

Conejo Valley Unified School District

Annual Notice for Students, Parents, and Staff

2026-2027



CVUSD

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

Governing Board

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Assistant Superintendent of Instructional and Student Services
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Nondiscrimination Statement:

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

For questions or complaints, contact Equity Compliance Officer: Kenneth Loo, Assistant Superintendent of Instructional and Student Services, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511; Title IX Coordinator: Kenneth Loo, Assistant Superintendent of Instructional and Student Services, kloo@conejoisd.org, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511; and Section 504 Coordinator: Christina Harrison, Director of Student Support Services, charrison@conejoisd.org, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511.

CVUSD Mission Statement: In the Conejo Valley Unified School District, we commit to provide exceptional educational experiences for all students filled with opportunities and choices that foster their unique gifts and prepare them to reach their full potential for success in a diverse, challenging, and changing world.

NOTE: In accordance with California Education Code §48980, every school district must notify parents/guardians, students, and staff annually of their rights and responsibilities related to school. The following is a summary of those rights and responsibilities. California Education Code §48982 requires that parents or guardians indicate in writing that they received this information. Therefore, please read the information carefully, review it with your student, and then verify, either in writing or electronically, receipt of the documents as part of the Annual Updates process. Your Signature neither indicates that you consent nor that you withhold consent to participate in any particular program.

For your information: This Annual Notice is also available on the district's website at <http://www.conejousd.org>.

ACADEMICS

ADVANCED PLACEMENT AND/OR INTERNATIONAL BACCALAUREATE EXAMINATION FEES

EC §52244 & CVUSD Board Policy 6141.5

Students meeting eligibility criteria may apply for state funds to cover the costs of Advanced Placement and/or International Baccalaureate examination fees. Students should contact their high school counselor to obtain an application and information about the application process.

AVAILABILITY OF PROSPECTUS

EC §49063 & EC §49091.14

The prospectus of the curriculum being taught annually including titles, descriptions, and instructional goals of every course offered by each school is available upon request by the parent or guardian. Please contact the District's Instructional Services Department at (805) 497-9511 for a copy of the prospectus.

CAL GRANT PROGRAMS

EC §69432.9 & CVUSD Administrative Regulation 5125

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students applying for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CASC the student's GPA. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all 11th grade students and their parents or guardians by February 1, 2026.

Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student.

CALIFORNIA HEALTHY YOUTH ACT (GRADES 7-12)

EC §51930 - §51939,
CVUSD Board Policy 6142.1 & CVUSD Administrative Regulation 6142.1

The Governing Board desires to provide well-planned, integrated sequences of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's educational program shall address the goals of the California Healthy Youth Act pursuant to Education Code §51930 - §51939, including providing students with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections and unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking, and to have healthy, positive, and safe relationships and behaviors. The district's educational programs shall also promote students' understanding of sexuality as a normal part of human development and the development of healthy attitudes and behaviors concerning adolescent growth and development, menstrual health, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, at least once in middle school and at least once in high school.

The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code §51930 - §51939, be unbiased and inclusive of all students in the classroom and be aligned with the state's content standards. The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

The district's comprehensive sexual health education program shall include information on the affirmative consent standard. Affirmative consent is defined as

affirmative, conscious, and voluntary agreement to engage in sexual activity. Teachers delivering such instruction shall consult information related to sexual harassment and violence in the state health curriculum framework.

The Superintendent or designee shall identify appropriate methods for informing the school community about subjects related to the district's comprehensive sexual health and HIV prevention education. The Superintendent or designee shall use such identified methods to inform parents/guardians of students in grades 7-12 about human trafficking prevention resources, as required pursuant to Education Code §49381.

The district's comprehensive sexual health education and HIV prevention education for students in grades 7-12, in addition to complying with the criteria listed above in the section "General Criteria for Instruction and Materials," shall include all of the following:

1. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the Centers for Disease Control and Prevention
2. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing
3. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others
4. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV
5. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and that testing is the only way to know if one is HIV-positive.
6. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner/dating violence
7. Information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to:
 - a. Parenting, adoption, and abortion
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Health and Safety Code §1255.7 and Penal Code §271.5
 - c. The importance of prenatal care
8. Information about sexual harassment, sexual assault, and sex trafficking, sexual abuse, and human trafficking, including:
 - a. Information on the prevalence and nature of human trafficking, strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance if there is a suspicion of trafficking
 - b. Information on how social media and mobile device applications are used for human trafficking
9. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs of each

The district's comprehensive sexual health education and HIV prevention education shall include instruction regarding the potential risks and consequences of creating and sharing suggestive or sexually explicit materials through cell phones, social networking web sites, computer networks, or other digital media. (Education Code §51934)

Parents or guardians are advised:

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV prevention education are available for inspection
2. That parents/guardians have a right to excuse their child from all or part of comprehensive sexual health or HIV prevention education and assessments related to that education, provided they submit their request in writing to the school district
3. That parents/guardians have a right to request a copy of Education Code §51930 - §51939
4. Whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants and, if the district chooses to use outside consultants or to hold an assembly with guest speakers to deliver comprehensive sexual health or HIV prevention education, the notification shall include: (Education Code §51938)
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker
 - c. Information stating the right of the parent/guardian to request a copy of Education §51933, §51934, and §51938

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the Superintendent or designee shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. (Education Code §51938)

The District may administer to students in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age-

appropriate questions about the pupil's attitudes concerning or practices relating to sex. Prior to administering such a research and evaluation instrument, parents/guardians shall be provided with written notice of the administration. Parents/guardians shall be given an opportunity to review the research instrument and to request in writing that the school district not allow their child to participate.

If a parent or guardian exercises the option to exclude their student from part or all comprehensive sexual health and/or HIV/AIDS prevention education, the student will not be academically penalized. The student will receive an alternative assignment. This Annual Notification shall be considered notice to parents/guardians.

CALIFORNIA PROFICIENCY PROGRAM (CPP) EXAMINATION

EC §48412,
CVUSD Board Policy 6146.2 & CVUSD Administrative Regulation 6146.2

The California Proficiency Program (CPP) Examination has replaced the California High School Proficiency Exam (CHSPE) established by California Education Code Section 48412. The CPP utilizes the State Board of Education approved GED® or HiSET® subtests for language arts and mathematics to measure proficiency. Eligible pupils who pass the CPP are awarded a California Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all coursework required for regular graduation from high school. Once a student has taken the CPP, passed both language arts and mathematics subtests and exited high school, they may choose to take the remaining HiSET-Equivalency subtests in science and social studies to earn their California High School Equivalency Certificate, opening even more doors than the Certificate of Proficiency alone. Pupils planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CPP only if he or she meets at least one criteria in each of the following requirements:

- Students must meet one of the following:
 - 16 years of age or older, or
 - Enrolled in grade 10 for one school year or longer, or
 - Will complete one school year of enrollment in grade 10 at the end of the semester during which the next regular examination will be conducted.
- Students must also be currently subject to California's compulsory education laws pursuant to EC Section §48200, which may be evidenced by one of the following:
 - Current enrollment in a California K-12 public high school; or
 - Current enrollment in a private school (Registered by filing a private school affidavit with the California Department of Education pursuant to EC §33190 and includes but is not limited to students at registered private schools operated by their parents to homeschool their children pursuant to EC §48222.); or
 - Current work permit issued by the Department of Industrial Relations Division to a student currently working in California; provided that the student is either receiving tutoring pursuant to EC §48224 or enrolled in an independent study program under EC §51745, to accommodate the student's work schedule.

For more information on the CPP, please visit CDE's website located at <https://www.cde.ca.gov/ta/tg/cp.asp>.

CAREER COUNSELING AND COURSE SELECTION

EC §221.5(d) & CVUSD Board Policy 6164.2

Commencing in grade 7, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

CAREER TECHNICAL EDUCATION

EC §48980(l) & CVUSD Board Policy 6146.11

The California Department of Education defines "career technical education" as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Career technical education may include agricultural education, apprenticeship opportunities, business and marketing coursework, health careers education, industrial and technology education, regional occupational programs, student organizations, technical preparation coursework, and work experience. More information related to the state's career technical educational program can be found at www.cde.ca.gov/ci/ct. Detailed information related to each high school's career technical education programs and course offerings can be located in the high school course directory/catalogue and in the counseling office/department.

COLLEGE ADMISSION REQUIREMENTS

EC §51229 & CVUSD Board Policy 6143

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their

education after high school. In order to attend a community college, you need only be a high school graduate or 18 years of age. In order to attend CSU, you have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Parents/guardians and students may find the following list of website references helpful in learning about college admission requirements and high school courses that have been certified by the University of California as satisfying the requirements for admission to the University of California and the California State University.

- www.cccco.edu
- www.assist.org
- www.californiacolleges.edu
- www.universityofcalifornia.edu/admissions
- www.cde.ca.gov/ci/gq/hs/hsgtable.asp
- www.calstate.edu

The California Department of Education defines "career technical education" as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Career technical education may include agricultural education, apprenticeship opportunities, business and marketing coursework, health careers education, home economics, industrial and technology education, regional occupational programs, student organizations, technical preparation coursework, and work experience. More information related to the state's career technical education program can be found at www.cde.ca.gov/ci/ct. Detailed information related to each high school's career technical education programs and course offerings can be located in the counseling office/department.

COURSE OFFERINGS

EC §48980.6

Newbury Park High School offers a full IB program. Website information regarding the IB program can be found here <https://www.conejousd.org/enroll-my-student/cvUSD-schools/international-baccalaureate-programs>. Newbury Park, Thousand Oaks, and Westlake High School offer a variety of dual enrollment classes. Please visit the counseling office at your respective school site for information on the specific course offerings.

FEDERAL STUDENT AID OR DREAM ACT

EC §51225.8

Under state law, school districts are to ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations. Student lists will be matched to FAFSA applications for the purpose of ensuring that either the FAFSA is completed or an opt out form is completed to maintain the students' ability to graduate. For more information on this process, please contact your high school counselor or the Instructional Services Department at (805) 497-9511.

GRADUATION REQUIREMENTS

EC §51225.3, EC §51430 & CVUSD Board Policy 6146.1

Students enrolled in grades 10-12 (Class of 2027, 2028, and 2029) are required to earn a total of 230 units to qualify for graduation from any of the district's high schools. Requirements include 30 credits in Social Studies, 40 credits in English, 30 credits in Mathematics, 20 credits in Science, 10 credits in Visual or Performing Arts/World Language/Career Technical Education, 5 credits in Health, 20 credits in Physical Education, and 75 credits in electives.

Students enrolled in grade 9 (Class of 2030 and beyond) are required to earn a total of 230 units to qualify for graduation from any of the district's high schools. Requirements include 30 credits in Social Studies, 40 credits in English, 30 credits in Mathematics, 20 credits in Science, 10 credits in Visual or Performing Arts/World Language/Career Technical Education, 5 credits in Health, 5 credits in Ethnic Studies, 20 credits in Physical Education, and 70 credits in electives.

Graduation Requirements – Foster Youth Exemption

EC §48853, EC §49069.5, EC §51225.1, EC §51225.2 & EC §51225.3
CVUSD Administrative Regulation 6173.1

Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures, including information regarding exemption from local graduation requirements, if educational rights are not allowed at the public high school.

Coursework and Graduation Requirements: Children of Military Families

If you are a military family, your child may qualify to be exempted from local graduation coursework requirements that are beyond the California state requirements. Please make an appointment with the school counselor to review your child's options for graduation. All coursework that was completed at another school outside of the Conejo Valley Unified School District will be issued full or partial credit. You may contact the school site counselor or the District's Assistant Superintendent of Instructional and Student Services at (805) 497-9511.

Conejo Valley Unified School District Graduation Requirements Classes of 2027-2029		Conejo Valley Unified School District Graduation Requirements Classes of 2030 and Beyond		University of California Admission Requirements for Freshman Entry		California State University Admission Requirements for Freshman Entry	
Courses	Units	Courses	Units	Courses	Units	Courses	Units
Social Studies United States History/Geography (10 units) World History/Geography (10 units) United States Government & Politics/Economics (10 units)	30	Social Studies United States History/Geography (10 units) World History/Geography (10 units) United States Government & Politics/Economics (10 units)	30	(a) Social Science US History (10 units) or American Govt. or American History (5 units) World History (10 units)	30	(a) Social Science US History (10 units) or American Govt. or American History (5 units) World History (10 units)	20
English (four courses) English 9, English 10, English 11 & English 12	40	English (four courses) English 9, English 10, English 11 & English 12	40	(b) English (college prep or higher)	40	(b) English (college prep or higher)	40
Mathematics (three courses)	30	Mathematics (three courses)	30	(c) Math (must include Math I, Math II, and Math III) (4 years recommended)	30	(c) Math (must include Algebra I, Geometry, Algebra II or higher) (4 years recommended)	30
Science* Biological Sciences (10 units) Physical Science (10 units) *30 units recommended	20*	Science* Biological Sciences (10 units) Physical Science (10 units) *30 units recommended	20*	(d) Laboratory Science Biological Science (10 units) Physical Science (10 units) (3 years recommended)	20	(d) Laboratory Science Biological Science (10 units) Physical Science (10 units) (3 years recommended)	20
Visual or Performing Arts OR World Language OR Career Technical Education	10	Visual or Performing Arts OR World Language OR Career Technical Education	10	(e) Language Other Than English (units must be in same language) (3 years recommended)	20	(e) Language Other Than English (units must be in same language) (3 years recommended)	20
Health (one semester)	5	Health (one semester)	5	(f) Visual/Performing Arts (dance, drama or theater, music, or visual art)	10	(f) Visual/Performing Arts (dance, drama or theater, music, or visual art)	10
		Ethnic Studies (one semester)	5				
Elective Courses	75	Elective Courses	70	(g) College Prep Elective (chosen from UC "a-f" list) Required Testing (UC no longer considers SAT or ACT test scores as a factor in admissions decisions.)	10	(g) College Prep Elective (chosen from UC "a-f" list) Required Testing (CSU no longer considers SAT or ACT test scores as a factor in admissions decisions.)	10
Physical Education	20	Physical Education	20				
Total Credits needed to Graduate	230	Total Credits needed to Graduate	230				

Retroactive Grant of High School Diplomas: Departed & Deported Pupils

The Governing Board of the Conejo Valley Unified School District may award a diploma to any student who may have been deported outside the US, if in good standing after completing the second year of high school. Any transfer credits from outside the US will be considered as completion through online or foreign classes.

