

Delano Joint Union High School District

**ANNUAL NOTICE TO
PARENTS/GUARDIANS
2026-2027**



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**Delano Joint Union High School District
Delano High School, Chavez Collegiate High School, Robert F. Kennedy
High School, Valley High School**

COVER LETTER AND PARENT ACKNOWLEDGEMENT

**ANNUAL NOTICE TO PARENTS/GUARDIANS
CONCERNING THEIR RIGHTS AND RESPONSIBILITIES
2026 - 2027**

Dear Parent/Guardian:

California Education Code section 49880 requires each school district to notify parents and guardians of their legal rights and obligations at the beginning of the first semester or quarter of the regular school year. The following summarizes those rights and responsibilities.

Education Code section 48982 requires that this notice be signed and returned by the parent or guardian to the school. Your signature acknowledges that you have received and reviewed this notice. It does not indicate that you have given or withheld consent for your child to participate in any particular program or activity. Some items in this notice require separate advance notification before a specific activity or class takes place. A separate letter will be sent to you before any such activity, and your child will be excused from participation whenever you file a written statement with the school principal requesting that your child not participate. Other items in this notice describe rights that you or your child may exercise at any time. Throughout this notice, the term "parent" includes a parent or legal guardian.

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

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

Sincerely,

Kenneth Moore
Superintendent

PARENTAL ACKNOWLEDGMENT

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

By signing below, I am neither giving nor withholding my consent for my student(s) to participate in any program nor am I agreeing to, or disagreeing to, the information contained in this Notice.

I am merely indicating that I have received and read the attached notice regarding my rights relating to activities which might affect my student(s).

- ☐ I wish to receive the district's Annual Notice by logging onto the district website
- ☐ I wish to receive the district's Annual Notice only by email

Date: _____

Signature of Parent

Printed Name of Student

Printed Name of Parent

Printed Name of Student

ABSENCES

EXCUSED ABSENCES (EC §48205):

A pupil shall be excused from school when the absence is:

- Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
- Due to quarantine under the direction of a county/city health officer.
- For purposes of having medical, dental, optometrical, or chiropractic services rendered.
- For purposes of attending the funeral services or grieving the death of a member of the pupil's immediate family or person determined to be in such close association with the pupil that they are considered by parent or guardian to be the pupil's immediate family (up to 5 days per incident).
- For purposes of jury duty.
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- For justifiable personal reasons including attendance in court, religious observance or retreat, employment conference, or educational conference on the legislative or judicial process offered by a nonprofit organization. All absences under this category require a written request by the parent and must be approved by the principal or designated representative pursuant to uniform standards established by the governing board of the school district.
- For purposes of serving as a member of a precinct board for an election.
- For purposes of spending time with an immediate family member who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment. The length of the excused absence is determined at the discretion of the Superintendent.
- For purposes of attending the pupil's naturalization ceremony.
- For purposes of participating in a cultural ceremony or event.
- For a middle or high school pupil engaging in a civic or political event (one excused day per school year and must notify school prior to absence; additional days at administrator discretion).
- For accessing victim services, grief support, or safety planning following the death of an immediate family member (up to 3 days per incident).
- Due to the pupil's participation in military entrance.
- As approved by the Superintendent pursuant to Education Code section 48260(c). A pupil absent pursuant to this section shall be allowed to complete all missed assignments and tests that can reasonably be provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit.

ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES (EC §46010.1):

Students in grades 7 through 12 may be excused from school to obtain confidential medical services without the consent of a parent or guardian

ABSENCE FOR RELIGIOUS INSTRUCTION (EC §46014):

With written parental consent, a student may be excused from school to participate in religious exercises or instruction.

GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §48980(i)):

A student's grade may not be reduced, and academic credit may not be withheld, solely on the basis of an excused absence under Education Code section 48205. If missed assignments or tests can reasonably be provided, a student who completes them satisfactorily within a reasonable period of time must receive full credit for that work.

SCHOOL ATTENDANCE / ATTENDANCE ALTERNATIVES

ATTENDANCE ALTERNATIVES (EC §48980(g)):

The district provides information to parents or guardians regarding options for selecting schools other than the student's assigned school of attendance.

