website and a phone message to the community will go out once the plan has been reviewed.

John C. Fremont Elementary School
Corcoran Unified School District
1900 Bell Avenue Corcoran, California 93212
(559) 992-8888 ext 3220 ~Fax (559) 992-5105

Policy Acknowledgement

As John C Fremont's Title I, Part A School Parent and Family Engagement Policy was jointly developed and agreed upon with parents/ family members of children participating in Title I, Part A program on May 14, 2026. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually. It is also distributed electronically on our yearly Data Collections day in August in our Parent Handbook.

Signature and Title of Authorized Official

5/16/26
Kathleen Cifuentes, Principal

Sarah Howard 5/16/26
Sarah Howard, SSC President



John C. Fremont Elementary School

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2026-2027 PARENT COMPACT

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed-upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

STAFF PLEDGE **I agree to carry out the following responsibilities to the best of my ability:**

- *Provide high-quality curriculum and instruction.*
- *Endeavor to motivate my students to learn.*
- *Have high expectations and help every child to develop a love of learning.*
- *Communicate regularly with families about student progress.*
- *Provide a warm, safe, and caring learning environment.*
- *Provide meaningful, daily homework assignments to reinforce and extend learning.*
- *Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.*
- *Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families to help each student achieve the school's academic standards.*
- *Respect the school, students, staff, and families.*

STUDENT PLEDGE **I agree to carry out the following responsibilities to the best of my ability:**

- *Come to school ready to learn and work hard.*
- *Bring necessary materials, completed assignments, and homework.*
- *Know and follow school and class rules.*
- *Ask for help when I need it.*
- *Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.*
- *Limit my TV/video game time and instead study or read every day.*
- *Respect my classmates, the school, staff, and families.*

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FAMILY/PARENT PLEDGE **I agree to carry out the following responsibilities to the best of my ability:**

- *Provide a quiet time, place for homework, and monitor TV/video game access.*
- *Read to my child or encourage my child to read every day.*
- *Communicate with the teacher or the school when I have a concern.*
- *Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.*
- *Regularly inquire about my child's progress in school.*
- *Participate at school in activities such as decision-making, volunteering, and or attending school outreach meetings and parent-teacher conferences.*
- *Communicate the importance of education and learning to my child.*
- *Respect the school, staff, students, and families.*

POLICY ACKNOWLEDGEMENT:

John C. Fremont Parent Compact is distributed through placement in every student/parent yearly handbook. The handbook is issued to every family at the time of enrollment. It is reviewed and edited at the end of every school year to reflect parent input and revisions.

This compact was established by John C. Fremont on May 14,2026 and will be in effect for the period of 2026-2027 school year. Parent input was used in developing this document through the School Site Council, English Language Advisory Committee and surveys/meetings during Back to school, Open House, Literacy & Math Night.

Signature and Title of Authorized Official

5/16/26
Kathleen Cifuentes, Principal

Sarah Howard 5/16/26
Sarah Howard, SSC President

2026-2027

Mark Twain School
1500 Oregon Avenue
Corcoran, California 93212
(559) 992-8882
FAX (559) 992-1238



For more information and to view our activities calendar, find us on the web at
marktwain.corcoranunified.com

Mark Twain School 2026-2027 Schedules

**Every Wednesday is a 1:30 dismissal*

Group A		Group B		Group C	
F1, F2, F3 C1, C3, C4		F4, G1, G2, E2 C2, C5, D1		G3, G4, G5 D2, D3, D4	
8:00-8:15	Morning Routine	8:00-8:15	Morning Routine	8:00-8:15	Morning Routine
8:15-10:00	Core Instruction	8:15-10:20	Core Instruction	8:15-10:40	Core Instruction
10:00-10:15	Recess	10:20-10:35	Recess	10:40-10:55	Recess
10:15-11:00	Core Instruction	10:35-11:45	Core Instruction	10:55-12:30	Core Instruction
11:00-11:40	Lunch	11:45 -12:25	Lunch	12:30-1:10	Lunch
11:45-2:50	Core Instruction	12:25-2:50	Core Instruction	1:10-2:50	Core Instruction

12:30 Early Out Schedule

*(**ONLY** October 16, December 18, April 16 , June 4)*

Group A		Group B		Group C	
F1, F2, F3 C1, C3, C4		F4, G1, G2 C2, C5, D1		G3, G4, G5 D2, D3, D4	
8:00-8:15	Morning Routine	8:00-8:15	Morning Routine	8:00-8:15	Morning Routine
8:15-10:00	Core Instruction	8:15-10:20	Core Instruction	8:15-10:40	Core Instruction
10:00-10:15	Recess	10:20-10:35	Recess	10:40-10:55	Recess
10:15-11:00	Core Instruction	10:35-11:20	Core Instruction	10:55-11:50	Core Instruction
10:50-11:20	Lunch	11:20-11:50	Lunch	11:50-12:20	Lunch
11:20-12:30	Core Instruction	11:50-12:30	Core Instruction	12:20-12:30	Core Instruction

Mark Twain School Website

For the most recent and up-to-date school calendar, Eagle Vision News, school activities, and staff information please visit our website at https://mte.corcoranunified.com/

Mark Twain School Policies

Arrival
All students arriving at school before the 7:58 whistle will enter through the gate by the office or the gate by the cafeteria. Students will not be allowed to enter the campus any other way. All students arriving at school before 7:55 may eat breakfast in the cafeteria. Students arriving after 8:05 will report to the office and receive a tardy pass.

Student Drop-Off
Students may be dropped off using the circle driveway in front of the school or the parking lot next to Cesar Chavez Park. Cars using the front driveway will form two single-car pool lanes that unload next to a sidewalk near the main entry point into the school. The drop-off begins as early as 7:30 AM. School begins at 8:00 AM.