LOCAL APPRENTICESHIP PROGRAMS & PRE-APPRENTICESHIP PROGRAMS

EC §48980 & EC §48980.5

CVUSD allows career technical education courses to satisfy the requirements of EC § 51225.3(e). A complete list of career technical education courses offered by CVUSD that satisfy the subject matter requirements for admission to UC or CSU establishments includes:

Music Fundamentals & Production CP – UC Area: F
 Medical Terminology – UC Area: G
 Anatomy and Physiology AHC – UC Area: D
 Medical Assistant CTE – UC Area: G
 Intro to Business – UC Area: G
 Entrepreneurship – UC Area: G
 Entrepreneurship CP – UC Area: G
 Sports and Entertainment Marketing CP – UC Area: G
 Virtual Enterprise CP – UC Area: G
 Introduction to Digital Media – UC Area: G
 Creative Digital Media – UC Area: G
 Honors Digital Media – UC Area: G
 Graphic Production Technology – UC Area: F
 Advanced Computer Graphics – UC Area: F
 Digital Video Production – UC Area: F
 Advanced Digital Video Production – UC Area: G
 Advanced Video Game Design CP – UC Area: G
 Advanced Video Game Design Honors – UC Area: G
 Broadcasting 1 – UC Area: F
 Broadcasting 2 – UC Area: F
 Stagecraft – UC Area: G
 Honors Stage Production – UC Area: G
 Woodworking Principles – UC Area: G
 Woodworking Design – UC Area: G
 Construction Tech Cabinetry – UC Area: G
 Food & Nutrition CP – UC Area: G
 Food Service and Hospitality – UC Area: G
 Honors Food Service and Hospitality – UC Area: G
 Computer Programming – UC Area: G
 Web Design – UC Area: F
 AP Computer Science Principles – UC Area: D
 Geographic Information Systems aka (GIS) Science – UC Area: G
 Biotechnology 1: Research & Development – UC Area: D
 Sports Medicine – UC Area: G
 Sports Medicine CP – UC Area: D
 Sports Medicine 2 – UC Area: G

Sports Medicine Internship – UC Area: G
 Public Safety Careers – UC Area: G
 Emergency Medical Technician (EMT) – UC Area: G
 Emergency Medical Responder (EMR) – UC Area: G
 Construction Technology CP – UC Area: G
 Construction Technology Honors – UC Area: G
 Principles of Woodworking – UC Area: G
 Advanced Construction Technology – UC Area: G
 Applied Manufacturing – UC Area: G
 Architectural Design 1CP – UC Area: F
 Drafting & Computer Aided Design CP – UC Area: G
 Drafting & Computer Aided Design Honors – UC Area: G
 Photography 1-2 – UC Area: F
 The Art of Commercial Photography Honors – UC Area: F
 AP 2D Art and Design – UC Area: FG
 Foundations in Education – UC Area: G
 Advanced Teaching Practice Honor – UC Area: G
 Principles of Teaching Internship – UC Area: G
 Child Development – UC Area: G
 Advanced Education – Elementary Aide – UC Area: G
 Peer Mentoring Beginning – UC Area: G
 Peer Mentoring Advanced – UC Area: G
 AP Environmental Science – UC Area: DG
 Environmental Earth Science CP – UC Area: D

Students who choose to pursue a career in skilled and technical trades and crafts can learn about apprenticeship programs through the State of California Department of Industrial Relations' Apprenticeship website: <https://www.dir.ca.gov/databases/das/descOfAppr.html>.

OBJECTION TO DISSECTING, HARMING, OR DESTROYING ANIMALS

EC §32255 & EC §32255.1

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform their teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

PREGNANT AND PARENTING PUPILS

EC §221.51, EC §222.5, EC §46015, EC §482 - §485, EC §48980, 5 CCR 4950, 34 CFR 106.40 & CVUSD Board Policy 5146

The Governing Board recognizes that responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The Board

therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The district shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.

Note: The following paragraph was added to BP 5146 based on findings from the California Department of Education Federal Program Monitoring review of Conejo Valley Unified School District's policies and practices in the 2022/2023 school year.

The District shall apply no rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. The District shall not make a pre-admission inquiry as to the marital status of an applicant for admission. The District may make a pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of all student applicants and if the results of such inquiry are not used in connection with discrimination prohibited by Title IX.

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets.

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in the regular education program or an alternative education program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child.

Any alternative education program, activity, or course that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary.

If required for students with any other temporary disabling condition, the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the regular education program or activity.

To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Childcare and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities
2. Parenting education and life skills instruction
3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code §49553, 42 USC 1786, and 7 CFR 246.1-246.28
4. Health care services, including prenatal care
5. Tobacco, alcohol, and/or drug prevention and intervention services
6. Academic and personal counseling, including, but not limited to, assistance with meeting A-G requirements
7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

Absences

Pregnant or parenting students may be excused for absences for medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence.

Parental Leave

A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician.

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave.

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave.

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses.

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school.

Accommodations

When necessary, the district shall provide accommodations to enable a pregnant or parenting students to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions.

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
3. Access to a power source for a breast pump or any other equipment used to express breast milk
4. Access to a place to store expressed breast milk safely
5. A reasonable amount of time to accommodate the student's needs to express breast milk or breastfeed an infant child

Complaints

Any complaint of alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code §46015, or district noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600 4670 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in an appeal, the district shall provide a remedy to the affected student.

Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

SEXUAL ABUSE / SEX TRAFFICKING PREVENTION / SEXUAL ASSAULT AWARENESS PREVENTION

EC §51900.6 & EC §51950

Parents/guardians will be notified of any instruction which includes topics related to sexual abuse, sexual assault awareness prevention, or sex trafficking prevention education. Parents may submit a written request to excuse their child from participation in these classes.

SPECIALIZED EDUCATIONAL PROGRAMS

Bilingual Education

EC §52173, 5 CCR §11303 & CVUSD Board Policy 6174

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. For more information, contact the District's Multilingual Learners and Equity Department at (805) 497-9511 Ext. 3350.

English Learner Program

District procedures regarding designation of students as English Learners or Fluent English Proficient include home language survey, language assessments, notice of assessment results, and opportunity for reassessment. Program placement takes place with written parent notification, opportunity for parent consultation, and procedures for granting waivers for alternative programs. For more information, contact the District's Multilingual Learners and Equity Department at (805) 497-9511 Ext. 3350. (EC §52164.3, EC §52173.5, EC §310, EC §311, CCR Title 5 §11301)

English Learners Identification Notice

Parents are to be notified by schools that in addition to the child's English proficiency status, for which they are notified using the English Language Proficiency for Assessments for California (ELPAC), and they are to be notified that their child is a "Long-term English Learner" or is an "English learner at-risk of becoming a Long-term English Learner". (EC §313.2)

English Immersion Program (Language Acquisition Program)

Parents and guardians of children placed in a structured English immersion program must be notified of such placement and be provided an opportunity to apply for a parental exception waiver. In order to obtain a parental exception

waiver or for more details regarding this program, please contact the school principal. (EC §310, CCR Title 5 §11309)

Available Language Programs and Language Acquisition Programs

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

Language and Language Acquisition Programs Offered

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.
- **Dual-Language Immersion (DLI) Program:** A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Transitional Kindergarten/Kindergarten (TK/K) and continues to fifth grade.
- **Newcomer Academy Program:** A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction. Enables non-English speakers or students who have weak literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program is designed for ninth through twelfth grades.

How to Enroll Your Child in a Language Acquisition Program

If a parent/guardian would like for their child to participate in any of the Language or Language Acquisition programs from the list, please visit your child's school site and submit a verbal or written request to the office at your child's school. The Office Manager will log your request and email it to the Multilingual Learners Department. As soon as the district reaches the threshold, the district will reach out to you to notify you of next steps.

How to Request Establishment of a New Program at School

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

Submit a verbal or written request to the office at your child's school.

Reaching a Threshold

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of a language acquisition or language program, the school responds by notifying the District immediately and taking the following actions:

Communication: Within 10 school days of reaching a threshold described above, the District notifies the parents of pupils attending the school, the school's teachers, administrators, and the District English Learner Advisory Committee (DELAC) and parent advisory committee, in writing, of the parents' request for a language acquisition program.

Cost and Resource Analysis

The District then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to:

- Certificated teachers with the appropriate authorizations
- Necessary instructional materials
- Pertinent professional development for the program
- Opportunities to parent and community engagement to support the proposed program goals

Determination

Having completed the costs and resource analysis, the District determines, within 60 calendar days of reaching a threshold described above, whether it is possible to implement the requested language acquisition or language program. At that time, the District provides notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators of its determination.

Determination to implement a program at the school: In the case, that the district determines it can implement the requested program, the LEA creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, the District confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs.

Determination not to implement a program at the school: In the case that the District determines it is not possible to implement the program requested by parents, the District provides a written explanation of the reason(s) why the program cannot be provided. Further, the District may offer an alternate option that can be implemented at the school.

About Language Acquisition Programs and Language Programs

Program Type	Characteristics
Language Acquisition Program (English Learners)	The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall: Be designed using evidence-based research and include both Designated and Integrated English Language Development; Be allocated sufficient resources by the local district to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and Within a reasonable period of time, lead to: Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.
Language Program (non-English Learners)	Language programs offer students who are not English Learners opportunities to be instructed in languages other than English. May lead to proficiency in languages other than English.

Parent and Community Engagement

Parents may provide input on current and proposed District language and language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 5062). If a parent is interested in a program other than those listed above, please contact the Department of Multilingual Learners at 805-497-9511, Ext. 3350.

Foster Youth

EC §48204, EC §48645.5, EC §48853, EC §48853.5 & WIC §317 & §16010
CVUSD Administrative Regulation 6173.1

Foster youth are ensured school placements in their best interest, including the least restrictive educational program, access to academic resources/services/extracurricular/enrichment activities, full and partial credit for courses taken, and opportunities to meet state pupil academic achievement standards. If you have any questions, please contact Amber Bowman, Coordinator, Student Support Services at (805) 497-9511 Ext. 3323.

Gifted and Talented Education (GATE)

CVUSD Board Policy 6172

The GATE plan and information on testing and services is available by contacting Stefanie Caswell, GATE Teacher on Special Assignment, at (805) 497-9511 Ext. 4226.

Homeless Youth/Right to Apply for Financial Aid

42 USC 11432, EC §48853, EC §49069, EC §51225.1, EC §51225.2, EC §69432.7, EC §69519, EC §69731, EC §69956, EC §70032, EC §78220, & EC §88931; CVUSD Administration Regulation 6173

Homeless youth are ensured school placements in their best interest, and parents are provided meaningful opportunities to participate in the education of their children. Circumstances for eligibility include living in a shelter, a motel, hotel, a house or apartment with more than one family because of economic hardship or loss, in an abandoned building, in a car, at a campground, or on the street, in temporary foster care or with an adult who is not your parent or guardian, in

substandard housing, or with friends or family because you are a runaway, unaccompanied, or migrant youth. Homeless youth have the right to immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers. Homeless youth have the right to education and other services (e.g., to participate fully in all school activities and programs for which child is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact the District's Homeless Liaison to resolve disputes that arise during enrollment.

Homeless Right to Apply for Financial Aid: Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every district must appoint a homeless liaison to assist students and families. Homeless youth can be assisted by Amber Bowman, Coordinator, Student Support Services at (805) 497-9511 Ext. 3320 for more information of services and policies related to homeless education rights.

Migrant Education

EC §54444.2 & CVUSD Administrative Regulation 6171

The Migrant Education Program is federally funded under Title 1 Part C. Eligibility is determined by an oral interview. A family is eligible if either parent or guardian changes residence and crosses school boundaries in search of employment in agriculture, fishing, lumber or dairy and the child accompanies or joins the parents later. Eligibility is for a three-year period.

Migrant Education funds/services actively solicit parent involvement in planning, operation, and evaluation of its program through a parent advisory council. Contact Amber Bowman, Coordinator, Student Support Services at (805) 497-9511 Ext. 3320.

Migrant Education Extended School Year

EC §41601.6

Students who are identified as a "migrant child" in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

Migrant and Newly Arrived Pupils

EC §51225.1 & EC §51225.2

Notice shall be provided in language that the parent and student understand within 30 days of migration: When a pupil completes the state minimum coursework requirements and becomes eligible for a diploma, to notify the pupil, the educational rights holders all of the following: The pupil's right to a diploma issued by the school district of residence if he or she completed the graduation requirements for high school student who transferred in their 3rd or 4th year of high school from another country or other school district. The school district of residence shall issue to the pupil a diploma from the school the pupil last attended after the transfer and accept coursework satisfactorily from the school previously attended, as well as from a country other than the United States. The district or charter school will explain how taking coursework and other requirements adopted by the governing board or charter school or continuing education upon transfer will affect the pupil's ability to gain admission to a postsecondary educational institution. Information about transfer opportunities available through the California Community Colleges. The pupil's or the education rights holder's, as applicable, option to allow the pupil to take additional coursework for a 5th year of high school toward an achievable diploma requirement. If the district or charter school fails to provide timely notice, the pupil shall be eligible for the diploma once notified, even if that notification occurs after the initial transfer. In addition the statewide minimum course work and other requirements adopted by the governing board of the district or charter school shall do both of the following: Inform the pupil of their option to take coursework and other requirements adopted by the governing board. Permit the pupil, upon agreement with the pupil, if the pupil is 18 years of age or older, or if the pupil is under 18 years of age, upon agreement with the person holding the right to make educational decisions for the pupil, to take coursework or other requirements adopted by the governing board, to take additional coursework for a 5th year of high school. Advise the pupil, if the pupil is 18 years of age or older, or if the pupil is under 18 years of age, the person holding the right to make educational decisions for the pupil, to consider enrollment in a school operated by the local educational agency or charter school, benefit from continued instruction, and graduate from high school with a valid diploma. If a pupil participating in a newcomer program is exempted from local graduation requirements, the exemption shall continue to apply after the pupil no longer meets the definition of a "pupil participating in a newcomer program" while he or she is enrolled in school or if the pupil transfers again to another school, including a charter school, or school district during the 3rd or 4th year of high school. Students and parents of migratory children shall not request a transfer solely to qualify for this exemption.