INTRADISTRICT TRANSFERS (EC §35160.5(b)):

The district maintains a policy allowing students to apply for attendance at a school within the district other than their school of residence. Priority is given to students residing within a school's attendance area. If the number of applicants exceeds available capacity, selection is conducted through a random and unbiased process in accordance with district policy. Academic or athletic performance is not used as a criterion for acceptance or rejection.

DISTRICT OF CHOICE (EC §§48300–48315):

Some school districts in California elect to become a "district of choice," meaning they accept transfer students from outside their boundaries without requiring the approval of the student's home district. If a district of choice accepts applicants, it must give enrollment priority in the following order: (1) siblings of students already enrolled, (2) students eligible for free or reduced-price meals, foster youth, and homeless students, and (3) children of military personnel. A district of choice may not deny the transfer of any student with special needs, an English Learner, a foster youth, or a homeless child or youth. Effective 2025-26,

communications from a district of choice to parents may not target families based on their child's English proficiency, income, or any other characteristic protected under Education Code section 200. Contact the district office to find out whether your district participates in this program

INTERDISTRICT TRANSFERS (EC §46600, et seq.):

Two or more school districts may enter into an agreement allowing students to transfer between districts for up to five years, renewable for additional five-year periods. The terms and conditions of the transfer are set by the agreement between the districts. Once enrolled under an interdistrict agreement, a student does not need to reapply and may continue attending the school of enrollment unless the agreement says otherwise. A district of residence may not deny a transfer request from a student whose parent or guardian is an active-duty military member where the receiving district has approved the application. A student who has been identified as a victim of bullying committed by a student of their home district shall be given priority for interdistrict attendance under any existing agreement or given additional consideration for the creation of a new agreement if none exists, as long as the receiving school has capacity. If a transfer request is denied, parents may appeal the decision to the county board of education within 30 calendar days.

PARENTAL EMPLOYMENT TO ESTABLISH RESIDENCY (EC §48204(b)):

If at least one parent or guardian is physically employed within the boundaries of another school district for a minimum of 10 hours per school week, the student may be considered a resident of that district for enrollment purposes. This option does not guarantee enrollment — the receiving district retains the right to accept or deny the request — but a student may not be rejected on the basis of race, ethnicity, sex, parental income, academic achievement, or any other arbitrary consideration.

OPEN ENROLLMENT ACT (EC §48350, et seq.):

If your child attends a school that has been identified on the state's Open Enrollment List as a low-performing school, you have the right to apply for a transfer to another public school with higher performance, either within or outside the district. The district is required to notify parents/guardians of this option at the start of the school year. For more information about the application process and deadlines, please contact the district.

NOTICE OF ALTERNATIVE SCHOOLS (EC §58501):

California law authorizes school districts to establish alternative schools designed to provide students with a different educational environment that emphasizes self-reliance, creativity, student-driven learning, and collaboration between students, parents, and teachers. If you are interested in learning more about alternative school programs available in your area, information is available from the county superintendent of schools, the district's administrative office, and the principal's office at each school.

CHARTER SCHOOLS (EC §§47600–47663; 5 CCR §11963):

Charter schools are publicly funded schools that operate under a charter granted by a school district, county board of education, or the State Board of Education. Charter schools are governed by the Education Code but are generally free of many of its standard requirements. Charter schools may offer classroom-based or non-classroom-based instruction. For information about charter schools in your area, contact the district office or visit the California Department of Education website.

PRIVATE SCHOOLS (EC §48222):

Children may be instructed in a private full-time day school by persons qualified to teach in the State of California. Private schools are selected and paid for by the student's parents. For more information regarding the private school affidavit, please visit the California Department of Education's website at <https://www.cde.ca.gov/sp/ps/affidavit.asp>.

MENTALLY GIFTED STUDENTS (EC §48223):

Children who are mentally gifted and who are being instructed in a private full-time day school, where all or part of the courses of instruction required to be taught in the public schools are being taught, may be excused from compulsory public school attendance. For more information, contact the district office.