When dropping off your student please remember:
- Drive slowly when entering and exiting the circle drive/parking lot
- Follow the vehicle in front of you and keep the line moving forward
- Parents must follow the staff's directions and pull up with traffic to the unloading area
- Please do not pass the vehicles in front of you
- Children must be ready to exit the car as parents pull into the unloading area (no looking for backpacks, putting folders away, etc.) or the driver may be directed to circle the block until the children are ready to exit
- Children should exit the vehicle on their own at any point within this loading zone. Traffic will not move efficiently if all drivers try to drop off their children at the exact lineup location. Students will unload on the right side of the vehicle closest to the sidewalk
- Parents must NOT get out of their vehicles to assist with unloading their children
- Parents should pull away when the car door closes. Please follow the vehicle in front of you and keep the line moving forward
- Please do NOT park your car in the circle drive's unloading area and walk your child in as this can be very dangerous with the flow of traffic

A staff member may help your child from your vehicle and will direct them through one of the school's entry points. This allows for a smooth transition for your child and facilitates the flow of traffic. It is very important to arrive on time, so that your child may begin their day alongside their classmates and teachers.

If you need to help your child into the school or need to visit the school's office, please park your vehicle in an available parking stall or park along the street curb where parking is permitted. Use the sidewalk leading up to the school and avoid walking through the drop-off area.

All traffic will flow in one direction in the drop-off area. Cars that have been parked and those in the dropoff areas will all need to proceed through the circle drive in the same direction. Please do not attempt to drive against this traffic flow. The speed limit is 5 mph in the circle drive/parking lot.

Bus Policy

Parents are legally responsible for their child's transportation to and from school. Bus transportation is a privilege, which is provided by the district to assist parents in meeting their responsibilities.

The bus driver is in charge of the bus and has the authority to restrict any student from riding should their behavior be poor. Bus drivers have referrals that they will issue to students who misbehave. Three referrals may lead to your child losing all privileges to ride the bus.

For the safety of our students and the peace of mind of our staff: Students who ride the bus MUST have a bus tag. **NO TAG, NO RIDE!** If students don't have a tag, notify the office so that a tag is made immediately available for the student. Also, alternate weekly/daily drop off or pickups will not be allowed. (District Handbook).

Parents/Guardians must come to the school to complete a bus form for students. Only one bus tag, one address, and one bus stop are allowed per child. Requests for additional stops or a change of stops for a day are not allowed. If a change is made due to a change of residency, parents must come to the school and fill out a new bus form. A $1.00 charge will be required for the replacement of any bus tag.

Bus tags must be pinned to the top outside part of your child's backpack daily. Children with no tags will not be allowed to ride the bus and will have to call home for pick-up. **If your child is NOT riding the bus on a particular day, a note to the teacher must be sent with your child at the beginning of the day. Phone calls will not be allowed after 12:00 pm unless it is an emergency.** It is extremely difficult to relay a last minute message to the classroom teacher. We do this to ensure your child's safe return home and to limit classroom interruptions during instructional time.

IMPORTANT: Riding the bus is a privilege for both students and parents. Any issue, whether it be behavior or safety to any child on the bus, can and may result in all bus privileges revoked for the year. Parents can help ensure the safety of their child and all bus riders by reviewing the bus rules outlined in the District Parent Handbook. Your support in reviewing the rules and etiquette will help make your child's bus ride safe, orderly and pleasant.

Student Dismissal

Students may be picked up in the parking lot next to Cesar Chavez Park or at the corner of Oregon and Letts Ave. Students will not be dismissed on Letts Ave and are only to be picked up in front of the school. **The circle drive in front of the school is reserved for buses only during pick-up time.**

Tardy Policy and Procedures

7:57 a.m. Whistle blows. All students proceed to their classroom and line up at the door.
8:00 a.m. Teachers open their classroom doors and greet students.
8:05 a.m. The front gate closes. Students arriving after this time are tardy and must report to the office for a tardy pass. Teachers will not accept students into their class without a tardy pass from the office after 8:05 a.m.

Phone Messages for Students

- Mark Twain's office will not deliver phone messages to your child.

End-of-Day Transportation Changes

- If you are changing your child's dismissal routine, please make sure your child is aware of these changes before they begin their school day.
- If you would like the teacher to know of these dismissal changes please send a note in the morning with your child to turn in to their teacher. Please include the date, your child's full name, your child's teacher, and clear instructions for changing the routine.
- Phone calls to Mark Twain School requesting messages to be given to your child on how to go home will not be allowed over the phone.

Grading Policy

The goal is for students to meet educational standards. Report card grades will reflect a student's progress toward meeting state standards.

Miscellaneous Information

Freeze Whistle

When the first whistle blows to indicate the end of each recess, students are to stop playing, hold the playground balls, climb down from the playground equipment and the swings. Students will not be dismissed until the supervisor blows the whistle a second time. After being dismissed, students will walk to their classroom lines.

Field Trips

The purpose of field trips is to enhance and extend students' academic learning experiences. All students are provided equal access to participate in field trips as part of the school curriculum. Parents/guardians who do not wish for their child to attend a specific field trip are encouraged to discuss their concerns with the teacher and/or principal. Students who do not participate in a field trip are still expected to attend school on that day, and alternative classroom arrangements will be made for them to complete their schoolwork. All students participating in field trips are expected to follow the same behavior expectations and standards outlined in our Behavior Matrix and Behavior Flow Chart.

Volunteer Policy

Before volunteering, parents, guardians, or community members–will be required to complete the Child Abuse Mandated Reporter Training, have clearance from Health Services, with a Clear TB given

within the last 60 days, and be fingerprinted for a background check at the Kings County Office of Education or Corcoran Police Department.