SPECIAL EDUCATION

EC §56306, EC §56329, EC §56380, EC §56506, EC §56345(a)(8), IDEA & CAC 3125

Special Education Programs

Federal law requires that a free and appropriate education (FAPE) shall be offered in the least restrictive environment (LRE) to qualified pupils with disabilities, including those who are homeless or wards of the court, ages 3 through 21 years; and early intervention services for "at-risk infants and toddlers" under the age of 3. This right applies to students eligible for Special Education services as defined under the Individuals with Disabilities Education Act (IDEA).

Through the district's Student Success Team ("SST") process, and other procedures (implementation and monitoring of interventions; consideration of a student's education records), including the processing of referrals from the community, a continuous effort is made to locate and identify individuals who might

qualify for special education services. Although the district may consider and attempt general education interventions prior to referring a student for special education evaluation or services. It may not unduly delay a necessary referral to first attempt general education interventions. Upon suspecting that a student has a disability and may need special education and related services, district staff will immediately refer the student for consideration of eligibility.

The law also provides that parents may initiate a request to have their child assessed to determine eligibility for Special Education and/or related services. The request shall be in writing and may be submitted to the District's Special Education Office, school principal or their designee. Further, the parent(s) 1) may expect their rights to be written in understandable language; 2) will be asked to give written consent before any assessments are conducted; 3) is entitled to receive a copy of the assessment results and the documentation of determination of eligibility upon request; 4) shall participate in the individualized education program (IEP) team meeting for their child and be provided with recommendations and the reasons for them; and 5) will give written consent prior to the student receiving services. The parent also has the right to electronically record the proceedings of IEP meetings and to observe the pupil in the classroom, as specified by board policy.

The district's process for identifying and evaluating students with disabilities who may be in need of special education and related services includes, but is not limited to, a review of the student's school records; effectiveness of general education and/or SST interventions, as applicable; information provided by a student's teacher(s), other professionals, and the parent/guardian, as appropriate; and consideration of the student's needs.

If the pupil is identified as eligible for special education and related services, then a meeting will be held annually to review their progress. Further and more specific information about parent rights, due process, specific procedures, and the assessment plan are available under a separate document, which may be obtained from the District's Department of Special Education.

Special Education Students Reaching Age 18

Beginning at least one year prior to a special education pupil reaching the age of 18, they are to be informed of their rights, which will be transferred to them upon reaching the age of 18. This information is also contained within the individualized education program (IEP).

Special Education Complaints

The parent may file a complaint with the State Department of Public Instruction if they feel there has been a violation of the Special Education Laws. The complaint may be filed with Shanda Lee, Director of Special Education Preschool/Elementary, or Steve Barnes, Director of Special Education Secondary at (805) 497-9511 Ext. 3330.

Special Education – Use of Assistive Technology

The Conejo Valley Unified School District allows home and community use of assistive technology (AT) devices by students who have assistive technology devices as part of their IEP FAPE offer. Students may continue to use while at distributing school and for up to a maximum of two months or until a replacement or comparable device is obtained in new setting. Not every IEP will have an AT device as part of the IEP team offering, but if it is there, it must remain in possession so that the student does not have a lapse in educational access to such device.

Child Find Systems

The district is a member of the Ventura County Special Education Local Plan Area which has established written policies and procedures including continuous child find systems including children with disabilities who are migrant, homeless, or wards of the state, and children with disabilities attending private schools. Policies and procedures include written notification to all parents of their rights regarding identification, referral, assessment, instructional planning, implementation, review, and procedures for initiating referral for assessment.

SECTION 504 COMPLIANCE

EC §56301, 29 USC §794, 34 CFR §104.32 & §504 Rehabilitation Act

Section 504 Compliance Notice

The Conejo Valley Unified School District complies with the rules and regulations implementing Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The District does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs or activities. Questions or complaints regarding the existence and location of services, activities, and facilities should be addressed to:

Christina Harrison, Section 504 Compliance Officer
1400 E. Janss Road
Thousand Oaks, CA 91362
(805) 497-9511

Procedural Safeguards

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of their disability;
2. Have the school district advise you of your rights under federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
5. Have your child educated in facilities and receive services comparable to those provided non-disabled students;

6. Have your child receive an individualized evaluation and receive specialized education services if s/he is found to be eligible under Section 504 of the Rehabilitation Act;
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement and obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
10. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records;
11. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy or other rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you for the right to a hearing;
12. File a local grievance; see CVUSD Uniform Complaint Policy (Board Policy 1312.3)
13. Request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you at your own expense. The impartial Hearing Officer will be selected by the district. Hearing requests must be made in writing to Christina Harrison, Section 504 Compliance Officer.
14. This notice will also be provided to students who are entitled to these rights at age 18.

If you believe the district has not acted in compliance with the law, you also have the right to file a complaint with the Office of Civil Rights. The Office that covers Southern California is:

OFFICE FOR CIVIL RIGHTS, REGION IX
U.S. Department of Education
50 United Nations Plaza
San Francisco, CA 94102

The Conejo Valley Unified School District 504 Compliance Coordinator is Christina Harrison, Director of Student Services. She is responsible for assuring that the District complies with Section 504 and may be reached at (805) 497-9511 or at charrison@conejousd.org.

STATEWIDE TESTING NOTIFICATION

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California Education Code Section §60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students in grades 3–8 and grade 11.

What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California Common Core State Standards.

CAASPP: California Alternate Assessments (CAAs) for ELA and Math

Who takes these tests? Students in grades 3–8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.

What is the test format? The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Which standards are tested? The California Common Core State Standards through the Core Content Connectors.

CAASPP: California Science Test (CAST)

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAST is computer-based.

Which standards are tested? The California Next Generation Science Standards (CA NGSS).

CAASPP: California Alternate Assessment (CAA) for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

Which standards are tested? Alternate achievement standards derived from the CA NGSS.

CAASPP: California Spanish Assessment (CSA)

Who takes the test? The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.

What is the test format? The CSA is computer-based.

Which standards are tested? The California Common Core State Standards en Español.

ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Initial and Summative ELPAC are computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.

Which standards are tested? Alternate achievement standards derived from the 2012 California English Language Development Standards.

Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

Which standards are tested? The Healthy Fitness Zones, which are established through the FITNESSGRAM®.

ATTENDANCE

ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES

EC §46010.1

"Commencing in the fall of the 1986–87 academic year, the governing board of each school district shall, each academic year, notify pupils in grades 7 to 12, inclusive, and the parents or guardians of all pupils enrolled in the district, that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian."

AVOIDING ABSENCES, EXCUSED ABSENCES, TARDINESS, TRUANCY

EC §46014, EC §48205, EC §48260, EC §48260(a), EC §48262, EC §48263, EC §48263.6, EC §48264, EC §48267, EC §48268, EC §48269, EC §60901; WIC 236, 601, 601.3, 651.5, 653.5, 654; CVUSD Board Policy 5113 & CVUSD Administrative Regulation 5113

Avoiding Absences

The Conejo Valley Unified School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. The district also asks that travel or other absences be avoided during the time 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. Following an absence, a student is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

Chronic Absenteeism

EC §60901

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

Excused Absences

EC §46014, EC §48205

Parents or legal guardians, unless exempted, are required to enroll their children between the ages of 6 and 18 in the school district in which they reside. They are compelled to ensure that the minor is in school regularly and on time each day. Parents may be requested to appear before the School Attendance Review Board (SARB) and subsequently be referred to the District Attorney for legal action when attendance, tardiness, and/or behavior problems occur. For additional information regarding truancy, review the attendance section on the District's website located at www.conejousd.org.

Notwithstanding Section 48200, a pupil shall be excused from school for any of the following reasons:

1. Personal illness, including absence for the benefit of the student's mental or behavioral health
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometrical, or chiropractic appointment
4. Attendance at 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. Jury duty in the manner provided by law
6. Illness or medical appointment of a child to whom the student is the custodial parent
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons, including but not limited to:
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observation of a religious holiday or ceremony
 - d. Attendance at religious retreats for no more than four hours per semester
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code §49701, and has been called to duty for, is on leave from, or has immediately returned from deployment. Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee
10. Attendance at the student's naturalization ceremony to become a United States citizen
11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people
12. For a middle school or high school student, engagement in a civic or political event, provided that the student notifies the school ahead of the absence. Unless otherwise permitted by the Superintendent or designee, students shall be limited to one such school day-long absence per school year.
13. For any of the following purposes, if an immediate family member of the pupil passes away or someone closely associated with the pupil is deemed to be in such close association with them as to be considered immediate family by the pupil's parent or guardian, the pupil is allowed an absence of up to three days per incident; absences longer than three days shall be subject to the discretion of the school administrator or their designee.
 - A. Access services from a victim services organization
 - B. Access grief support
 - C. Participation in safety planning as it relates to the death of the pupil's immediate family.
14. Due to the pupil's participation in military entrance processing.
15. Authorized at the discretion of a school administrator, as described in subdivision (c) of 48260

A pupil absent from school pursuant to 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 for those assignments and tests.

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.

For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

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 or town halls.
- (2) "Cultural" means relating to the habits, practices, 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 subdivision (j) of Section 12945.8 of the Government Code.

Truant

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse for three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on more than three days in one school year, or any combination thereof, and a concerted effort has been made to meet with the family, is a truant and shall be reported to the attendance supervisor. The pupil shall also be referred immediately to the School Attendance Review Board (SARB).

Tardiness

EC §48260(a)

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. Repeated tardies in excess of 30 minutes without a valid excuse may lead to the student being designated as truant.

Truancy Definitions / Truant Consequences / Arrest of Truants

EC §48260, EC §48262, EC §48263, EC §48263.6, EC §48264, EC §48267, EC §48268, EC §48269; WIC 236, 601, 601.3, 651.5, 653.5, 654

Truancy Definitions: A student is considered truant when they are absent from school for three full days or is absent from school (tardy or left early) for more than 30 minutes during the school day and the absence or tardy is without a valid excuse. After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC §48205 (listed above).

Truant Consequences: Any student who is identified as "Truant" may be assigned as a ward of the court, if the available community resources do not resolve the student's continued problem of truancy, by a Probation Officer or Deputy District attorney.

Arrest of Truants/School Attendance Review Boards: The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from their home and who is absent from school without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

INDEPENDENT STUDY

EC §51744, EC §51745, EC §51745.5, EC §51746, EC §56026 & CVUSD Board Policy 6158

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

A student's participation in independent study shall be voluntary.

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code §44865 or an emergency credential pursuant to Education Code §44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation.

For more information on how the Conejo Valley Unified School District offers independent study options, please contact your school site principal or review Board Policy 6158 at www.conejousd.org.

OPEN CAMPUS PRIVILEGES FOR HIGH SCHOOL STUDENTS

EC §44808.5,
CVUSD Board Policy 5112.5 & CVUSD Administrative Regulation 5112.5

Students in grades 11 and 12 may be granted approval for a lunch permit to leave campus during the student's lunch period. This is considered a privilege to be earned through satisfactory citizenship, academic standing, and attendance. Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds.

ENROLLMENT

ATTENDANCE OPTIONS

EC §48490(h), EC §48200, EC §48204(b)(1), EC §48204.2, EC §48300, EC §46600, EC §48980(m), EC §48929; USC Title 20 §7912, CVUSD Board Policies 5111.1, 5116, 5116.1, 5117 & CVUSD Administrative Regulation 5111.1, 5116, 5116.1 & 5117

Interdistrict Enrollment/Transfer Requests

Parents/guardians of students living outside the boundary of Conejo Valley Unified School District may apply for an Interdistrict Transfer. The parent or legal guardian of a pupil may seek release from the home district to attend a school in any other school district. It is expected that pupils will attend the school district serving the attendance zone in which they reside. However, Districts may enter into an agreement for a period of up to six years which specifies the terms and conditions under which pupil transfers are permitted. Therefore, the parent or guardian may request and the Superintendent may grant the transfer of their child to a different school district for any of the following reasons:

1. To meet the child care needs of the student only as long as the student's child care provider remains within district boundaries
2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel
3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance

4. To allow the student to complete a school year when their parents/guardians have moved out of the district during that year
5. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school
6. To allow a high school senior to attend the same school they attended as a junior, even if their family moved out of the district during the junior year
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district
8. When the student will be living out of the district for one year or less
9. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence
10. When there is valid interest in a particular educational program not offered in the district of residence
11. To provide a change in school environment for reasons of personal and social adjustment

The parent will be notified of the acceptance or rejection of the transfer request in writing. The permit, if granted, is valid for up to five years (except less when changing between school levels, i.e., elementary to middle and middle to high school); while the conditions stated are maintained; and as long as the pupil's attendance, behavior and academic performance are satisfactory to the school of attendance. Thus, the parent/guardian will not have to reapply for an interdistrict transfer and the pupil will be allowed to continue to attend the school in which they are enrolled. Pupils who are entering grade 11 or 12 in the subsequent school year shall not have their permits rescinded. Failure to adhere to the terms/conditions set forth may result in a revocation of the permit anytime while the permit is still in effect.

Priority for interdistrict attendance shall be given to a student who has been determined, through an investigation by either the district of residence or district of proposed enrollment, to be a victim of an act of bullying, as defined in Education Code §48900(r), committed by a student of the district of residence.