INSTRUCTION BY TUTOR (EC §48224):

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

INDIVIDUALIZED INSTRUCTION (EC §§48206.3, 48980(b)):

If your child has a temporary disability that prevents attendance in regular classes, the district will provide individualized instruction at home or in a hospital or other residential health facility when possible. Please contact the district office if you believe your child may be eligible for individualized instruction services.

STUDENTS IN HOSPITALS OUTSIDE OF SCHOOL DISTRICT (EC §§48206.3, 48207, 48208):

If your child is placed in a hospital or other residential health facility located outside your school district due to a temporary disability, your child may be eligible to receive individualized instruction from the school district in which the facility is located. You should notify both the district where you reside and the district where the facility is located so that instruction can be arranged.

STUDENT DISCIPLINE

RULES AND PROCEDURES ON SCHOOL DISCIPLINE (EC §35291):

Education Code sections 48900, et seq. outline the rules pertaining to student discipline, and related due process procedures. Combined with district policies, school officials have legal authority to impose student discipline and ensure students have due process. Copies of relevant Education Code sections and district policies are available upon request.

DUTIES OF PUPILS (5 CCR §300):

Students must follow school rules, comply with directions from school staff, behave respectfully, apply themselves in their studies, and use appropriate language at all times.

STUDENT DISCIPLINE GROUNDS (EC §48900):

Education Code section 48900 identifies behaviors for which a student may be subject to suspension or expulsion, including causing or threatening harm, possession of weapons, drugs or alcohol, theft, vandalism, harassment or bullying, and other acts that disrupt school activities or otherwise violate school rules. Disciplinary actions are imposed in accordance with applicable law and district policies.

ADDITIONAL GROUNDS FOR STUDENTS IN GRADES 4–12 (EC §§48900.2, 48900.3, 48900.4, 48900.7):

For students in grades 4 through 12, additional grounds for suspension or expulsion include sexual harassment (EC §48900.2), hate violence (EC §48900.3), harassment, threats, or intimidation directed at any student or staff member (EC §48900.4), and terroristic threats against school officials or school property (EC §48900.7).

NON-PUNITIVE CORRECTION PREFERRED (EC §§48900.5(b), 48900.6, 48900.9(b)):

California law requires that other means of correction always be considered before a student is suspended, expelled, or removed from the regular classroom through any form of exclusionary discipline. Schools are encouraged to use classroom-based interventions, restorative practices, counseling, and other supportive approaches before resorting to suspension or expulsion.

SUSPENSION FROM SCHOOL (EC §48911):

A school principal, the principal's designee, or the Superintendent may suspend a student from school for any conduct prohibited by Education Code section 48900. The maximum duration of any single suspension is five school days. If expulsion proceedings are initiated, the student may remain suspended until the governing board makes a final decision. You will be notified promptly if your child is suspended, and you have the right to request a meeting with school officials to discuss the suspension.

MANDATORY AND DISCRETIONARY EXPULSION RECOMMENDATIONS (EC §48915):

Education Code section 48915 establishes specific expulsion requirements beyond those in Education Code section 48900. For certain serious acts including possession of a firearm, brandishing a knife at another person, unlawfully selling a controlled substance, committing or attempting to commit sexual assault, and possessing an explosive, the school principal is required to recommend expulsion with no discretion. For other serious acts such as assault likely to cause serious bodily injury, possession of a knife, robbery or extortion, and possession of certain controlled substances, the principal shall recommend expulsion unless specific mitigating circumstances exist. A full description of the grounds for suspension and expulsion is available upon request from the district office

INVOLUNTARY TRANSFER OF A STUDENT CONVICTED OF A VIOLENT FELONY OR MISDEMEANOR (EC §48929):

Pursuant to district policy, a student who has been convicted of a violent felony or a misdemeanor involving a firearm may be involuntarily transferred to another school site if the victim of the offense is enrolled at the same school. The purpose of this policy is to protect the safety and well-being of the victim. Parents and guardians will be notified of any such transfer in accordance with applicable law.