- Deliveries to students (flowers, balloons, etc.) will be left in the office for pick up by the student after school.
- **Students or parents cannot bring homemade food** for other students to consume. (Packaged, store-bought food is acceptable.) **Please make arrangements with the teacher before bringing any food items to school.**
- Students in elementary school may not display or use communication devices such as cell phones from the time they enter campus until the instructional day is over for all students. Their devices must be turned off during this period.
- Mark Twain School is a drug-free, alcohol-free, and tobacco-free institution

Mark Twain Student Debt Policy and Procedures
Library and Technology Devices

Rationale

Parents receive a bill for students who damage or lose books and technology devices . Parents and students alike must agree to pay fines or replacement costs for books, school supplies, or technology devices that are returned damaged. Students and parents agree to this when the student borrows books, checks out school supplies, or is issued technology devices.

What is the library's authority to charge for
damaged or lost books, school supplies, or technology devices?

CUSD AR 5125.2 holds all families accountable for all debts. While nobody wants to pay for lost or damaged books, school supplies, or technology devices, the cost of filling a library such as ours is quite expensive considering that most technology devices cost $265.00 and beyond. As with a public library, it is only fair to compensate our library when an item is lost or damaged. Making mistakes (and learning from them) is an expected part of youth. Parental support of this process is essential to support both the child's education and the school library.

If the student is unable to locate the book or returns it damaged a bill is assessed.

Technology Use Policy--*As a student at Mark Twain School, I will...*

- Use technology to learn and to share my learning with others.
- Keep technology clean and safe from harm.
- Operate my technology safely and respectfully.
- Keep my personal information and that of others safe.

Students who do not adhere to this policy will be placed on technology restriction and disciplinary action may be taken.

Mark Twain's Discipline Policies and Procedures

Mark Twain S.O.A.R. Matrix

	Office/Nurse	Classroom	Technology	Hallway	Restroom	Cafeteria	Library	Playground
Safety	• Keep hands and objects to yourself. • Sit correctly in a chair while you wait.	• Keep hands and objects to yourself. • Keep your work area clean. • Sit correctly in chairs.	• Keep hands and objects to yourself. • Protect your username and password. • Complete digital citizenship. • Use an iPad on a desk or flat surface.	• Keep hands and objects to yourself. • Walk with a purpose.	• Keep hands and objects to yourself. • One person per stall.	• Hold your tray with both hands. • Walk. • Stay seated while eating.	• Keep hands and objects to yourself. • Use a shelf marker when taking a book.	• Keep hands and objects to yourself. • Walk on the blacktop.
Ownership	• Know the person that you want to call. • Know your phone number.	• Stay focused on the task. • Listen to and follow directions. • Ask for help.	• Keep iPad updated. • Park your iPad when not in use.	• Line up in a timely manner. • Line up quietly.	• Use the restroom in a timely manner. • Use the sign-in/ sign-out sheet when leaving to use the restroom.	• Have your lunch ticket ready.	• Select books in a timely manner. • Have your library card with you.	• Be aware of surroundings. • Walk to your line only when dismissed.
Accountability	• Have a pass with you. • Know the reason you are here.	• Always try your best. • Keep track of and care for your supplies. • Own your mistakes and accomplish ments.	• Only use approved apps. • Close out all tabs and apps at the end of the day. • Charge iPad at appropriate times.	• Walk straight to your destination . • Carry materials responsibly .	• Throw away trash in the trash can. • Wash your hands. • Use the restroom closest to your classroom. • Notify an adult if the restroom needs to be cleaned.	• Stay in a single-file line. • Clean up your area before being dismissed.	• Return books on time. • Take care of the books. • Walk directly to and from the library.	• Return equipment to its proper place. • Freeze and give five when the whistle is blown.
Respect	• Enter quietly. • Sit in a chair and wait for your turn.	• Treat everyone with kindness. • Keep a positive tone. • Use accountable talk and active listening.	• Only use the iPad assigned to you. • Respect the privacy of others. • Use email appropriately .	• Use inside voices. • Follow designated pathways.	• Respect the privacy of others. • Keep restrooms clean.	• Use the appropriat e voice level. • Share only with permission.	• Use a quiet voice. • Wait your turn.	• Keep hands, feet, and objects to yourself. • Use a polite and respectful tone of voice.

Mark Twain School Behavior Flow Chart

Tier 1 Classroom Prevention Cycle

- Welcoming Students Daily
- Clear and Consistent Classroom Expectations
- Social Contract
- Routines and Procedures
- Short Transition Times
- Active Supervision
- Keep interventions quiet and confidential
- Teacher Managed Classroom System

S.O.A.R.

- **S**afety
- **O**wnership
- **A**ccountability
- **R**espect

Alternative Discipline Contract (Other Means of Correction) in alignment with Restorative Practices

- Restorative
- Reflective
- Instructional

***Top 5 mandatory handled per district guidelines**

Problem Behavior Observed

Decide: Is this office managed behavior?

Intervention 1:
T1 Classroom response menu
Collaborate with grade level team
Teacher ***may*** contact Parent

Intervention 2:
Reteaching/Reflection Opportunities
Think-Sheet
Contact Parent

Intervention 3:
Push in Process
Restorative Conversation (Script)
Contact Parent

Intervention 4:
Restorative Contract w/Admin Support
Admin Contact Parent

Intervention 5:
Complete "I Need Behavior Support Form"

Teacher Managed (Minor)

- Inappropriate Language
- Physical Contact
- Defiance/Insubordination/Non-Compliance
- Disrespect
- Disruption
- Technology Violation
- Cell Phone Violation
- Property Misuse

Consequences are determined by staff.