Until the district is at maximum capacity, the district shall accept any student whose interdistrict transfer application is based on being the victim of an act of bullying or a child of an active duty military parent/guardian. The district shall ensure that such students are admitted through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a student should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Education Code §220, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status.

Requests are based on District enrollment and impacted programs. Preferences will be given to pupils whose parents are enlisted in the military. Parents/guardians should contact the District's Student Support Services Department at (805) 497-9511 Ext. 3320 for further information.

Intradistrict Enrollment/Transfer Requests

It is expected that students will attend the school serving the attendance zone in which they reside. However, parents/guardians residing in the district may apply for a different school within the district through the District School of Choice process. School of Choice application requests are based on enrollment and staffing ratios. Parents of high school athletes should check on CIF sports eligibility rules before pursuing open enrollment. Transportation to any other school is the responsibility of the parent. Contact the school office for further information.

Involuntary Transfer

A student may be transferred to another district school if they are convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which they were convicted.

Before transferring such a student, the Superintendent or designee shall attempt to resolve the conflict using restorative justice, counseling, or other such services. They shall also notify the student and their parents/guardians of the right to request a meeting with the principal or designee.

Participation of the victim in any conflict resolution program shall be voluntary, and they shall not be subjected to any disciplinary action for their refusal to participate in conflict resolution.

The Board shall deliberate in closed session to maintain the confidentiality of student information, unless the parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decision shall be final.

Persistently Dangerous Schools

The Conejo Valley USD Governing Board has adopted a policy stating that students who attend a persistently dangerous school must be allowed to attend a safe public school.

Residency Requirements

A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located. Parents may enroll their student in school regardless of immigration status. School officials are prohibited from collecting information or documents regarding citizenship or immigration status of students or their family members.

A pupil may alternatively comply with the residency requirements for school attendance in a school district if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code; a pupil who is a foster child who remains in their school of origin; an emancipated

pupil who resides within the boundaries of the school district; a pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district; or a pupil residing in a state hospital located within the boundaries of the school district.

A school district shall accept applications by electronic means for enrollment, including enrollment in a specific school or program within the school district, and course registration for military dependents. The parent shall provide proof of residence within 10 days after the published arrival date provided on official documentation related to their military move: temporary on-base billeting facility, purchased or leased home or apartment, or federal government or public-private venture off-base military housing.

A school district may also deem a pupil as having complied with the residency requirements for school attendance in the school district if one or both of the parents or legal guardians of the pupil are physically employed within the boundaries of the school district for a minimum of 10 hours during the school week. To consider a student for acceptance under this provision, the parent/guardian must follow the District's procedures which include the completion of the required request form and verification of employment within the district's boundaries. The request may be granted if space is available at the school nearest the location of employment and excess costs to educate the child will not be incurred.

Residency is established when a pupil's parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of their employment within the boundaries of the school district for a minimum of three days during the school week.

Residency Investigations

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, they may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency.

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district.

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view.

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation.

INSTRUCTION FOR PUPILS WITH A TEMPORARY DISABILITY

EC §48206.3, EC §48207, EC §48208 & CVUSD Administrative Regulation 6183

A pupil with a temporary disability that makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided in the pupil's home for one hour per school day. Please contact your elementary school principal, middle school Assistant Principal, high school Assistant Principal of Student Life, or the Director of Student Support Services with any questions.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction and, if so, provide the instruction within five working days or less.

NOTICE OF ALTERNATIVE SCHOOLS

EC §58501, CVUSD Board Policy 6158, 6181 & CVUSD Administrative Regulation 6158, 6181

California state law authorizes all school districts to provide for alternative schools. Education Code §58500 defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the student learns because of their desire to learn.
- Maintain a learning situation maximizing student self-motivation and encouraging the student in their own time to follow their own interests. These interests may be conceived by them totally and independently or may result in whole or in part from a presentation by their teachers or choices of learning projects.
- Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.

- Maximize the opportunity for students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the administrative office of this district and the principal's office in each school have copies of the law available for your information.

VICTIM OF VIOLENT CRIME

USC Title 20 §7912a & CVUSD Board Policy 5116.1

A student who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends has the right to transfer to another school within the district. The district has 14 calendar days to offer students the option to transfer. For more information, please contact the school principal or the District's Student Support Services Department at (805) 497-9511 Ext. 3320.

HEALTH

ADMINISTRATION OF MEDICINE DURING THE SCHOOL DAY

EC §49423, EC §49423.1 & EC §49480, CVUSD Board Policy 5141.21 & CVUSD Administrative Regulation 5141.21

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse or other designated personnel of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

Administration of Prescribed Medication for Pupils

Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

Emergency Treatment for Anaphylaxis

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC §49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

ANNUAL HEALTH SCREENINGS

EC §49452, EC §49452.5, CVUSD Board Policy 5141.3 & CVUSD Administrative Regulation 5141.3

Annual vision and hearing screenings are conducted in kindergarten, second, fifth, and eighth grade. Annual scoliosis screenings may be performed for seventh grade females and eighth grade males. Parent teacher referrals or students receiving special education services may be included in these screenings as required by law unless the parent/guardian files a written objection. Notification will be sent to the parent/guardian of a student for any noted condition discovered through the screenings.

CALIFORNIA HEALTHY KIDS SURVEY (CHKS)

EC §51513 & EC §51938(c)

Students in grades 7, 9, or 11 are asked to be part of the California Healthy Kids Survey (CHKS) sponsored by the California Department of Education (CDE). This is a very important survey that will help promote better health and well-being among our youth, improve the school learning environment and combat problems such as drug abuse and violence. Students do not have to take the survey. If a parent does not want their child to complete the survey, the parent must notify the student's school. The survey gathers information on developmental supports provided to youth; school connectedness, and barriers to learning; school safety; health-related concerns such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; risk of depression and suicide; and protected class identifiers such as sexual orientation and gender identity.

Parents may examine the questionnaire in the student's school office or on the district website. The results from this survey are compiled into district- and county-level CHKS Reports. To view a copy of the Conejo Valley Unified School District's report, go to <https://calschls.org/reports-data/search-lea-reports/> (Outside Source) and type in the district name.

Students who participate do not have to answer any questions they do not want to answer and may stop taking the survey at any time. A parent who does not want their child to participate at all must notify the student's principal in writing.

No names are recorded or attached to the survey forms or data. The results will be made available for analysis only under strict confidentiality controls. The survey will be administered during class time.

There are no known risks of physical harm to students. In rare instances, some discomfort might be experienced from the questions. The school's counseling services will be available to answer any personal questions that may materialize.

The survey was developed for the CDE by WestEd, a public, non-profit educational institution. Any questions about the survey or parent rights you have any questions about the survey or about your rights, should be directed to the school principal.

CANCER PREVENTION ACT

EC §48980.4; HSC §120336

The California Health and Safety Code recommends that pupils are fully immunized against human papillomavirus (HPV) before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

CONFIDENTIALITY OF MEDICAL INFORMATION ACT

CC 56.10

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and comply with confidentiality requirements of licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

CONCUSSION AND HEAD INJURIES

EC §49475

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district that elects to offer athletic programs must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete's initiating practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

CONTROLLED SUBSTANCES: OPIOIDS

EC §49476

The athletic departments of the Conejo Valley Unified School District will provide facts regarding the risks and side effects of opioid use each school year to athletes. Parents and student athletes must sign acknowledgement of receipt of the document annually.

IMMUNIZATIONS

EC §48216, EC §49403, HSC §120325, HSC §120335, HSC §120365, HSC §120370, HSC §120375 & CVUSD Board Policy 5141.31

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student who parents have consented in writing.

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

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. Students with Individualized Education Plans will not be excluded from special education or general education settings.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

The Superintendent or designee shall not unconditionally admit any student to a district elementary or secondary school, preschool, or child care and development program for the first time nor, after July 1, 2016, admit or advance any student to grade 7 unless the student has been fully immunized. The student shall present documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases:

- Measles, mumps, and rubella (MMR)
- Diphtheria, tetanus, and pertussis (whooping cough) (DTP, DTaP, or Tdap)
- Poliomyelitis (polio)

- Hepatitis B
- Varicella (chickenpox)
- Haemophilus influenza type b (hib meningitis)
- Any other disease designated by the CDPH

Free or low-cost immunizations for children are available. Please contact Ventura County Public Health at <https://hca.venturacounty.gov/public-health/iz-program/> for more information. To learn more about immunization requirements, visit the California Department of Public Health's Shots for Schools website at <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/shotsfor-school.aspx>.

LACTATION ACCOMMODATIONS

EC §222 & CVUSD Board Policy 5146

The Conejo Valley Unified School District provides reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. These accommodations include, but are not limited to, access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child, permission to bring onto a school campus any equipment used to express breast milk, access to a power source for that equipment, and access to a place to safely store breast milk. A reasonable amount of time to accommodate the need to express breast milk or breast-feed an infant child is also given, and no academic penalty will be incurred as a result of use of these reasonable accommodations during the school day.

MEDICAL SERVICES INFORMATION

EC §49471 & EC §49472

Medical Services

Conejo Valley Unified School District does not provide insurance to cover student accidents or injuries while the student is at school, going to or from school, or while attending school-sponsored activities.

Health Insurance Coverage for Athletes

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.

Low- or no-cost insurance for students may be available through Healthy Families Program, Medi-Cal, or other insurance programs for those who qualify.

Parents/guardians may call (800) 880-5305 for information or an application.

Medical Attention at School for Accidents/Injuries

An emergency card will be used to contact parents/guardians in the event of a medical emergency. The school will act in the absence of parent contact to ensure appropriate medical treatment is provided even if the parent/guardian cannot be reached. Specific health care information and/or direction regarding emergency care must be noted on emergency cards.

MENSTRUAL PRODUCTS

EC §35292.6

All Conejo Valley Unified School District school sites maintaining any combination of classes from grades 6 to 12, inclusive, shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom.

MENTAL HEALTH SERVICES

EC §49428

In order to initiate access to available pupil mental health services, you may contact the following mental health provider: Ventura County Behavioral Health crisis line at (866) 998-2243. Our school district will notify parents at least twice per year. This is one time through our Annual Notifications, and we will also notify you again a second time each school year through the mail or another commonly used method of notification.

ORAL HEALTH ASSESSMENT

EC §49452.8 & CVUSD Board Policy 5141.6

Record of a dental assessment done by a dental professional is required for all transitional/regular kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31 of the pupil's first school year.

PHYSICAL EXAMINATION

EC §49451, USC Title 20 §1232h, CVUSD Board Policy 5141.3 & CVUSD Administrative Regulation 5141.3

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

PUPIL SAFETY – SYNTHETIC DRUG USE AND OPIOID OVERDOSE

EC §48985.5 & EC §49414.3

Synthetic drugs that are not prescribed by a physician, such as fentanyl or opioids, are extremely dangerous, and there is the possibility that dangerous synthetic drugs can be found in counterfeit pills.

The Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose.

SUDDEN CARDIAC ARREST PREVENTION ACT

EC §33479 et seq.

The senate bill requires a pupil in any public school, including a charter school, or private school that elects to conduct athletic activities, and the pupil's parent or guardian, to sign and return an acknowledgement of receipt of an information sheet on sudden cardiac arrest symptoms and warning signs each school year before the pupil participates in an athletic activity.

TOBACCO FREE CAMPUS

HSC §104420, HSC §104495 & CVUSD Board Policy 5131.62

The Board prohibits smoking and/or the use of tobacco products at any time in district-owned or leased buildings, on district property, in district vehicles, and within 250 feet of a youth sports event.

These prohibitions apply to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking.

Tobacco products include:

1. Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

TYPE 1 DIABETES INFORMATION

EC §49452.6

On and after January 1, 2023, the governing board of a school district, county board of education, and governing body of a charter school shall make the Type I Diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school, or with the information provided pursuant to Section 48980. Information provided to parents and guardians pursuant to this section may include, but shall not be limited to, all of the following:

The Description of Type I Diabetes: If you have Type I Diabetes, your pancreas does not make insulin or makes very little insulin. Insulin helps blood sugar enter the cells in your body for use as energy. Without insulin, blood sugar cannot get into cells and builds up in the bloodstream. High blood sugar is damaging to the body and causes many of the symptoms and complications of Diabetes. Type I Diabetes was once called insulin-dependent or juvenile diabetes. It usually develops in children, teens, and young adults, but it can happen at any age. Type I Diabetes is less common than Type 2—about 5-10% of people with diabetes have Type I. (CDC)

Risk Factors, Symptoms and Warning Signs associated with Type I Diabetes: Type I Diabetes is thought to be caused by an immune reaction (the body attacks itself by mistake). Risk factors for Type I Diabetes are not as clear as for prediabetes and Type 2 Diabetes. Known risk factors include: Family history (having a parent, brother, or sister with type 1 diabetes) or age. Type I Diabetes can happen at any age, but it usually develops in children, teens, or young adults. If you have any of the following diabetes symptoms, see your doctor about getting your blood sugar tested may be: Frequent urination (often at night); thirst; loss of weight without trying; hunger; blurry vision; numbness or tingling of hands or feet; extreme fatigue; very dry skin; have sores that heal slowly and may have more infections than usual. (CDC) It can take months or years before symptoms of Type I Diabetes are noticed. Type I Diabetes symptoms can develop in just a few weeks or months. Once

symptoms appear, they can be severe. Some Type 1 Diabetes symptoms are similar to symptoms of other health conditions. (ADA)

Type 1 Diabetes Health Screening Process: A simple blood test will let you know if you have diabetes. If your child is screened at a health fair or pharmacy, follow up with their healthcare provider. If your child's healthcare provider thinks you have Type 1 Diabetes, your blood may also be tested for autoantibodies. These substances indicate your body is attacking itself and are often found with Type 1 Diabetes but not with Type 2. Ketones may be present in their urine or blood. Ketones are produced when your body burns fat for energy. Having ketones in their urine or blood indicates that they have Type 1 Diabetes instead of Type 2. (ADA)

Following a Type 1 Diabetes diagnosis, parents or guardians should consult with the pupil's primary healthcare provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist. (ADA)

CDC – Center for Disease Control
ADA – American Diabetes Association

TYPE 2 DIABETES INFORMATION

EC §49452.7

Pursuant to California Education Code Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh grade students.