DISCIPLINE OF STUDENTS WITH DISABILITIES (EC §48915.5; 20 USC §1415(k)):

Federal law governs the authority of school districts to suspend and expel students with disabilities. If a student's misconduct is determined to be a manifestation of their disability, the student must return to their pre-suspension placement after 10 cumulative days of suspension in a school year, unless the student's IEP team and parents agree otherwise. A student with a disability may not be expelled for misconduct that is a manifestation of their disability.

LAW ENFORCEMENT NOTIFICATION (EC §48902):

The Education Code requires the school principal to notify local law enforcement when a student engages in any of the following conduct on school grounds or at a school activity: assault with a deadly weapon or other instrument likely to produce serious bodily injury; assault by means of force likely to produce serious bodily injury; use, possession, or sale of narcotics, alcohol, or other controlled substances; possession of a firearm within a school zone; possession of another dangerous weapon such as a dirk or dagger; or possession or furnishing of a firearm or explosive at school.

RELEASE OF A STUDENT TO A PEACE OFFICER (EC §48906):

If a school official releases your child to a peace officer for the purpose of removing your child from school premises, the school official will take immediate steps to notify you or a responsible relative of your child. The only exception is when a student has been taken into custody as a victim of suspected child abuse or neglect, in which case the school will follow the direction of the investigating law enforcement agency.

ATTENDANCE BY SUSPENDED PUPIL'S PARENT (EC §48900.1; LC §230.7):

A teacher may require a parent or guardian to attend a portion of the school day in their child's classroom following a suspension. Employers are prohibited from penalizing a parent for complying with this requirement.

TEACHER RESPONSIBILITY FOR STUDENT CONDUCT (EC §44807):

Every teacher is required to hold students accountable for their conduct on the way to and from school, on the playground, and during recess. Teachers may exercise the amount of physical control that is reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, the teacher, and others.

SCHOOL ACCOUNTABILITY REPORT CARD (EC §§35256, 35258):

Parents have the right to request and receive information about the School Accountability Report Card (SARC), which provides details about a school's academic performance, student achievement, safety, teacher qualifications, class sizes, and facility conditions. Copies are available upon request and on the district's website.

SAFE PLACE TO LEARN ACT (EC §§234.1, 234.4):

The district is committed to maintaining a learning and working environment free from discrimination, harassment, intimidation, and bullying including cyberbullying. Information on the district's policies and procedures for reporting and resolving complaints is available at school sites and on the district's website in English and other required languages. To obtain a copy of these policies or to report concerns, parents and students may contact the district office.

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

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

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

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

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

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

DRESS CODE (EC §35183):

The district is authorized to adopt a reasonable dress code. Students are expected to dress appropriately for school, and clothing or items that are disruptive, unsafe, or associated with gangs are prohibited. Specific dress code requirements are available at the school site or upon request

PROPERTY DAMAGE OR PERSONAL INJURY — PARENTS LIABLE (EC §48904(a); CC §1714.1):

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

DAMAGED LIBRARY MATERIALS — PARENTS LIABLE (EC §19910):

The parent or guardian of a minor who willfully damages or destroys any book, map, chart, picture, or other school or library property is liable to the district for the cost of replacing or repairing that property, up to the amount permitted by law.

OVERDUE LIBRARY MATERIALS — PARENTS LIABLE (EC §§19911; 48904(b)):

The parent or guardian of a minor who fails to return borrowed school or library materials in a timely manner may be held responsible for the cost of replacing those materials. Grades, diplomas, and transcripts may be withheld until the matter is resolved or a voluntary work program is arranged

SOCIAL MEDIA MONITORING (EC §49073.6):

The district has adopted a program to gather and maintain information from students' social media accounts for purposes directly related to school or student safety. If your child's social media information has been gathered, you will be notified. You and your child have the right to: (1) be informed that your child's social media information is being gathered; (2) access and review the information that has been collected; and (3) request the correction or removal of any information gathered. All information gathered will be deleted within one year of the pupil reaching the age of 18 or within one year of the pupil no longer being enrolled in the district, whichever comes first.

STUDENT SERVICES

SPECIAL EDUCATION – INDIVIDUALS WITH DISABILITY ACT (IDEA) (20 USC § 1400, et seq.):

State and federal law require that a free appropriate public education (FAPE) be provided in the least restrictive environment to eligible students with disabilities ages 3 through 21. Information about eligibility, parent rights, and procedural safeguards is available upon request.