Administrator Managed (Major)

- Abusive/Inappropriate Language
- Fighting
- Physical Aggression
- Harassment/Intimidation/persistent
- Inappropriate Display of Affection
- Vandalism/Property Destruction
- Lying/Cheating
- Technology Violation
- Theft
- Repeated minors
- *Arson
- *Weapons
- *Tobacco
- *Alcohol/Drugs

Consequences are determined by administrators.

Action 1:
Call Admin for Support

Action 2:
Administrator conferences with student and stakeholders

Action 3:
Alternative Discipline consequence will be decided by Administrator & communicated to stakeholders.

Action 4:
Administrator documents and monitors the alternative discipline contract. *If major classroom between student and teacher, requires re-entry

2026-2027 Title I, Part A School-Level Parent and Family Engagement Policy

Mark Twain School with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, and distributing, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]): Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school. The policy establishes the school's expectations for parent and family engagement and describes how the school will implement some specific parental and family engagement activities.

Mark Twain School understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at school
- Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees (such as SSC and ELAC) to assist in the education of their child (ESSA Section 1116[b][2]) (ESSA Section 1116[c][3])

Mark Twain School agrees to implement the following requirements as outlined by ESSA Section 1116:

A. ANNUAL TITLE I MEETING (ESSA Section 1116[c][1])
Mark Twain School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parental involvement policy, the schoolwide plan, and the school-parent compact.
On Thursday, August 13, 2026, Mark Twain School will hold its Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parent's rights to be involved.

B. FLEXIBLE NUMBER OF MEETINGS(ESSA Section 1116[c][2])
Mark Twain School will offer a flexible number of engagement meetings at convenient times for families, such as meetings in the morning or evening (for which the school may use Title I funds to provide transportation, child care, or home visits, as such services relate to parental involvement).

C. JOINTLY DEVELOPED (ESSA) sections 1116(b) and (c)
Mark Twain School will take the following actions to involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.

At the beginning of the school year, we will meet with parents and other stakeholders. During this meeting, parents will receive information about the school's Parent and Family Engagement Plan and will be informed of their parental right to be involved in the planning and development of the plan through meetings, surveys, and questionnaires. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator. The plan will be sent home with students at the beginning of each school year and posted to the school's website.

D. COMMUNICATION (ESSA sections 1116[c][4][A-C] (ESSA Section 1116[c][5])
Mark Twain School will provide parents of participating children with timely information about programs under Title I, including:

a) a description and explanation of the curriculum in use,
b) forms of academic assessment used to measure student progress,
c) achievement levels of challenging State academic standards, and
d) if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable.

Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand

The Mark Twain School Parent and Family Engagement Policy will be sent home at the beginning of the school year and made available on the school website. It will also be discussed with parents during parent-teacher conferences at the beginning of the school year. The policy will be assessed each year based on the number of participants, the number of volunteers, and the responses to the parent questionnaires and /or surveys.

Parents will be involved in planning, reviewing, and improving the policy through a yearly review. All parents will have the opportunity to participate in this review.

E. DISSENSION PROCESS (ESSA sections 1116[c][4][A-C] (ESSA Section 1116[b][3])

Mark Twain School will submit any comments/concerns to the Corcoran Unified School District Superintendent's office if the schoolwide plan and/or parent and family engagement policy are not satisfactory to parents.
Any comments/concerns can be emailed to the Director of Federal Programs, Elizabeth Mendoza, at emendoza@corcoranunified.com *or by phone at 559-992-8888.*

F. SCHOOL-PARENT COMPACT (ESSA Section 1116[c][5])

Mark Twain School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

Mark Twain School will hold an annual parent meeting to review and discuss any needed changes to the jointly developed school compact. This compact will outline how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. The compact will describe not only the school's responsibility in providing high-quality instruction and curriculum but the student's and parent's responsibilities for meeting and supporting the learning processes. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and have the opportunity to volunteer and observe in the classroom.

G. BUILD THE CAPACITY OF PARENTS (ESSA sections 1116[c][4][A-C]

Mark Twain School will build the parents' capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents work with their children to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Assist parents of participating children, as appropriate, in understanding topics such as the following:
    - the State's academic content standards,
    - the State's student academic achievement standards,
    - the State and local academic assessments including alternate assessments,
    - the requirements of Title I, Part A,
    - how to monitor their child's progress, and
    - how to work with educators to improve the achievement of their children.
- Educate school personnel, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, on the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to fully participate in the education of their children.

Mark Twain School will provide information about parent workshops available throughout the district. We will also continue encouraging parents to use online resources such as Imagine Learning, SeeSaw, ParentSquare, and Aeries Portal.

H. ACCESSIBILITY (ESSA Section 1116[c][5])

Mark Twain School in carrying out the parent and family engagement requirements of this part, to the extent practicable, shall provide full opportunities for the participation of parents and family members (including parents and family members with limited English proficiency, parents

and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format, and to the extent practicable, in a language such parents understand.

Parent Volunteers will be asked to work within the community to garner support for events such as Back to School Night, Read Across America, PBIS Activities, Open House, parent conferences, and Literacy and Math Nights. Surveys will be available via our school and district website for parents, students, and other community members to gather input regarding topics of need and to identify barriers to parent participation. Parent workshops will be held as needed (interpreters will be available to assist with non-English speaking parents and/or parents with disabilities) to encourage parental involvement in academia. Family and community members will be aware of the training sessions through newsletters, Parent Square, social media, local newspapers, and the school website.

Mark Twain School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on April 23, 2026. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before August 13, 2026.

This Compact was established by Mark Twain School on 4/23/26 and will be in effect for the 2026-2027 School Year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: August 13, 2026.

Stacy Brockie — 4/23/26

Stacy Brockie, Principal — Date

Azia Campbell Jones — 4-23-26

Azia Campbell, SSC President — Date

2026-2027 Title I, Part A School-Parent Compact

Mark Twain School and the parents of the students participating in activities, services, and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (Every Student Succeeds Act [ESSA] Section 1116[d]).