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

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

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

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

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

Risk Factors Associated with Type 2 Diabetes

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

Risk Factors

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

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

Warning Signs and Symptoms Associated with Type 2 Diabetes

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

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

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a

family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

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

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

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

STUDENT WELLNESS

CVUSD Board Policy 5030

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

For more information, please reference the district's *Student Wellness* board policy 5030 located on the district's website at www.conejousd.org.

MENTAL HEALTH AND WELLNESS

CVUSD Board Policy 5141.5

As part of the District's commitment to supporting student mental health and wellness, there may be occasions when a mental health or wellness professional works with your student if they seek support through the High School Wellness Center's drop-in services. Wellness drop-in services are student-initiated, brief, supportive interventions designed to assist students who are experiencing stress or other challenges during the school day. Additional information about the District's wellness services is available on the CVUSD website and in CVUSD Board Policy 5141.5.

SUICIDE PREVENTION

EC §215, CVUSD Board Policy 5141.52 & CVUSD Administrative Regulation 5141.52

The Governing Board recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures and strategies, practices and supports for suicide prevention, intervention, and postvention.

In developing policies and procedures for suicide prevention, intervention and postvention, the Superintendent or designee shall consult with school and community stakeholders, school-employed mental health professionals, suicide prevention experts, and, in developing policy for grades K-6, the county mental health plan.

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

Measures and strategies for suicide prevention, intervention and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students including, as appropriate, paraeducators, campus safety assistants, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers.
2. Instruction to students in problem-solving and coping, and resiliency skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others.
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students.
4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide.

- The provision of information to parents/guardians, and caregivers regarding risk and protective factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis.
- Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.
- Crisis intervention procedures for addressing suicide threats or attempts.
- Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.
- Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code §215.

As appropriate these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning.

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students.

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan.

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so.

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently.

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's website, in a prominent location and in a manner that is easily accessible to parents/guardians and students.

Suicide Prevention – Staff Development

Suicide prevention training shall be provided to teachers, interns, counselors, and others who interact with students including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers. The training shall be offered under the direction of a district counselor/psychologist, and/or social worker who has received advanced training specific to suicide and who may collaborate with one or more county or community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials.

Additionally, staff development shall include research and information related to the following topics:

- The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning
- Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors
- Identification of students who may be at risk of suicide, including, but not limited to, warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
- Protective factors that may help to decrease a person's student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
- Instructional strategies for teaching the suicide prevention curriculum, and promoting mental and emotional health, reducing the stigma associated with mental illness, and using safe and effective messaging about suicide
- The importance of early prevention and intervention in reducing the risk of suicide
- School and community resources and services, including resources and services that meet the specific needs of high-risk groups
- Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to,

appropriate protocols for constant monitoring and supervision of the student, during the time the student is in the school's physical custody, while the immediate referral of the student to medical or mental health services is being processed

- District procedures for responding after a suicide has occurred
- Common misconceptions about suicide

The district may provide additional professional development in suicide risk assessment and crisis intervention to district mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

CDE Model Youth Suicide Policy Prevention Policy – Staff Development Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth- serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>.
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>.
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>.
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>.

CDE Model Youth Suicide Policy Prevention Policy – Mental Health Services Resources:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>.
- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>.
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>.
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhronline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/.
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>.

SAFETY

ASBESTOS MANAGEMENT PLAN

CFR Title 40 §763.93 & CVUSD Board Policy 3514

The district has developed an asbestos management plan for each school, including all buildings that they lease, own, or otherwise use as school buildings in accordance with CFR Title 40 §763.93. A copy of the complete, updated management plan for asbestos-containing material in school buildings may be reviewed in the Director of Maintenance & Grounds office located at 667 Rancho Conejo Road, Newbury Park, CA 91320.

CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS

PC 25100-25125, PC 25200-25220, PC 25105, PC 25205 & CC 1714.3

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

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should

know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.¹

○ Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.²
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.³
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.⁴

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

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

Gun violence restraining orders (GVROs) allow guns to be removed from the home temporarily - and prevent further purchases - when someone is at risk of harming themselves or others. Families or teachers can apply to a court for a GVRO directly, and anyone can ask law enforcement for a GVRO to remove firearms from individuals who may be violent or in crisis.

¹ See California Penal Code sections 25100 through 25125 and 25200 through 25220.

² See California Penal Code section 25100(c).

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

CVUSD Resolution #19/20-32

CVUSD schools are required to comply with California Education Code Sections 32280-32290, which mandate the preparation of school safety plans addressing violence prevention, emergency preparedness, traffic safety and crisis response. Lawmakers, community members, non-profit organizations, and local leaders nationwide are working together to implement public awareness campaigns which encourage secure gun storage practices and highlight the public safety risk of unsecured guns. Evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep school and students safe. Research shows that secure firearm storage practices are associated with up to an 84 percent reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens. The U.S. Secret Service National Threat Assessment Center recommends the importance of appropriate storage of weapons because many school attackers used firearms acquired from their homes. The Conejo Valley Unified School District Board of Trustees and the Superintendent will continue to work with local law enforcement agencies, health agencies, and non-profits to inform District parents about secure storage of firearms in their homes.

GUN-FREE SCHOOL ZONE

Penal Code §626.9 & Penal Code §30310

Unless it is with the written permission of the school district superintendent, the superintendent's designee, or equivalent school authority, no person shall carry ammunition or reloaded ammunition onto school grounds, except sworn law enforcement officers acting within the scope of their duties.

This section shall not apply to any of the following: A duly appointed peace officer, a full-time paid peace officer of another state or the federal government who is carrying out official duties while in California; any person summoned by any of these officers to assist in making an arrest or preserving the peace while that person is actually engaged in assisting the officer; a member of the military forces of this state or of the United States who is engaged in the performance of that person's duties; an armored vehicle guard, who is engaged in the performance of that person's duties; any peace officer, whether active or honorably retired; any other duly appointed peace officer; any honorably retired peace officer who during the course and scope of their appointment as a peace officer was authorized to, and did, carry a firearm; and a person carrying ammunition or reloaded ammunition onto school grounds that is in a motor vehicle at all times and is within a locked container or within the locked trunk of the vehicle.

PESTICIDE PRODUCTS

EC §17612, EC §48980.3 & CVUSD Administrative Regulation 3514.2

As directed in Assembly Bill 2260, Section 1. Article 4, this has been added to Chapter 5 of part 10.5 of the Education Code, to read "Article 4. Healthy Schools Act of 2000".

Section 17612 of this act reads as follows: "The school district designee shall annually provide to all staff and parents or guardians of pupils enrolled at a school site a written notification of the name of all pesticide products expected to be applied at the school facility during the upcoming year."

Please see the school district's List of Products we expect to use at our sites for the school year 2026-2027.

Section 17612, Part 1, also reads that the school district designee shall provide the opportunity for recipients to register with the school district if they wish to receive notification of individual pesticide applications at the school facility. Persons who register for such notification shall be notified of individual pesticide applications at least 72 hours prior to the application.

To register under this section please click on this link <https://cvusdforms.com/integrated-pest-management-policy/> to opt in and include your email address, name, address, student's name and school site.

It is the goal of the Conejo Valley Unified School District to use the least toxic methods of pest control at the lowest effective dose through our Integrated Pest Management Program (IPM). A copy of the Conejo Valley Unified School District's IPM policy statement is stated below. For more details, please visit to read the Board of Education Integrated Pest Management (IPM) Policy at <http://go.boarddocs.com/ca/conejo/Board.nsf/goto?open&id=B8GRZR6B758A>. If further information is desired, please contact me via email: ebriley@conejousd.org.

Integrated Pest Management (IPM) Statement

The Conejo Valley Unified School District initiated an IPM Program in September of 1988. Since the initiation of the IPM Program, it has been the intent of the CVUSD to continue to utilize IPM principles to manage pest populations adequately.

The choice of using a pesticide will be based on a review of all other available options and a determination that these options are unacceptable or are infeasible, alone or in combination. Cost or staffing considerations alone will not be adequate justification for use of chemical control agents.

Strategies for managing pest populations will also be influenced by the pest species and the degree to which that population poses a threat to people, property, or the environment. The full range of alternatives, including no action, will be considered.

When it is determined that a pesticide must be used in order to prevent pest levels from exceeding action thresholds, the least-hazardous material will be chosen and applied at the lowest possible effective dose.

Our Pest Control Technician is a licensed and certified "Qualified Pesticide Applicator". He is required to attend continuing education classes for pest management.

INSECTICIDES

Chemical	Active Ingredient
Talstar PL	Bifenthrin
Wasp-Freeze II	Prallethrin (RS)-2-Methyl-4-oxo-3(2propynyl) cyclopent-2-enyl(1RS)-cis, chrysanthemate 0.1%
Terro PCO	Sodium tetraborate, decahydrate (borax)
Onslaught	(5)-cyano (3-phenoxypheyl)-(5)-4-chloroalpha-(1-methylethyl) benzeneacetate
Termidor SC	Fipronil: 5-amino-1-(2, 6 dichloro-4-(trifluoromethyl) phenyl) -4-(2,R,S)-(trifluoromethyl) sulfinyl)-1-H-pyrazole-3-carbonitrile
Delta Dust	Deltamethrin 0.05%
Essentria IC 3	Rosemary oil 10%, Geraniol 5.0%, Peppermint oil 2.00%
Maxforce FC	Fipronil 0.05%
Phantom II	Chlorfenapyr: 4-bromo-2-(4-chlorophenyl)-1-(ethoxymethyl)-5-(trifluoromethyl)-1H-pyrrole-3-carbonitrile
VectoLex FG	Bacillus spaeiricus
Temprid	Imidacloprid, 1-[[6-Chloro-3-pyridinyl)methyl] 3-(2,2-dichloroethenyl)-2,2-dimethyl-cyclopropanecarboxylate: 0.025%
Advion Ant Gel	Indoxacarb*: (S)-methyl 7-chloro-2,5-dihydro-2-[[[(methoxycarbonyl) 4(trifluoromethoxy) phenyl]amino] carbonyl]indeno[1,2-3] [1,3,4]oxadiazine-4a-(3H)carboxylate-0.05%
Advion Cockroach Gel Bait	Indoxacarb*: (S)-methyl 7-chloro-2,5-dihydro-2-[[[(methoxycarbonyl) 4(trifluoromethoxy) phenyl]amino] carbonyl]indeno[1,2-e] [1,3,4]oxadiazine-4a-(3H)carboxylate-0.6%
Advion Insect Granule	Indoxacarb*: (S)-methyl 7-chloro-2,5-dihydro-2-[[[(methoxycarbonyl) 4(trifluoromethoxy) phenyl]amino] carbonyl]indeno[1,2-3] [1,3,4]oxadiazine-4a-(3H)carboxylate-0.22%
Premise Foam	Imidacloprid: 1-[[6-Chloro-3-pyridinyl)methyl]-N nitro-2-imidazolidinimine 0.05%
Gentrol IGR	(S)-Hydroprene (CAS #65733-18-8) 9%
Siesta	Metaflumizone* (CAS No 139968-49-3) 0.063%

Chemical	Active Ingredient
Dominant	Sodium Tetraborate Decahydrate (Borax) 5.4%
Pro Flex	Lambda-cyhalothrin
VectoBac G	Bacillus thuringiensis
Bifen XTS	Bifenthrin
Merit 0.5G	Imidacloprid, 1-(6-Chloro-3-pyridinyl)-N-nitro-2-imidazolidinimine 0.5%
In2mix	Pyriproxyfen 74.3%
Mavrik Aquaflow	Tav-Fluvalinate 22.3%
Bee Quick	Essential oils & herbs
Snake Scram	Cedar oil 2.000%, Rosemary oil 1.500%, Sage oil 508%, Cinnamon oil 508%, Garlic oil > 030%, Other peanut hulls 94.454%

HERBICIDES

Chemical	Active Ingredient
Triclopyr 4 Ester	Triclopyr 3.5.6 trichloro-2-iny (oxy-acetic acids, butoxyethyl ester)
Fusilade II	Fluazifop-P-butyl, Butyl(R)-2,4,6-(trifluoromethyl)-2-pyridinyl) (oxy) phenoxy propanoate
Cheetah Pro	Glyphosate ammonium 24.5%
Turf Supreme 16-6-8	2,4-dichlorophenoxyacetic acid 0.55% (+)-IR)-2-(2 methyl-4-chlorophenoxy) propionic acid 0.12% Dicamba: 3,6-dichloro-o anisic acid 0.05%
Prosecutor Pro	Glyphosate.N-(phosphonomethyl)glycine In form of its isopropylamine 41.0%
Earth's Ally	Sodium Chloride 10%
Spruce	Cornmint Oil, Geraniol Oil, Sodium Lauryl Sulfate, Triethyl Citrate, Trisodium Citrate Dihydrate, Sodium Benzoate, Potassium Sorbate
Magnify Surfactant	Oligomeris D-glucopyranose decyl glycosides, Ammonium sulfate and Ammonium nitrate 51.02%
Choice Water Conditioning Agent	Propionic acid ammonium salt, alkylphenol ethoxylate phosphate ester, 2-hydroxy-1, 2, 3 propanetricarboxylic acid, Ammonium sulfate, acrylic acid polymer sodium salt 50%, Constituents ineffective as spray adjuvant 50%

RODENTICIDES

Chemical	Active Ingredient
Take Down II Soft	Bromethalin 0.01%
Z.P. Rodent Bait	Zinc phosphide
Selontra	Cholecalciferol 0.075%
NoTox Rate & Mouse Attractant	Nontoxic Attractant
Contra Blox	Bromethalin (CAS # 63333-35-7) 0.01%
Contra Soft Bait	Bromethalin (CAS #63333-35-7) 0.01%
Take Down II Blox	Bromethalin 0.01%
Evolve	Cottonseed Oil 1%
Rabbit Scram	Dried Blood 48%, Garlic 8.0%, White Pepper 8.0%, Cloves 3.0%, Other Meat Meal, Red Pepper 33.0%
Detour Gel	Capsaicin 0.357%

PUPIL SAFETY: SWIMMING POOLS – ADULT PRESENCE – CPR – ALEX'S LAW

EC §35179.6

Any Conejo Valley USD school that sponsors or hosts an event in or around a swimming pool will have at least one adult with a valid certification of CPR training present throughout the duration of the event. Any CIF event already requires CPR-trained coaches on hand.