SPECIAL EDUCATION / CHILD FIND (EC §56301):

The district actively identifies and evaluates students who may have disabilities. Parents who suspect their child may have exceptional needs may request an assessment by contacting [school principal/Sped Director/etc.- insert correct contact per district policy]. The request may be made verbally or in writing. Once a written assessment request is received, the district must respond within 15 calendar days with either a proposed assessment plan or written explanation of its refusal to assess.

SPECIAL EDUCATION COMPLAINTS (5 CCR §§3200–3205; CFR §§300.151–300.153):

If you believe the district has violated federal or state law governing the identification, evaluation, or placement of a student with disabilities, you may file a written complaint with the California Department of Education.

SECTION 504 / STUDENTS WITH DISABILITIES (Section 504 of the Rehabilitation Act of 1973):

The district does not discriminate on the basis of disability and annually notifies parents or guardians of their rights under Section 504, including the district's obligation to provide equal access to programs and services.

FINGERPRINTING PROGRAM (EC §32390):

If the district offers a voluntary fingerprinting program for students enrolled in kindergarten or newly enrolled in the district, parents or guardians will be notified of the program procedures, any applicable fees, and their right to decline participation.

CHILDREN IN HOMELESS SITUATIONS (42 USC §§11431–11435):

The district shall designate a liaison for students experiencing homelessness who ensures that parents, guardians, and students are informed of their educational rights and that public notice of these rights is provided as required by law.

HOMELESS STUDENT RIGHTS (EC §48851):

The district annually provides a housing questionnaire to all families to identify students experiencing homelessness. This questionnaire includes information about the rights and protections available to homeless students, including immediate enrollment, school stability, and access to educational services. The district ensures that information is available in languages understood by families and collects responses to help identify and support students in need of services.

CALIFORNIA KIDS INVESTMENT AND DEVELOPMENT SAVINGS — CalKIDS (EC §69996, et seq.):

The State of California offers the CalKIDS program, which provides eligible public school students with college savings accounts to support future higher education. Additional information is available at the California State Treasurer's website.

INVESTING FOR FUTURE EDUCATION (EC §48980(d)):

Parents are advised of the importance of investing for higher education for their children and of considering appropriate investment options, including United States savings bonds.

CAMPUS SAFETY

COMPREHENSIVE SCHOOL SAFETY PLAN (EC §§32280, et seq.; SB 848; SB 98; AB 49):

Each school in the district maintains a comprehensive school safety plan. Copies are available upon request at the district office and are provided to local law enforcement. Effective 2026-27, school safety plans must include: (1) procedures to notify parents, guardians, teachers, administrators, and school personnel when the presence of immigration enforcement is confirmed on campus; and (2) procedures for the supervision and protection of children from child abuse, neglect, and sex offenses. Safety plans are updated annually and must be completed by March 1 of each year.

DRUG FREE CAMPUS:

The possession, use, or sale of narcotics, alcohol, or other controlled substances is strictly prohibited at all school activities and on school grounds. Violations may result in referral to local law enforcement and district disciplinary action, up to and including suspension or expulsion.

MEGAN'S LAW NOTIFICATION (PC §290.4):

Parents and members of the public have the right to review information about registered sex offenders in California. This information is available at the main office of the local law enforcement agency serving this school district, or online at www.meganslaw.ca.gov.

SCHOOL BUS SAFETY (EC §39831.5):

Safety rules and regulations for school bus passengers are provided to all students who are new to the district or who have not previously been transported by school bus. If your child will be riding a school bus, please contact the district office for a complete list of bus stops, rules of conduct, and safety information.

TRANSPORTATION SAFETY PLAN 2026-2027

1. All calls involving security and/or safety of students while in the process of being transported on the school bus are to be directed to the: 1. Transportation Supervisor 2. School Site Principal, Superintendent. In the absence of the Transportation Supervisor, call school site Principal, Delano High School call ext. 4137, Chavez Collegiate High School call ext. 4501, Valley High School call ext. 4180 and Robert F. Kennedy High School call ext. 5102. In the absence of the Transportation Supervisor, and school site Principal, call Superintendent at ext. 4100.