School Pledge

As a school we understand that it is our responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children serviced under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their child's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 116 [d][1])

Teacher Pledge

I agree to carry out the following responsibilities to the best of my ability:

1. Respect the students, families, school, and staff.
2. Teach content through interesting and challenging lessons promoting student achievement.
3. Engage students to promote learning.
4. Have high expectations, helping every child develop a love of learning.
5. Communicate regularly with families about student progress.
6. Provide a warm, safe, and caring learning environment.
7. Provide opportunities for students to practice, at home, the skills and concepts taught in class.
8. Participate in professional development opportunities, improving teaching and learning while supporting the formation of partnerships with families and the community.
9. Actively participate in collaborative decision-making, consistently working with families and colleagues to make school an accessible, welcoming place for families, helping each student achieve the school's academic standards.
10. Schedule parent-teacher conferences at the end of Trimester 1 and Trimester 2 to discuss student progress and achievement.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

1. Respect the school, staff, students, and families.
2. Come to school ready to learn and work.
3. Know and follow the school and class expectations.
4. Communicate regularly with my parents and teachers about school experiences so they can help me to be successful in school.
5. Review and practice skills and concepts taught in class.

Parent/Guardian Pledge

I agree to carry out the following responsibilities to the best of my ability:

1. Respect the school, staff, students, and families.
2. Encourage my child to review and practice skills and concepts taught in class.,
3. Ensure my child attends school daily on time and gets adequate sleep, and proper nutrition.
4. Monitor my child's progress in school, and if I do not understand something I will ask.
5. Participate in school activities such as providing input on school decision-making, volunteering, and attending parent-teacher conferences.
6. Communicate the importance of education and learning to my child.

This Compact was established by Mark Twain School on 4/23/26 and will be in effect for the 2026-2027 School Year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: August 13, 2026.

Stacy Brockie — 4/23/26

Stacy Brockie, Principal — Date

Azia Campbell Jones — 4-23-26

Azia Campbell, SSC President — Date

STATEMENT OF NON-DISCRIMINATION

Corcoran Joint Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual or perceived age, ancestry, color, disability, gender, gender identity, gender expression, immigration status, marital or parental status, nationality, race or ethnicity, religion, sex, sexual orientation; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination based on gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Corcoran Joint Unified School District assures that a lack of English language skills will not be a barrier to admission or participation in District programs.

Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

The following employees can be reached for questions or to file complaints regarding the following programs:

Uniform Complaints
Title VI Coordinator
Elizabeth Mendoza
(559) 992-8888 ext1246

Section 504
Title IX Coordinator
Helen Copeland
(559) 992-8888 ext1248

Superintendent
Andre Pecina
(559) 992-8888 ext1224

ATTENDANCE

Corcoran Joint Unified School District urges parents to make sure their children attend school regularly and to schedule medical, dental, counseling and other appointments after school, on the weekend if possible or during school holidays. The district also asks that travel or other absences be avoided during the time that school is in session.

The higher the district's daily attendance rate, the more a student will learn and the greater the amount of funding that the district will receive from the state for classroom instruction and academic programs. The School calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences.

Attendance is taken daily for all students. Parents are to call the attendance office on the day of the absence to verify the reason for the absence. When a student is absent from school, a telephone call from the parents or guardian to the school by 10:00 a.m. that day is required giving the following information:

1. Students full name and grade
2. Date of absence
3. Reason for the absence
4. Parent/guardian signature
5. Home/work phone number.

Section 48205 - Excused absences from school

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
(2) Due to quarantine under the direction of a county or city health officer.
(3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
(4) For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
(5) For the purpose of jury duty in the manner provided for by law.
(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
(7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

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

(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
(3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
(4) "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (g) of Section 230.1 of the Labor Code. confidential medical services without the consent of the pupil's parent or guardian.

ABSENCES EXCUSED

A student shall be excused from school for justifiable personal reasons, including, but not limited to,
illness, quarantine, medical appointments, an appearance in court or jury duty, attendance at a funeral service (one day for a service conducted in California and three days, if the service is outside California), observance of a holiday or ceremony of his/her religion, attendance at religious retreats (up to four hours per semester), or an employment conference, when the pupil's absences has been requested in writing by the parent or guardian and approved by the principal or designated representative.

A pupil shall also be excused from school when he or she is the custodial parent of a child who is ill or has a medical appointment during school hours. No student may have his or her grade reduced or lose academic credit for absences excused under Section 48205, when missed assignments and tests can reasonably be provided and are satisfactorily completed within a reasonable period of time. (Ed.Code §48205) A copy of the Education Code section is attached.

ABSENCE FOR RELIGIOUS PURPOSES

A pupil, with the written consent of a parent or guardian, may be excused from school in order to participate in religious exercises or receive moral or religious instruction for four or fewer days per month, provided the pupil attends school at least the minimum day for his grade. (EC §46014)

CHECKING YOUR CHILD OUT OF SCHOOL

Students must be checked out by a parent/guardian or person listed as an Emergency Contact. Emergency Contacts must have parental permission if checking out students before the end of the school day. Phone calls will not be accepted as a means to check out students. They must be done in person by an authorized designee. In the event of an emergency a parent may call and authorize a designee to check out their child.

CLEARING ABSENCES

Parents/guardians are urged to notify the school office by 8:00 a.m. on the morning of any absence or as soon as possible. If the parent/guardian does not contact the school site to clear an absence within five days of the student's return to school, the absence will be deemed "unexcused." An unexcused absence is not considered an excused absence (EC §48205).