SAFE PLACE TO LEARN ACT

EC §234, EC §234.1 & CVUSD Board Policy 5131.2

The Conejo Valley Unified School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of the Education Code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination,

harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school principal and/or the Instructional Services Department at (805) 497-9511. Policies may also be found on the district's website at <http://www.conejousd.org/Departments/Instructional-Services/Annual-Notifications-Complaint-Procedures>.

SCHOOL BUS SAFETY

EC §39831.5, CVUSD Board Policy 5131.1 & CVUSD Administrative Regulation 5131.1

Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. These regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges shall be made available to parents/guardians, students, and other interested parties.

SCHOOL SAFETY: BULLYING

EC §234.4, EC §22589 & EC §32283.5

The Conejo Valley Unified School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>.

If you or your child experiences bullying on campus, at a school-sponsored event, or while traveling to or from school, please contact your school principal as soon as possible so the matter can be addressed and investigated promptly. Reports may also be submitted to the District's Instructional Services Department or anonymously through the District's WeTip reporting system at WeTip or via the WeTip reporting link on the CVUSD website. The District takes all reports of bullying seriously and is committed to providing a safe, respectful, and inclusive learning environment for every student.

SCHOOL SAFETY PLAN

EC §32280, CVUSD Board Policy 0450 & CVUSD Administrative Regulation 0450

Each Conejo Valley Unified School District school site has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office. This plan includes appropriate strategies and programs that provide a high level of safety including specific rules and regulations on student discipline, disaster preparedness plan and procedures, child abuse reporting procedures, assessment of school crime committed, sexual harassment policy, and other policies.

STUDENT CONDUCT & DISCIPLINE

DRESS CODE

CVUSD Board Policy 5132 & CVUSD Administrative Regulation 5132

Conejo Valley Unified School District's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes and that does not facilitate marginalization or discrimination oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. It also creates an environment for students to feel comfortable with themselves while learning in a safe and respectful academic environment.

District rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Families (students and parents/guardians) should be notified of the dress code annually, or whenever the dress code is revised, including the consequences for violating the dress code. Consequences may never exceed District guidelines and must be enforced in a consistent manner.

To reference the CVUSD dress code regulations and protocols, students, parents/guardians, and district staff can view the District's dress code policy and administrative regulations by accessing BP/AR 5132 – <https://conejousd.community.diligentoneplatform.com/home/policies/policydoc/1117ed30-328a-4545-bbac-9166675a623a>.

Students and families in need of toiletries, clothing, shoes, or other basic necessities may contact the Student Support Services Department at (805) 497-9511, ext. 3320 for assistance. School staff may also help connect families with available resources and support.

EDUCATIONAL EQUITY: DISCRIMINATION – ANTISEMITISM PREVENTION

EC §244, EC §262.3, EC §280, EC §33800, EC §48980, EC §51500, EC §51501, EC §60151 and EC §60152

The Conejo Valley Unified School District is committed to maintaining a learning environment free from discrimination, harassment, and bias. All instructional materials, textbooks, and teacher-led discussions must be factually accurate and free from content that promotes unlawful discrimination. This includes specific protections against antisemitism, Islamophobia, and bias based on shared ancestry or ethnic characteristics. Conejo Valley Unified School District is required to ensure that all curriculum aligns with state standards and does not subject students to a hostile environment. Any materials found to be discriminatory or factually inaccurate regarding protected groups will be removed from the classroom.

If you believe your student has experienced discrimination or that instructional materials violate these standards, you have the right to file a uniform complaint with UCP Coordinator and provide evidence that supports the allegations. The district will investigate and respond to all formal complaints within 60 days. If Conejo Valley Unified School District fails to meet this timeline or if you are unsatisfied with the local resolution, you have the right to appeal directly to the California Department of Education (CDE).

To report a concern or request more information about our anti-discrimination policies, please contact: Kenneth Loo, Assistant Superintendent of Instructional and Student Services at (805) 497-9511.

EDUCATIONAL EQUITY: IMMIGRATION AND CITIZENSHIP STATUS

EC §66251, EC §66260.6, EC §66270, EC §66270.3, EC §200, EC §220 & EC §234.1 (adding Article 5.7 to EC 234.7)

Educational Equity

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyles, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

Educational Equity: Immigration & Citizenship Status

All persons in public schools, regardless of their Immigration status, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, are to be afforded equal rights and opportunities in the schools, and are not to be discriminated against on the basis of these specific characteristics in any program or activity conducted by the school that receives or benefits from state financial assistance or enrolls students who receive state financial aid. School officials are prohibited from collecting information or documents regarding citizenship or immigration status of students or their family members. Schools are to adopt a policy that prohibits and adopt a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on those actual or perceived specified characteristics. The superintendent of a school district or county office of education and principal of a charter school are to report to the governing board of local educational agency in a timely manner any requests for information or access to the school site by an officer or employee or a law enforcement agency for the purpose of enforcing the immigration laws in a manner that ensures the confidentiality and privacy of any potentially identifying information. Schools are encouraged, when an employee is aware that a student's parent or guardian is not available to care for the student, to work with parents or guardians to update the emergency contact information and not to contact Child Protective Services to arrange for the student's care unless the school is able to arrange for care through the use of emergency contact information or instructions provided by the student's parent or guardian. Governing boards or schools are to provide information to parents and guardians as appropriate, regarding their children's right to a free public education, regardless of immigration status or religious beliefs.

IMMIGRATION ENFORCEMENT: SCHOOL SITE NOTIFICATION AND EDUCATIONAL EQUITY

EC §234.7, FC §6550, FC §6552, HSC §1597.640, ProC §1502, ProC §2105 & CVUSD Board Policy 1445

All children in the Conejo Valley Unified School District have a right to a free public education, regardless of their immigration status, or the immigration status of their parents or guardians. This school district will not deny enrollment to any child based on immigration status. Conejo Valley Unified School District is committed to providing a safe, welcoming environment for all students. Our schools are "Safe Zones," where learning is protected. We will not allow immigration enforcement officers to enter any school site, or access student records, without a valid judicial warrant, court order, or subpoena. School personnel will not solicit, collect, or retain information regarding the citizenship or immigration status of students or their family members. We do not disclose student records to immigration authorities (such as ICE) without parent/guardian consent, a court order, or a subpoena. If an immigration enforcement officer enters a school campus, our staff will:

- Immediately notify the Principal/Superintendent.
- Verify the officer's identification and credentials.
- Ask for a valid, signed judicial warrant or subpoena.
- Ensure that no students are interviewed or removed from campus without legal justification and parent notification, if allowed by law.

In the event that an immigration enforcement action occurs at or near a school site, the Conejo Valley Unified School District will promptly notify parents/guardians, to the extent possible under law and consistent with the safety of students and staff.

The District strictly prohibits discrimination, harassment, intimidation, or bullying based on actual or perceived immigration status, national origin, or ethnicity. Students or parents who experience such actions are encouraged to report them to the site principal or through our Uniform Complaint Procedures. We encourage families to ensure that emergency contact information is updated, identifying a trusted adult who can care for their child in the event a parent is detained or deported.

SCHOOL RULES

EC §35291, CVUSD Board Policy 5144 & CVUSD Administrative Regulation 5144

Each school district may prescribe procedures to provide written notice to pupils and parents/guardians regarding school rules and procedures. School sites may adopt rules and procedures established by school committees with specific membership and filed with the Governing Board. Parents/guardians will be notified regarding the availability of site and district rules as well as procedures pertaining to discipline.

SEARCH OF SCHOOL DESKS, LOCKERS & VEHICLES PARKED ON DISTRICT PROPERTY

CVUSD Board Policy 5145.12

School officials may search any individual student, their property, or district property under their control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, personal electronic devices, smartphones, and other mobile communication devices. The District may utilize contraband detection dogs on district property and within district facilities.

PARENTS'/GUARDIANS' INFORMATION

ANNUAL NOTICE OF PHYSICAL EDUCATION REQUIREMENTS

EC §51210(g)

Conejo Valley Unified School District strives to provide the highest quality educational experience we can envision for our students. Included in that is a high quality physical education (P.E.) program in our elementary schools. California Education Code governs how much PE is taught in each classroom. As per California Education Code §51210(g), first through sixth grade teachers are required to teach 200 minutes of physical education over 10 instructional days. It is at the discretion of the classroom teachers as to how and when these minutes are distributed over this time frame. We are providing this notice to inform parents/guardians that, if they have questions regarding P.E. minutes, they should first contact their child's teacher or principal. If you have additional questions not addressed at the school level, contact Dr. Dena Sellers, Director of Elementary Education. If there is an interest in filing a formal complaint with the district regarding P.E. minutes of instruction, parents are to use the Uniform Complaint Form which can be accessed on the District's website under [Annual Notifications Information](#).

BEFORE AND AFTER SCHOOL PROGRAMS

EC §8482.6, EC §8483 & EC §8483.1

The After School Education and Safety Program serves pupils in kindergarten through grade 9 at participating schools, including charter schools. The grades served by the program may be determined by local needs. Programs that charge family fees shall not charge for a child who is homeless or in foster care. In any before or after school program, first priority for enrollment goes to pupils who are identified by the program as homeless at the time they apply or at any time during the school year, and pupils who are identified by the program as being in foster care; second priority in programs serving middle and junior high school pupils goes to those who attend daily. If you have any questions, please contact Amber Bowman, Coordinator, Student Support Services at (805) 497-9511 Ext. 3320.

CALIFORNIA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEM

EC §60900.5 & Privacy & Confidentiality Procedures, Paragraph 3.2

This district is participating with the California Longitudinal Pupil Achievement Data System (CALPADS) in the electronic transfer of student data for state reporting to the California Department of Education (CDE), and which CDE shares with the

California Colleges Guidance Initiative (CCGI). CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from CDE. All data shared will be used to provide pupils and families with direct access to online tools and resources and will enable a pupil to transmit information shared with the CCGI to both of the following:

1. Postsecondary educational institutions for purposes of admissions and academic placement
2. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid

All data maintained by the CALPADS system is in compliance with federal and state privacy and confidentiality requirements. Parents have the right to inspect student information maintained by CALPADS. Contact Amber Bowman, Coordinator, Student Support Services Department at (805) 497-9511 Ext. 3320 to initiate this procedure or obtain more information.

CALKIDS

As a California public school student, your child may be eligible to receive a CalKIDS Scholarship of \$500 to \$1,500 for college or career training. Funded by the State of California, a CalKIDS Scholarship can be used for qualified college and career training expenses such as tuition and fees, books and supplies, and computer equipment. Checking a student's eligibility and claiming a CalKIDS Scholarship is quick and easy. All you need is your child's 10-digit Statewide Student Identifier (SSID), which can be found on their Q profile. To check your child's eligibility and claim their scholarship, visit CalKIDS.org.

COMPETITIVE ATHLETES SEEKING HIGHER EDUCATION ATHLETIC PROGRAMS

EC §67455

Under state law, students who witness or are the victim of any wrongdoing condoned by the higher education athletic organization, have a right to make a report, file, or otherwise assist the reporting of any violation of student athlete rights involving the program, participants, or staff. This right to make such reports is guaranteed by the "Student Athlete Bill of Rights" and may not result in retribution or removal of any benefits if the report has been made in good faith and truthfulness.

COMPETITIVE ATHLETICS

EC §221.9

All elementary and secondary schools that offer competitive athletics shall publicly make available at the end of the school year the following information:

1. The total enrollment of the school, classified by gender.
2. The number of pupils enrolled at the school who participate in competitive athletics, classified by gender.
3. The number of boys' and girls' teams, classified by sport and by competition level.

Schools shall make the information identified above publicly available by posting it on the school's website. "Competitive athletics" means sports where the activity has coaches, a governing organization, and practices, and competes during a defined season, and has competition as its primary goal. For more information, please contact the school site principal.

DISCLOSURE OF STUDENT INFORMATION

EC §49073.7 & CVUSD Board Policy 5125.1

Directory Information

The primary purpose of directory information is to allow the District to include the type of information from your child's education records in certain school publications. Examples include a playbill showing your student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets such as for wrestling showing weight and height of team members.

Directory information which is information that is generally not considered harmful or an invasion of privacy if released can also be disclosed to outside organizations with a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

No information may be released to private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations.

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes:

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Participation record in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin and CVUSD will not release such information without parental consent or a court order.

Directory information does not include a student's social security number or student identification number. However, for purposes of accessing or communicating in electronic systems, directory information may include a student identification number, user identification, or other personal identifier used by the student provided that the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information only in accordance with law, Board policy, and administrative regulation."

Parents/guardians have the right to refuse to let the district designate any or all types of information as directory information through the District's online or hard copy Annual Updates process in the "Enrollment Section," and completed each year prior to the student's first day of school.

As a part of the District's effort to keep the community fully informed, there may be occasions in which the District will need to use images of students individually or in groups. All of the uses of photos, video images, and student work would be for non-commercial purposes including class and yearbook photos, school and district websites, school newsletters, newspapers/publications or televised school events. Additionally, CVUSD may disclose appropriately designated "directory information" without written consent unless you have advised the District to the contrary in writing. More information on the above may be found in the Annual Notification of Parents' Rights and Responsibilities and in Board Policy/Administrative Regulation 5125.1.

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and prospective employers, in accordance with Board policy. Private schools and colleges may be given the names and addresses of 12th grade students and students who are no longer enrolled provided that they use this information only for purposes directly related to the institution's academic or professional goals.