2. If situation involves a threat to the safety of a student or staff member, the person to be contacted would be the Transportation Supervisor, then the school site Principal and the District Superintendent will be immediately notified:

- a. If in Tulare County, Porterville Sheriff Department at (559) 782-4700
- b. California Highway Patrol (559) 624-0213

- a. If in Kern County, Kern County Sheriff Department at (661) 792-2121
- b. California Highway Patrol at (661) 864-4444.

3. If situation is an actual emergency as opposed to a threat, call 911 first. Call Transportation Supervisor or School Site Principal or Superintendent after calling 911 to inform them of the information that was given to 911.

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

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

as required on the school bus, at all times when the school bus is stopped for the purpose of unloading pupils.

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

The driver shall stop to load or unload pupils only at a school bus stop designated for pupils by the school District Superintendent or authorized by the Superintendent for school activity trips.

When a school bus is stopped on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer or official traffic control signal, the driver shall, check for approaching traffic in all directions and activate the flashing red light signal system and stop arm, if equipped with a stop arm.

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

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

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

DHS Route 2		
Stops	Estimated Time	Pickup Location
DHS Zero Period		
1	6:10 am	Toro Loco Supermarket
2	6:15 am	Earlimart Rotary Park
3	6:20 am	Church & Sutter
4	6:25 am	Earlimart & Marin Ave
HOME TO SCHOOL		
1	7:00am	S. Oak St. & E. Tulare Ave
2	7:03 am	S. Elm St. & Washington Ave
3	7:05 am	Church & Sutter
DHS Route 5		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	7:00am	Toro Loco Supermarket
2	7:05am	Kovacevich & Church
DHS Route 8		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	6:50am	Earlimart Ave & Marin Ave
DHS Route 15		

Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	6:55am	Front St & Cedar Ave
2	7:00am	Front & Sutter
3	7:05am	Washington & Franklin
DHS Route 17		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	7:00am	N. State & Wilson Ave
2	7:05am	Church & Sutter
DHS Route 23		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	7:00am	Washington & State
2	7:05am	Washington Ave (Alila School)
DHS Route 24		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	7:05am	State & Washington(Diamond field)
2	7:10am	Washington Ave (Alila School)

***On Late Start all routes run 2HR later**

***Times can vary a few minutes**

DHS Route 2		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	3:25pm	S. Oak St. & E. Tulare Ave
2	3:30pm	S. Elm St. & Washington Ave
3	3:35pm	Church & Sutter
4PM Route		
1	4:13pm Depart Time	All Earlimart
DHS Route 5		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	3:30pm	Kovacevich & Church
2	3:35pm	Earlimart Ave & Marin Ave
DHS Route 15		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	3:25pm	Front St & Cedar Ave
2	3:30pm	Front & Sutter
3	3:35pm	Washington & Franklin
DHS Route 23		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	3:25pm	Washington & State
2	3:30pm	Washington Ave (Alila School)
DHS Route 24		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	3:25pm	State & Wilson Ave
2	3:30pm	State & Washington(Diamond field)
3	3:35pm	Washington Ave (Alila School)

*On minimum days all routes run 2.5HR earlier

*Times can vary a few minutes

CCHS Route 1		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	6:30am	Garzoli Ave
2	6:40am	Pond Rd
3	6:45am	Kyte Rd
4	6:55am	Quality
5	7:05am	Rd 216 & Ave 8
6	7:15am	Vineyard Dr (Richgrove Park)
CCHS ROUTE 16		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	6:20am	Schott St (Rd 120)
2	6:25am	Rd 120 & Ave 72
3	6:30am	Ave 80 & Rd126
5	6:35am	Bishop St
6	6:40am	Rd 132
7	6:50am	Ave 72 & Rd 134
8	7:00am	Rd 144 & Ave 72
9	7:05am	Ave 64 & Rd 152
10	7:10am	Rd 160
11	7:15am	Rd 148
12	7:25am	Rd 152 & Ave 8
CCHS ROUTE 20		
Stops	Estimated Time	Pickup Location
ZERO PERIOD		
1	6:10am	California Camp
2	6:15am	Rd 210 Veracruz Apts
3	6:20am	Vineyard Dr (Richgrove Park)
4	6:25am	Kyte Rd
HOME TO SCHOOL		
1	6:50am	Rd 156
2	6:55am	Ave 32