Therefore, unexcused absences could lead to a student receiving a Notice of Truancy letter (EC §48260.5). A school may require, at any time, the parent
to provide a doctor's note or a visit from our school nurse excusing an absence. Upon the 10th absence for illness, a doctor's note is required. Parents that cannot afford to obtain a medical verification by a physician must obtain verification from the school nurse.
If your child has a cold or flu-like symptoms, such as fever, headache, extreme tiredness, dry cough, sore throat, runny or stuffy nose, muscle aches, nausea, vomiting or diarrhea, your child will need to stay home for at least 24 hours after they no longer have a fever without the use of fever reducing medications, such as acetaminophen or ibuprofen. The Center for Disease Control defines a fever as anything over 100.4 degrees Fahrenheit (37.8 degrees Celsius) when measured by mouth.

EXCUSE FROM INSTRUCTION ON RELIGIOUS (MORAL) GROUNDS
Whenever any part of the instruction in health, family life education or sex education conflicts with the beliefs of the parent or guardian of any pupil, the pupil, upon written request, shall be excused from the part of the training which conflicts with such religious training and beliefs and can include personal moral convictions. (EC §51240)

VERIFIED UNEXCUSED ABSENCE
Personal business, vacations, family emergency, car trouble, missed bus, overslept or other reasons not listed will be documented as verified unexcused absence.
A student calling/texting a parent to be picked up because they are feeling sick without seeing the nurse will be considered unexcused.

TARDY/EARLY DISMISSAL/TRUANCIES
Students who are tardy in excess of thirty (30) minutes without a valid excuse or absent for three days in one school year without a valid excuse are considered truant per (EC §48260). Students that are tardy must report to the office. Multiple unexcused absences and/or tardies on three occasions violate state law and shall be categorized as truancies. Habitual tardiness/truancy will result in a referral to the SchoolAttendance Review Board (SARB).

CHRONIC ABSENTEE (EC §60901(c) (1))
A pupil who is absent on 10 percent or more of the school days in the school year when the total number of days the pupil is absent is divided by the total number of days the pupil is enrolled. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement. Any pupil who is deemed a habitual truant or chronically absent or is irregular in attendance in school may be referred to a School Attendance Review Board (SARB).

PERFECT ATTENDANCE
Students must be in school on time, every day, and all day. Pupils taking or who have taken an independent study contract do not qualify for perfect attendance.

HOME AND HOSPITAL

Corcoran Joint Unified offers "Home and Hospital" for students with medical challenges authorized by a physician. Home Instruction is provided to students with a temporary disability which makes attendance in the regular day classes or alternative education program inadvisable, by the district in which the pupil is deemed to reside.
Temporary disability means a physical, mental, or emotional disability incurred while a pupil is enrolled in school, and after which the pupil can reasonably be expected to return to regular classes or an alternative education program. A temporary disability shall not include a disability for which a pupil is identified as an individual with exceptional needs pursuant to (EC §56026).
It is the primary responsibility of the parent or guardian of the pupil with the temporary disability to notify the school district of the pupil's presence in a qualifying hospital. The pupil shall be provided with instruction no later than 5 working days after a determination is made that he or she qualifies for individual instruction at home (EC §48206, 48207, 48208). Home Instruction is provided for not less than a two (2) week period. Corcoran Joint Unified Special Services Office will acquire an instructor and provide them with pertinent information so he/she can make arrangements to provide the instruction. The Home Instructor will contact the school site for any questions regarding instruction, grades, etc.10 Instructional materials are provided by the school site to the home instructor no later than two (2) days from which the home instruction was to begin. A physician's or psychologist's note is required, which must provide the following information:
1. Student's Name
2. The diagnosed condition
2. Projected calendar date for return to school
4. Statement prescribing Home Instruction
(EC §48206.3) specifies that for attendance accounting each clock hour of individualized instruction counts as one day of attendance. No student shall be credited with more than five days of attendance per calendar week or credited with more than the total number of calendar days that regular classes are offered by the district in any fiscal year.
For those individuals with exceptional needs with a medical condition, the IEP team shall review, and revise, if appropriate, the IEP whenever there is a significant change in the pupil's current medical condition. When recommending home instruction, the IEP team must have in the assessment information a medical report from the physician or psychologist, as appropriate. Home instruction is considered a change in current placement; therefore, an IEP team must convene to discuss the services to be provided.

SCHOOL ATTENDANCE REVIEW BOARD (SARB)

The SARB is a state-mandated process created by the California Legislation to assist students with attendance and behavior problems. SARB is a community-based effort to bring together multiple resources to assist families with attendance, truancy and behavior issues so that students will stay in school, attend school regularly and graduate.

The SARB process begins at the school site. When the school has exhausted all resources and a student's attendance has not improved, then a family may be referred to a SARB hearing. Corcoran Joint Unified School District currently partners with the Kings County Office of Education SARB board.

The purpose of this board is to intervene and meet the special needs of the pupils with school attendance problems and/or school behavior problems. They may also make decisions about students who are habitually truant and/or have attendance issues. If a pattern of absences is established, you will receive SARB (Student Attendance Review Board) notification, by mail and or in person and may be referred to the SARB board.

Any pupil subject to compulsory full-time education who is absent and/or tardy in excess of thirty(30) minutes on three (3) occasions in one school year without valid excuse or any combination thereof, is considered to be a truant under the law. (EC §48260 (a)). Upon a pupil's initial classification as a truant, the school district shall utilize the Notification of Truancy letter to notify the pupil's parent/guardian of the truancy and its consequences.

Consequences for truancy :

1. If a student has 3 unexcused absences or tardies, a letter is sent to the parents.
2. If a student has an additional 3 unexcused absences or tardy, a second letter is sent to the parents.
3. If a student is absent or tardy unexcused 3 more times, a third letter is sent to the parents.
4. Upon receiving the 10 th unexcused absence or tardy, the student and the parent will be required to attend the Corcoran SARB hearing.