No directory information of a student identified as a homeless child or youth as defined in 42 USC 11434a shall be released, unless the parent/guardian, or the student if he/she is 18 years or older, has provided written consent that directory information may be released. For any other student, directory information shall not be released if his/her parent/guardian notifies the district in writing that such information should not be disclosed without the parent/guardian's prior consent.

Disclosure of Student Information for Marketing Purposes

20 USC 1232(h)

Requires notification to parents of pupils that an activity involving the collection, disclosure, or use of personal information collected from pupils for the purpose of marketing or selling that information will require prior written consent from parents or guardians.

Student Images or Photo Use

As part of the District's effort to keep the community fully informed, there may be occasions in which the District will need to use images and/or pictures of your student individually or in a group photo. All of the uses of photos, video images, and student work would be for non-commercial purposes and may include use in:

- School newsletters (print and electronic)
- Newspapers, publications
- School site and/or district websites
- Televised board meetings or other televised events

Surveys

EC §51513, EC §51514 & USC Title 20 §1232h

Prohibits the use of tests, questionnaires, surveys or examinations containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, unless the parent or guardian is notified in writing that the test, questionnaire, survey, or examination is to be administered and the parent or guardian consents in writing.

Students will not be given a survey, analysis, or evaluation that reveals sensitive personal information (i.e., political affiliations or beliefs, mental or psychological problems, sex behavior or attitudes, illegal, anti-social, self-incriminating, or demeaning behavior, critical appraisals of other individuals with whom respondent has close family relationships, legally recognized privileged or analogous relationships, religious practices, affiliations or beliefs, or income) without the prior written consent of the parent. Parents/guardians may inspect surveys created by a third party used to collect personal information.

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student's parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing.

EMPLOYEE CODE OF CONDUCT

CVUSD Board Policies 4119.21, 4219.21 & 4319.21

The Governing Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district, advances the goals of the district's educational programs, and contributes to a positive school climate.

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

Each employee is expected to acquire the knowledge and skills necessary to fulfill their responsibilities and to contribute to the learning and achievement of district students.

Inappropriate Conduct

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity
9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records
10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information
11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities
12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity
Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.
13. Causing damage to or engaging in theft of property belonging to students, staff, or the district
14. Wearing inappropriate attire

Reports of Misconduct

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

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

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

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

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

EXPANDED LEARNING OPPORTUNITIES PROGRAM

EC §46120

The "Expanded Learning Opportunities Program (ELOP)" provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. "Expanded Learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results drive, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

FREE/REDUCED PRICE MEALS

EC §49391, EC §49392, EC §49510 & CVUSD Board Policy 3553

Meals for the 2026-2027 school year will be provided to all students at no charge. However, please fill out a free and reduced meal application so the district can determine funding qualifications for individual school sites. The application is available at your student's school site.

MINIMUM DAYS

EC §48980(c)

The Governing Board adopted calendar for 2026-2027 available on the District's website (<http://conejousd.org>) and at each school and district site, outlines the instructional days for students, including scheduled minimum days at the elementary level in October for parent conferences. Any pupil free Staff Development days for teachers will be provided outside of those instructional days. While changes to the calendar are not anticipated, parents/guardians will be notified as early as possible but no later than one month prior to the scheduled change.

NONDISCRIMINATION IN DISTRICT

EC §221.8, CFR Title 34 §106.9, CVUSD Board Policy 5145.3

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities, but which may have an impact or create a hostile environment at school.

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

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

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report their findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to a consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code §48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or

bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

The district shall provide reports on the aggregate complaints of bullying and harassment, and document the responses to these complaints to the Board annually. These reports shall be made available to the public while preserving confidentiality of all parties.

Nondiscrimination Statement

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital status, parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code §234.1; 5 CCR 4621)

Kenneth Loo
Assistant Superintendent of Instructional and Student Services
1400 E. Janss Road
Thousand Oaks, CA 91362
(805) 497-9511
kloo@conejo.usd.org

OPEN MEETINGS: PUBLIC COMMENTS / TRANSLATION

GC 54954.3

As a parent, you have a right to participate in open meetings with the school district or charter school. If you require a translator, one will be provided to you with the time allotment doubled to allow for both English and primary language translation.

PARENT ENGAGEMENT – SCHOOL ACCOUNTABILITY

EC §11500, EC §11501, EC §11502, EC §11503

To participate in the district offerings of parent education and to provide parental input to the local training programs for parents, please contact the District's Instructional Services Department at (805) 497-9511.

PARENT INVOLVEMENT

EC §11503, 20 USC §6318 & CVUSD Board Policy 6020

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work and consult with staff, parents/guardians, and family members in the development of meaningful opportunities for them to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's Local Control and Accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities.

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

Title I Schools

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

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law.

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following:

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

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

Non-Title I Schools

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

PARENTS OF ENGLISH LEARNERS

EC §51101.1

The district shall take all reasonable steps to ensure that all parents and guardians of pupils who speak a language other than English are properly notified in English and in their home language, pursuant to Section 48985, of the rights and opportunities available to them. Parents and guardians of English learners are entitled to participate in the education of their children pursuant to Section 51101 and as follows:

To receive, pursuant to paragraph (5) of subdivision (a) of Section 51101, the results of their child's performance on standardized tests, including the English language development test.

- 1) To be given any required written notification, under any applicable law, in English and the pupil's home language pursuant to Section 48985.
- 2) To participate in school and district advisory bodies in accordance with federal and state laws and regulations.
- 3) To support their children's advancement toward literacy. School personnel shall encourage parents and guardians of English learners to support their child's progress toward literacy both in English and, to the extent possible, in the child's home language. School districts are encouraged to make available, to the extent possible, surplus or undistributed instructional materials to parents and guardians, pursuant to subdivision (d) of Section 60510, in order to facilitate parental involvement in their children's education.
- 4) To be informed, pursuant to Sections 33126 and 48985, about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts.

PARENT PARTICIPATION IN SCHOOL MEETINGS AND CONFERENCES

Labor Code 230.8

Parents may not be discriminated against for taking time off work up to 40 hours each year for child-related activities (for a child in grade K-12 or in a licensed child care facility) if the employer has 25 or more employees. Prior to taking the time off, parent should plan for absence, not to exceed eight hours in any calendar month to address school or emergency needs. "Parent" may mean a parent, guardian, stepparent, foster parent, grandparent or a person who stands in loco parentis to a child. Emergency applies to prohibited attendance for behavior, discipline, unexpected closure or unavailability of child care provider, natural disaster, or other means to put student in danger for lack of supervision. The employer may not discharge or threaten to discharge for any of the labor code protections. Therefore, parents may be allowed to come to IEP meetings, suspension or expulsion conferences, SART or SARB meetings, or Student Study Team meetings by following the labor code guidelines. With employees of workplaces with less than 25 employees, reasonableness applies regarding unpaid leave. It should not be considered an abandonment of the work position by walking off without explicit permission, and should still not be justification for dismissal without cause.

PROPERTY DAMAGE

EC §48904

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid after affording the pupil due process.

RIGHT TO KNOW PROFESSIONAL QUALIFICATIONS OF TEACHERS AND PARAPROFESSIONALS

ESSA Section 1112

In compliance with the requirements of the Every Student Succeeds Act, the Conejo Valley Unified School District would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/or paraprofessional(s). The following information may be requested:

- Whether the student's teacher –
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - is teaching in the field of discipline of the certification of the teacher
- Whether the child is provided services by paraprofessionals and, if so, their qualifications

If you wish to request information concerning your child's teacher and/or paraprofessional's qualifications, please contact the District's Human Resources Department at (805) 498-4557.

SCHOOL ACCOUNTABILITY REPORT CARD

EC §35256, EC §35258 & CVUSD Board Policy 0510

Parents may obtain a copy of any school's annual School Accountability Report Card at the district office, each school site, or the district website (<https://www.conejousd.org>) or on the CDE's website (<https://www.sarconline.org>). Each school is required to maintain copies of their individual School Accountability Report Card which shall be provided upon request.

STUDENT RECORDS

EC §49063, EC §49069.7, EC §49070, CFR Title 34 §99.7, USC Title 20 §1232(g), CVUSD Board Policy 5125 & CVUSD Administrative Regulations 5125.1, 5125.2 & 5125.3

Definitions

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program.

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record.

Student records do not include:

1. Directory information
2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee
3. Records of the law enforcement unit of the district, subject to 34 CFR 99.8
4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive.

Mandatory interim student records are those records which the schools are directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive.

Permitted student records are those records having clear importance only to the current educational process of the student.

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic.

Access means a personal inspection and review of a record, or an accurate copy of a record or receipt of an accurate copy of a record, or an oral description or communication of a record, and a request to release a copy of any record.

Personally identifiable information includes, but is not limited to:

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school

community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty

7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Adult student is a person who is or was enrolled in school and who is at least 18 years of age.

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent.

Legitimate educational interest is an interest held by any school official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstance require access to information contained in student records.

School officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records.

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district. Contractor or consultant shall not include a volunteer or other party.

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons.

County placing agency means the county social service department or county probation department.

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent
2. An adult student, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to the student's records and grant consent for the release of records
3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

1. Parents/guardians of a student age 18 or older who is a dependent child as defined under 26 USC 152
2. Students who are age 16 or older or who have completed the 10th grade
3. School officials and employees, consistent with the definition provided in the section "Definitions" above
4. Members of a school attendance review board (SARB) who are authorized representatives of the district and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student
5. Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer

Unless the annual parent/guardian notification issued pursuant to Education Code §48980 includes a statement that the district may disclose students' personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record.

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA.
No later than January 1 each year, the Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under age 18 years, that the student's GPA will be forwarded to the Student Aid Commission by October 1 unless the student opts out within a period of time specified in the notice; which shall not be less than 30 days. Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number.
7. Federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35
8. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #6 above

9. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena
Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order.
10. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition
11. A prosecuting agency for consideration against a parent/guardian for failure to comply with compulsory education laws
12. Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701
When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law.
13. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681
In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours.
14. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined
Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by schools for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district
15. A student age 14 years or older who is both a homeless student and an unaccompanied minor as defined in 42 USC 11434a
16. An individual who completes items #1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school
17. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs
18. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245
When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in item #12 above.
19. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals
In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district in California or any other state or to a California private school.

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act.

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released.

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made.

Discretionary Access

At the discretion of the Superintendent or designee, information may be released from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in an emergency if the health and safety of the student or other persons are at stake
When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.
2. Accrediting associations
3. Under the conditions specified in Education Code §49076 and 34 CFR 99.31, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that:
 - a. The study is conducted in a manner that does not permit personal identification of parents/guardians and students by individuals other than representatives of the organization who have legitimate interests in the information.
 - b. The information is destroyed when no longer needed for the purposes for which the study is conducted.
 - c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31.
4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code §49068 and in compliance with 34 CFR 99.34
5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made
6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties
7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid
8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act.

De-identification of Records

When authorized by law for any program audit, educational research, or other purpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the students' identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information.

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians and adult students shall be notified of the location of student records if not centrally located.

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons.

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests.

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

When required by law, student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide them a copy of the records disclosed. If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Within five business days following the date of request the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours.

Qualified certificated personnel shall be available to interpret records when requested.

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection.

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interest of the requester.

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection.

The custodian of records shall also make an entry in the log regarding any request for record(s) that was denied and the reason for the denial)

The log may include record of access by:

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code §49075
5. School officials and employees who have a legitimate educational interest
6. Law enforcement personnel seeking to enforce immigration laws

The log shall be open to inspection only by the parent/guardian, adult student, dependent adult student, custodian of records, and certain state or federal officials specified in Education Code §49064.

Duplication of Student Records

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record.

Changes to Student Records

Only a parent/guardian having legal custody of a student or a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record.

No addition or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student.

Any request to change a student's legal name in the student's mandatory permanent student record be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with the process specified in AR 5125.3 – Challenging Student Records.

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data.

The following mandatory permanent student records shall be kept indefinitely:

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include:

1. Expulsion orders and the causes therefor
2. A log identifying persons or agencies who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry
4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge

5. Language training records
6. Progress slips/notices required by Education Code §49066 and §49067
7. Parental restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or denial of student participation in specific programs
10. Results of standardized tests administered within the past three years
11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including:

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine disciplinary data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction.

Transfer of Student Records

When a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the student's parent/guardian of rights regarding student records, including a parent/guardian's right to review, challenge, and receive a copy of student records.

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in the student's suspension or expulsion.

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded.

Permitted student records may be forwarded to any other district or private school.

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days.

All student records shall be updated before they are transferred.

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian.

If the district is withholding grades, diploma, or transcripts from the student because of damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with disabilities.

The notice shall include:

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect & review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code §49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code §49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school
12. Any other rights and requirements set forth in Education Code §49060 - §49078, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
13. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends

to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

In addition, the annual parental notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall:

1. Gather or maintain only information that pertains directly to school safety or student safety
2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information
3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first
4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in item #3 above. The notification shall also include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to Education Code §48980.
5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:
 - a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian
 - b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to include the updated legal name and/or gender.

Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents.

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information:

1. The date of the request
2. The date the requested records were reissued to the former student
3. A list of the records that were requested by and reissued to the former student
4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender
5. The name of the employee who completed the request
6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code §49070 and AR 5125.3 - Challenging Student Records.

District Custodian of Records

Kenneth Loo
Assistant Superintendent of Instructional and Student Services
1400 E. Janss Road
Thousand Oaks, CA 91362
(805) 497-9511
kloo@conejovalley-usd.org

Right to File a Complaint

Parents/guardians and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. Complaints may be submitted to:

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

school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The District strongly encourages any students who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, any school administrator, the principal as the Site Title IX Coordinator, the District's Title IX Coordinator, or any other available school employee. Students may also submit a confidential report directly through the District's WeTip reporting system. Any District employee who receives a report of or observes possible sexual harassment must promptly notify the school site or the District Title IX Coordinator. WeTip Reporting:

<https://mobile.catapultems.com/conejo-valley-usd/Schools>.