3	7:00am	Rd 168
4	7:15am	Vineyard Dr (Richgrove Park)
*On Late Start all routes run 2HR later *Times can vary a few minutes		

CCHS ROUTE 21		
Stops	Estimated Time	Pickup Location
ZERO PERIOD		
1	6:15am	Ave 72 & Rd 134
2	6:20am	Ave 64
HOME TO SCHOOL		
1	7:00am	California Camp
2	7:15am	Rd 210 Veracruz Apts
CCHS ROUTE 8		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	7:20am	10th Ave (Cesar Chavez Park)
2	7:25am	Belmont St (MLK Park)
CCHS ROUTE 15		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	7:25am	Del Sol & Austin
2	7:30am	Belmont & Morse
3	7:32am	Belmont (Grapevine Villa Apt)

*On Late Start all routes run 2HR later
*Times can vary a few minutes

RFK Route 8		
Stops	Estimated Time	Pickup Location
ZERO Period		
1	6:15am	Teviston
RFK Route 10		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	6:15am	Cecil Ave
2	6:20am	Garces
3	6:25am	Woollomes & Magnolia
4	6:30am	Garces & Scofield
5	6:35am	Garces & Jumper
6	6:40am	Wildwood
7	6:45am	Pond
8	6:50am	Peterson
9	6:55am	Beaner
10	7:00am	Schuster
11	7:10am	Cecil Ave
12	7:15am	Brutton
RFK Route 10		
1	7:25am	Clark & Pinuelas
2	7:30am	Quail Hollow PL (Park)

*On Late Start all routes run 2HR later

*Times can vary a few minutes

RFK Route 16		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	6:20am	Rd 120 Schott
2	6:22am	Rd120 & Ave 72
3	6:25am	Ave 80 & Rd121
RFK Route 22		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	6:15am	Ave 24
2	6:20am	Ave 56 (Trailer Park)
3	6:25am	Ave 56
4	6:30am	Ave 56 & Rd 88
5	6:40am	Allensworth School
6	6:43am	Young Ave
7	6:45am	Ave 32 & Rd 84
8	6:50am	Rd 84
9	7:10am	Cassey Ave
10	7:25am	RFK To Valley
*On Late Start all routes run 2HR later *Times can vary a few minutes		

RFK Route 17		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
1	3:10pm	Casey Ave
2	3:25pm	Quail Hollow Pl (Park)
3	3:30pm	Clark St
4	3:35pm	Kalibo Park
5	3:45pm	Ave 24
4:00PM Route		
1	4:13pm Depart Time	Teviston
RFK Route 22		
Stops	Estimated Time	Pickup Location
HOME TO SCHOOL		
2	3:20pm	Ave 56 (Trailer Park)
1	3:25pm	Rd 120 Schott
2	3:30pm	Rd120 & Ave 72
3	3:35pm	Ave 80 & Rd126
3	3:50pm	Ave 56
4	3:55pm	Ave 56 & Rd 88
5	4:10pm	Allensworth School
6	4:12pm	Young Ave
7	4:15pm	Ave 32 & Rd 84
8	4:20pm	Rd 84
10	4:30pm	Cecil Ave (By HWY 43)
*On minimum days all routes run 2.5HR earlier *Times can vary a few minutes		

BUS CONDUCT RULES

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

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

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

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

BUS TRANSPORTATION PLAN

SUPERINTENDENT: Kenneth Moore

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

Our Philosophy:

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

Our Bus Rules:

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

If a student chooses to break a rule:

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

Severe Disruption:

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

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

Students Who Behave:

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

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

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

Student's Signature

SAFE STORAGE OF FIREARMS (EC §49392):

California law requires that firearms be stored safely and securely to prevent children from gaining access to them. The risk of children bringing firearms to school can be significantly reduced by storing firearms in a locked container or with a locking device that renders the firearm inoperable, and by storing firearms separately from ammunition. Parents and guardians are encouraged to review California's child access prevention laws, which impose criminal and civil liability on adults who fail to store firearms safely.