What will happen at the Hearing?

1. The student and the parent will be asked to sign a contract stating the student will be in school and on time every day unless they are ill. The student may be asked to have a note from their doctor for all illnesses.
2. If the student and their parent do not attend the hearing, the case will be referred to the Kings CountySARB and The parent can be prosecuted by the Kings County District Attorney which may result in:

1. *The parent appearing in court and/or*
2. *The parent is paying a fine.*
3. *The parent is going to jail.*

CORCORAN UNIFIED SCHOOL DISTRICT ELEMENTARY DISCIPLINE MATRIX

ELEMENTARY DISCIPLINE MATRIX

The following matrix outlines the California State Education Code Violations and the disciplinary interventions and consequences for each violation. Education Code 48900(a)-48900.7 offenses are outlined below. Interventions are offered and consequences are given when a student commits one of these violations.

Education Code 48900.5 states: Suspension shall be imposed only when other means of correction fail to bring about proper conducts but *suspension may occur on the first offense for offenses listed in Education Code section 48900(a) through (e) or if "the pupil's presence causes a danger to persons."*
Other Means of Correction (OMC) should be utilized as a first choice in all circumstances where outlined. Refer to page (Bret Harte p. 12, JC Fremont p. 24, Mark Twain p. 38-40) for additional Means of Correction. (If appropriate, the administrator is not limited to one OMC per occurrence.)

Education Code 48900 (a) - 48900.7. For these charges, the school has jurisdiction for those behaviors that are related to a school activity or school attendance occurring at any time, including but not limited to: while on school grounds; while going to or coming from school; during the lunch period on or off campus; and during or while going to or coming from, a school activity. Administrators must consult with the Principal and Superintendent before utilizing 48915(a) and (c) charges. Recommendation for expulsion must be reported to the Superintendent.

Ed Code	Violation	Severity Level	1st Occurrence Intervention	2nd Occurrence Intervention/ Consequence	Additional Occurrences Intervention/ Consequence
48900(a)(1)	Caused, attempted to cause, or threatened to cause physical injury to another person	3	OMC (first offense suspension authorized but not preferred)	OMC or possible 1-2 days out of school suspension. May be required to check in with a school official upon return. Participation in Restorative Processes.	OMC or 1- 2 days out of school suspension, may be required to check in with administration upon return, may notify Police
48900(a)(2)	Willfully used force or violence upon the person of another, except in self-defense	3	OMC (first offense suspension authorized but not preferred)	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1 day out of school suspension, may be required to check in with administration upon return, may notify Police
48900(b)	Possession, sold, or furnished a firearm, knife, explosive, or other dangerous object **Knife is less than 3.5 inches and non-locking blade**	3	OMC (first offense suspension authorized but not preferred) *Possession of a firearm results in charge of 48915 (c)(1)	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police, and possible recommendation for expulsion if principal finds that the expulsion is appropriate due to the particular circumstance
48900(c)	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, intoxicant	3	OMC (first offense suspension authorized but not preferred) *Sale of a controlled substance will result in charge of 49815(c)(3)	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police, and possible recommendation for expulsion if principal finds that the expulsion is appropriate due to the particular circumstance
48900(d)	Unlawfully offered, arranged, or negotiating to sell a controlled substance, alcoholic beverage, intoxicant of any kind, either sold, delivered, furnished to a person another liquid	3	OMC (first offense suspension authorized but not preferred) *Sale of a controlled substance will result in charge of 49815(c)(3)	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police, and possible recommendation for expulsion if principal finds that the expulsion is appropriate due to the particular circumstance

Ed Code	Violation	Severity Level	1st Occurrence Intervention	2nd Occurrence Intervention/ Consequence	Additional Occurrences Intervention/ Consequence
48900(e)	Committed or attempted to commit robbery or extortion	3	OMC (first offense suspension authorized but not preferred) *Robbery or extortion may result in charge of 48915 (a)(1)(D)	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police, and possible recommendation for expulsion if principal finds that the expulsion is appropriate due to the particular circumstance
48900(f)	Caused or attempted to cause damage to school or private property	2	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police if damage was of significant value
48900(g)	Stole, or attempting to steal school property or private property	2	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police
48900(h)	Tobacco or tobacco products, including cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (possessed, used)	1	OMC ***** Brief Intervention Class (TBD)	OMC	OMC or 1-3 days out of school suspension
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	2	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return
48900(j)	Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia	2	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-3 days out of school suspension, may be required to check in with administration upon return

Ed Code	Violation	Severity Level	1st Occurrence Intervention	2nd Occurrence Intervention/ Consequence	Additional Occurrences Intervention/ Consequence
48900(l)	Knowingly received stolen school property or private property	2	OMC	1-5 days out of school suspension, may be required to check in with administration upon return	2-5 days out of school suspension, may be required to check in with administration upon return, may notify Police
48900(m)	Possession of an imitation firearm "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm	2	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police, and possible recommendation for expulsion if principal finds that the expulsion is appropriate due to the particular circumstance
48900(n)	Committed or attempted to commit a sexual assault or committed a battery ***First occurrence or minor offense***	3	OMC ** Consult Title IX procedures ***May result in a charge of 48915 (c)(4)***	OMC or 1 day out of school suspension, may be required to check in with administration upon return ***May result in a charge of 48915 (c)(4)***	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police ***May result in a charge of 48915 (c)(4)***
48900(o)	Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both	3	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police
48900(p)	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma	2	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police