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

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

Instruction/Information

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

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

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and District procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Disciplinary Actions

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

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

Record-Keeping

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

The district shall provide reports on the aggregate complaints of bullying and harassment and document the responses to these complaints to the Board annually. These reports shall be made available to the public while preserving confidentiality of all parties.

Coordinator/Compliance Officer (AR 5145.7)

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

COMPLAINT PROCESS

SEXUAL HARASSMENT POLICY

EC §48980(g), CVUSD Board Policy 5145.7 & CVUSD Administrative Regulation 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

Reporting Allegations/Filing a Formal Complaint

AR 5145.7 sets forth procedures to be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in an unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 1229.

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the District's Title IX Coordinator, Kenneth Loo, Assistant Superintendent, or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report. Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44) A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, or by email.

STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY

EC §51870.5 & CVUSD Board Policy 6163.4

Electronic Communication Acceptable Use

Electronic communication provides access to vast and diverse resources. Through Local Area Networks (LANs), Wide Area Networks (WAN), and the Internet, staff and students have access to individuals, groups, data, and materials from all over the world. Appropriate access to these resources is consistent with the District's goal of promoting educational excellence. It is understood that much of the material available through electronic communication has no direct educational value for students, and some of the material available is not suitable at all for students. It is also understood that the District cannot control the content of the materials on a global network, nor can it fully protect students who misuse District resources to electronically access materials.

- a. Access to a District LAN, WAN, or the Internet is a privilege, not a right.
- b. To assure the appropriate use of District resources for electronic communication, the following requirements shall apply to all District staff and students.
 1. All use must be in support of the educational mission, goals, objectives, and/or curriculum grade level content standards adopted by the Board of Education.
 2. All use must be consistent with the rules of any network being accessed.
 3. Unauthorized use of copyrighted materials is prohibited.
 4. Distribution of material protected by trade secret is prohibited.
 5. Threatening or obscene material is prohibited.
 6. Use for commercial activities is prohibited.
 7. Use for product advertisement or political lobbying is prohibited.
- c. All staff and students using the District LAN, WAN, or Internet access shall sign an Acceptable Use Agreement acknowledging their agreement to abide by this Policy and any related regulations.
- d. Violations of this policy will result in appropriate disciplinary action, which may include loss of access, the full range of disciplinary consequences allowed by the Education Code, and criminal prosecution.

Electronic Signaling Devices

EC §48901.5 & CVUSD Board Policy 5131

The Board of education acknowledges that there are legitimate reasons for students to possess and use electronic devices such as cellular phones, and pagers while going to and from school, and before and after school related activities. However, electronic devices will not be permitted to disrupt instruction, instructional programs, and/or school related activities nor to use a device to infringe upon the privacy rights of others. Therefore:

- a. Electronic devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and any other time directed by a district employee.
- b. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.
- c. No student shall be prohibited from possessing or using an electronic device

that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health.

- d. The District assumes no responsibility for the protection, loss, or damage to any electronic device.

Internet Safety and Cyber-bullying

A national concern is the inappropriate use of the internet by students. "Cyber-bullying" is one of those misuses which includes the transmission of communications by posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. It also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

While the district has and will continue to ensure the safety of each student and continue to monitor student use of technology in school and at school sponsored events, it is apparent that there is an ongoing development of more sophisticated means of accessing the Internet. Across the nation, there has been an increase in negative student behavior in the use of home computers to post messages to popular "chat room" or "message exchange" websites. These websites allow students to chat with others and to post statements that ordinarily would not be said in a face-to-face conversation, otherwise referred to as "cyber-bullying". Unfortunately, some of these websites are being used by child predators, "cyber-bullies", and con artists with the intent of harming others. In some cases, adults pose as youths and gain access to student chat rooms. Some of these contacts have led to tragedy as some students post personal information, such as addresses and telephone numbers that predators can use to locate students. Some students (mostly between the ages of 9 and 14) use the anonymity of the websites to participate in online bullying to threaten harm to other students without witnessing the consequences. Students who are bullied online sometimes do not report these incidences for fear of being harmed further or being restricted from using the internet. Therefore, it is recommended that you:

1. Discuss the potential danger of the Internet with your son or daughter.
2. Ask if they have an account with any website. If they are using such a site with your permission, review your child's profile to ensure that no personal and identifiable information has been posted.
3. Establish rules and guidelines to ensure your child's safety on the Internet. Examples of websites that provide helpful guidelines include:
www.safekids.com, www.netismartz.org, www.connectsafely.org, and www.cyberbullying.us.

Student Responsible Use Agreement for Using Technology in School

After reviewing the District's Acceptable Use Policy (AUP) and CVUSD Administrative Regulation 6163.4 – Student Use of Technology, available at www.conejovalley.org or in print upon request, students and parents/guardians acknowledge their understanding of and agreement to these expectations by signing below:

1. My use of the school network and email is a privilege, not a right.
2. My school and district's network and email accounts are owned by the CVUSD and are not private. CVUSD has the right to access my information at any time.
3. I am responsible for my computer account and email account.
4. I will not allow others to use my account name and password or try to use that of others.
5. I am responsible for my language and conduct.
6. I am responsible for following school rules and the guidelines within this document whenever I publish anything online.
7. I am responsible for protecting school property, including the security of the school network.
8. I will use technology in a manner that complies with laws of the United States and the State of California, including copyright laws.
9. I understand that I am to notify an adult immediately if I encounter material that violates appropriate use.
10. I understand that my school may, at any time, sequester any school or district-owned device in my possession.
11. I understand that I am to utilize school-issued devices when completing schoolwork on the school network.

UNIFORM COMPLAINT PROCEDURES

5 CCR 4600 et seq., EC §234.1, EC §32289 & EC §49013
CVUSD Board Policy 1312.3 & CVUSD Administrative Regulation 1312.3

The Conejo Valley Unified School District annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education

- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

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

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of the Conejo Valley Unified School District

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California Health and Safety Code (HSC)

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in our agency.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) that apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Kenneth Loo
Assistant Superintendent of Instructional and Student Services
1400 E Janns Road
Thousand Oaks, CA 91362
kloo@conejousd.org
805-497-9511

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in the Conejo Valley Unified School District.

WILLIAMS LAWSUIT SETTLEMENT COMPLIANCE

EC §35186, CVUSD Administrative Regulation 1312.4

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe and maintained in good repair. There should be no teacher vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a Williams Uniform Complaint Form may be obtained at the school site and on the district's website <http://conejousd.org>. The individual responsible for processing complaints at the school district level is the Assistant Superintendent of Instructional and Student Services, who may be contacted at (805) 497-9511. Parents, guardians, pupils, teachers, or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.

CALIFORNIA EDUCATION CODES

PARENT/GUARDIAN RIGHTS

EC §51101, EC §51102 & CVUSD Administrative Regulation 5020

The rights of parents/guardians of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled
Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations.
2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal
3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher
4. To be notified on a timely basis if their child is absent from school without permission
5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests
For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test.
6. To request a particular school for their child and to receive a response from the district
7. To have a school environment for their child that is safe and supportive of learning
8. To examine the curriculum materials of the class(es) in which their child is enrolled
Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, tapes and software.
Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course.
9. The school may charge an amount not to exceed the cost of duplication.
To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child
10. For parents/guardians of English learners, to support their child's advancement toward literacy
The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code §60510.
11. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures and school improvement efforts
12. To have access to the school records of their child
13. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish
14. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code §48980, attendance policies, dress codes and procedures for visiting the school
15. To be notified, as early in the school year as practicable pursuant to Education Code §48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal such a decision
16. To receive information about any psychological testing the school does

- involving their child and to deny permission to give the test
17. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life, any form of parental screening or testing, any nonacademic home-based counseling program, parent training, or any prescribed family education service plan and to inspect any survey collecting personal information
 18. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations
For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations.
 19. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school
 20. To provide informed, written parental consent before their child is tested for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes.

Parent Responsibilities

Parents/guardians may support the learning environment of their child by: (Education Code §51101)

1. Monitoring attendance of their child
2. Ensuring that homework is completed and turned in on time
3. Encouraging their child to participate in extracurricular and co-curricular activities
4. Monitoring and regulating the television viewed by their child
5. Working with their child at home in learning activities that extend the classroom learning
6. Volunteering in their child's classroom(s) or for other school activities
7. Participating in decisions related to the education of their own child or the total school program as appropriate.

GROUNDINGS FOR SUSPENSION AND EXPULSION

EC §48900 & EC §48915,
CVUSD Board Policy 5144.1 & CVUSD Administrative Regulation 5144.1

The Conejo Valley Unified School District may suspend students from school and/or recommend transfer to another school or alternative school or recommend expulsion for the following reasons:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c)(1) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (2) Pupils who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 110535) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h)(1) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (2) Pupils who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k)(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall

not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- (4) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
- (5)(A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).
- (B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying: means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2)(A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including, but not limited to any of the following:
 - (i) A message, text, sound, video or image.
 - (ii) A post on a social network Internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (iii) (I) An act of cyber sexual bullying.
 - (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually

explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

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

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

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

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

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

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) A suspension or expulsion shall not be imposed against a pupil based solely on the fact that they are truant, tardy, or otherwise absent from school activities.

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

HATE VIOLENCE

EC §48900.3

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233.

HARASSMENT, THREATS OR INTIMIDATION

EC §48900.4

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

LIMITATIONS ON IMPOSING SUSPENSION

EC §48900.5

(a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069.7. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

(b) Other means of correction include, but are not limited to, the following:

- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
 - (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
 - (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents.
 - (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
 - (5) Enrollment in a program for teaching prosocial behavior or anger management.
 - (6) Participation in a restorative justice program.
 - (7) A positive behavior support approach with tiered interventions that occur during the schoolday on campus.
 - (8) After school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
 - (9) Any of the alternatives described in Section 48900.6.
- (c) For a pupil who has been suspended, or for whom other means of correction have been implemented pursuant to subdivision (b), for an incident of racist bullying, harassment, or intimidation, local educational agencies are encouraged to have both the victim and perpetrator engage in a restorative justice practice that is found to suit the needs of both the victim and the perpetrator. Local educational agencies are encouraged to regularly check on the victim of racist bullying, harassment, or intimidation to ensure that the victim is not in danger of suffering from long-lasting mental health issues. Local educational agencies are encouraged to require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

TERRORISTIC THREATS

EC §48900.7

- (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or their immediate family.

CIRCUMSTANCES FOR RECOMMENDING EXPULSION

EC §48915

- (a)(1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:
- (A) Causing serious physical injury to another person, except in self-defense.
 - (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - (D) Robbery or extortion.
 - (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- (b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A

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- decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:
- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
 - (2) Brandishing a knife at another person.
 - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 - (5) Possession of an explosive.
- (d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the schoolsite attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Athletics, Activities & Student Programs Communication Guidelines for Parents & Guardians

WHERE DO I START?



Conejo Valley Unified School District is committed to providing timely, transparent communication regarding your child's participation in athletics and activities. We encourage direct, respectful communication so that most concerns can be resolved at the program level.

PLEASE ADDRESS QUESTIONS AND CONCERNS IN THE FOLLOWING ORDER:

1 YOUR CHILD'S COACH OR ADVISOR

If you have a question about your child's team, role, (including not making the team), playing time, performance, expectations, or activity involvement, please contact the coach or advisor directly via email or phone. The timing of contacting a coach is important. For example, after a contest or practice is not the appropriate time. Ideally, BEFORE you contact the coach or advisor, your child has communicated with them first.

If you have not received a response in a reasonable amount of time, or the issue has not been resolved, move to Step 2.

2 YOUR SCHOOL ASSISTANT PRINCIPAL

Your next point of contact is your school site Assistant Principal (AP) of Athletics (for sports) or AP of Student Life/Activities (for clubs and activities). They can help address concerns, provide clarification, and support communication with the coach/advisor.

If the situation remains unresolved, move to Step 3.

3 YOUR SCHOOL PRINCIPAL

At this level, school administration will review the concern, ensure policies are being followed, and help facilitate resolution. Please include a summary of prior communication and steps taken.

If the issue is still unresolved, proceed to Step 4.

4 DISTRICT ADMINISTRATION, DIRECTOR OF HIGH SCHOOLS

District administration supports oversight of school programs and will review concerns that could not be resolved at the school site. A meeting may be scheduled, if needed, to review the situation further.

If the situation remains unresolved, move to Step 5.

5 BOARD OF EDUCATION

The Board of Education has been elected by the community to provide leadership and citizen oversight of the District. The Board shall ensure that the District is responsive to the values, beliefs, and priorities of the community. You can contact Board Members via email. You may also provide public comment during a Board Meeting.

APPENDIX

Document Title	Link
CVUSD Board Policy 5145.3 Nondiscrimination/Harassment	BP5145.3 Nondiscrimination/Harassment
CVUSD Administrative Regulation 5145.3 Nondiscrimination/Harassment	AR 5145.3 Nondiscrimination/Harassment
CVUSD Board Policy 5145.7 Sexual Harassment	BP 5145.7 Sexual Harassment
CVUSD Administrative Regulation 5145.71 Sexual Harassment Complaint Procedures	AR 5145.7 Sexual Harassment Complaint Procedures
CVUSD AR 1312.3 Uniform Complaint Procedures	AR 1312.3 Uniform Complaint Procedures
CVUSD Board Policy 6164.6 Identification and Education Under Section 504	BP 6164.6 Identification and Education Under Section 504
CVUSD Administrative Regulation 6164.6 Identification and Education Under Section 504	AR 6164.6 Identification and Education Under Section 504
CVUSD Board Policy 5146 Married/Pregnant/Parenting Students	BP 5146 - Married/Pregnant/Parenting Students
Parents/Guardians: Know Your Educational Rights	Know Your Educational Rights: Guide for Students and Families
Annual Notice - Uniform Complaint Procedures (UCP) Annual Notice	Annual Uniform Complaint Procedures (UCP) Notification
Protections for LGBTQ+ Students: AB 1955	Protections for LGBTQ+ Students: AB 1955