Ed Code	Violation	Severity Level	1st Occurrence Intervention	2nd Occurrence Intervention/ Consequence	Additional Occurrences Intervention/ Consequence
48900(q)	Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.	3	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police
48900(r)	Engaged in an act of bullying, including, but not limited to electronic act, directed toward a pupil or school personnel	2	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police
48900(t)	A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person	3	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police
48900.2	Committed Sexual harassment **(Grades 4-12 only)**	3	OMC ** Consult Title IX procedures	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police
48900.3	Caused, attempted to cause, threatened to cause, or participated in any act of, hate violence **(Grades 4-12 only)**	2	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police

Ed Code	Violation	Severity Level	1st Occurrence Intervention	2nd Occurrence Intervention/ Consequence	Additional Occurrences Intervention/ Consequence
48900.4	Engaged in harassment, threats, or intimidation, directed against school District personnel or pupils **(Grades 4-12 only)**	3	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police
48900.7	Terroristic threats against school officials, school property, or both	3	OMC	OMC or 1 day out of school suspension, may be required to check in with administration upon return	OMC or 1-5 days out of school suspension, may be required to check in with administration upon return, may notify Police

Education Code 48915 (a) offenses, which are more serious in nature and will result in mandatory suspension and possible recommendation for expulsion from the District. For 48915 (a) charges, **the administrator has jurisdiction for behaviors occurring: while on school grounds and at a school activity. Administrators must consult with the Principal and Superintendent before utilizing a 48915(a) charge. Recommendation for expulsion must be reported to the Superintendent.**

Ed Code	Violation	Severity Level	Initial Occurrence	Additional Occurrences	Interventions/ Support
48915(a)(1)(A)	*Causing serious physical injury to another person except in self-defense* ***Medical verification required.***	3	1-5 days our of school suspension, Principal's Conference, may notify police, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstances	1-5 days our of school suspension, Principal's Conference, may notify police, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Anger Management Counseling Supp ort PBT referral
48915(a)(1)(B)	*Possession of any knife or other dangerous object of no reasonable use to the pupil.* ***Knife is longer than 3.5 inches and/or locking blade.***	3	1-5 days our of school suspension, Principal's Conference, may notify police, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstances	1-5 days our of school suspension, Principal's Conference, may notify police, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Counseling Support PBT Referral

Ed Code	Violation	Severity Level	Initial Occurrence	Additional Occurrences	Interventions/Support
48915(a)(1)(C)	*Unlawful possession of any controlled substance except for the first offense of possession of not more than one avoirdupois ounce of marijuana or possession of OTC medication for the pupil's medical use or medication prescribed by a physician*	3	1-5 days out of school suspension, Principal's Conference, may notify police, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstances	1-5 days out of school suspension, Principal's Conference, may notify police, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	Drug and Alcohol Workshops, PBT Referral
48915(a)(1)(D)	*Robbery or extortion*	3	1-5 days out of school suspension, Principal's Conference, may notify police, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstances	1-5 days out of school suspension, Principal's Conference, may notify police, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	PBT Referral
48915(a)(1)(E)	*Assault or battery upon any school employee*	3	3-5 days out of school suspension, Principal's Conference, may notify police, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstances	3-5 days out of school suspension, Principal's Conference, may notify police, and possible recommendation for expulsion if the Principal finds that the expulsion is appropriate due to the particular circumstance	PBT Referral

Education Code 48915 (c) violations represent the most egregious offenses and will result in mandatory recommendation for expulsion from the District. **For 48915 (c) violations, the behavior must have occurred at school or at a school activity. Administrators must consult with the Principal and Superintendent before utilizing a 48915 (c) charge. Recommendation for expulsion must be reported to the Superintendent.**

Ed Code	Violation	Initial Occurrence
48915(c)(1)	*Possessing, selling, or otherwise furnishing a firearm* ****Must be verified/witnessed/observed by a District employee.***	5 day out of school suspension, Principal's Conference, notify police, and **mandatory** recommendation for expulsion **Severity Level 3**

Ed Code	Violation	Initial Occurrence
48915(c)(2)	*Brandishing a knife at another person*	5 day out of school suspension, Principal's Conference, notify police, and **mandatory** recommendation for expulsion **Severity Level 3**
48915(c)(3)	*Unlawful selling a controlled substance*	5 day out of school suspension, Principal's Conference, notify police, and **mandatory** recommendation for expulsion **Severity Level 3**
48915(c)(4)	*Committing or attempting to commit sexual assault or battery*	5 day out of school suspension, Principal's Conference, notify police, and **mandatory** recommendation for expulsion **Severity Level 3**
48915(c)(5)	*Possession of an explosive*	5 day out of school suspension, Principal's Conference, notify police, and **mandatory** recommendation for expulsion **Severity Level 3**

Definitions:

- **Brandishing:** "with reference to a dangerous weapon (including a firearm) means that all or part of the weapon was displayed or the presence of the weapon was otherwise made known to another person, in order to intimidate that person, regardless of whether the weapon was directly visible to that person. Accordingly, although the dangerous weapon does not have to be directly visible, the weapon must be present."
- **Explosives:** are chemical compounds or mixtures that undergo rapid burning or decomposition with the generation of large amounts of gas and heat, leading to sudden pressure effects.
- **Firearm:** a shotgun or rifle having a barrel of less than eighteen inches in length, or any other weapon, except a pistol or revolver, from which a shot is discharged by an explosive if such weapon is capable of being concealed on the person.
- **Selling:** to exchange possession and ownership of goods or property for money or something of value.
- **Sexual Assault:** Committed or attempted to commit an act of sexual battery, rape, or statutory rape, lewd and lascivious conduct, molestation, etc.
- **Sexual Battery:** As defined in Penal Code Section 243.4(d)(1): "Any person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for specific purpose of sexual arousal, sexual gratification, or sexual abuse." Intimate part means the "sexual organ, anus, groin, or buttocks of any person, and the breast of a female."