Please see page 72 of the attached Firearms Safety Memorandum.

SCHOOL RECORDS AND ACHIEVEMENT

PUPIL RECORDS / NOTICE OF PRIVACY RIGHTS (EC §§49063, et seq., 49069.7, 49073; FERPA):

Federal and state law grant parents and eligible students the right to access and protect the privacy of student records. Pupil records are confidential and will not be disclosed without consent except as permitted by law. Pupil records include any information directly related to an identifiable student that is maintained by the district. Parents and eligible students may request access to student records by contacting the student's school, and the district will respond to requests within five business days. The district may disclose records without consent to school officials or contractors who have a legitimate educational interest, or to other parties as permitted by law. When a student enrolls in another school or district, the district will transfer records as required. Parents and eligible students have the right to request amendment of student records they believe are inaccurate, misleading, or in violation of privacy rights, and may request a hearing if the district denies the request. The district maintains a record of requests for access to pupil records as required by law. Complaints regarding alleged violations of student record privacy rights may be filed with the U.S. Department of Education.

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

Pupil records are any items of information (in handwriting, print, tape, film, microfilm, or other medium) that are directly related to an identifiable student, other than "directory information," and are maintained by the district or required to be maintained by an employee in the performance of his/her duties. Pupil records include the student's health

record. District officials responsible for maintaining your child's records are as follows: **Rene Ayon, Assistant Superintendent of Student Services**.

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

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

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

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

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

To access individual student records, please contact your child's school. You also have a right to challenge the contents of your child's records, have an administrator assist you in interpreting the records, request amendment to ensure they are not inaccurate, misleading, or otherwise in violation of your child's privacy rights, seek expungement of those records, have a district-level hearing to appeal the decision not to change records, and file a

complaint with the state and/or United States Department of Education if the district fails to comply with state and federal law with regard to your child's records. If your child's records include information concerning any disciplinary action taken in connection with your student, you have the right to include in the record a written statement or response concerning the disciplinary action. To review policies related to the review and/or expungement of your child's records, please contact your child's school. You also have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program. If you would like a copy of your child's records, the cost of such duplication is \$0.10 for black and white copies.

RELEASE OF PUPIL DIRECTORY INFORMATION (EC §49073; 34 CFR §99.37):

The district may release directory information in accordance with state and federal law, including a student's name, date of birth, address, telephone number, email, participation in activities, dates of attendance, and degrees or awards received. Directory information does not include citizenship or immigration status. Parents and eligible students may request that the district not release directory information by submitting a written request within 30 days of receipt of this notice.

RELEASE OF STUDENT RECORDS/COMPLIANCE WITH SUBPOENA OR COURT ORDER (EC §§49076, 49077):

The district will make a reasonable effort to notify parents or eligible students in advance before disclosing student records in response to a subpoena or court order, unless otherwise directed by law.

RELEASE OF STUDENT RECORDS TO SCHOOL OFFICIALS AND EMPLOYEES OF THE DISTRICT (EC §§49076(a)(1), 49064(d)):

Districts may release educational records, without prior written parental consent, to school officials, employees, and service providers who have a legitimate educational interest in the records.

EDUCATIONAL MATERIALS/CURRICULUM

SEX EQUITY IN CAREER PLANNING (EC §221.5(d)):

Beginning in grade 7, parents and guardians are notified in advance of career counseling and course selection activities. School counselors and staff may not guide students toward or away from any career path, course, or program based on the student's sex. Parents and guardians are encouraged to participate in these counseling sessions and decisions alongside their child.

PROSPECTUS OF SCHOOL CURRICULUM (EC §49091.14):

Each school annually prepares a prospectus of its course curriculum. The prospectus is available for review at the school site, and copies may be requested for a fee not to exceed the actual cost of duplication.

MULTILINGUAL EDUCATION (EC §310):

The district provides information on available language acquisition programs, including a description of each program, to parents at enrollment or upon request.

PROHIBITION AGAINST DISCRIMINATORY EDUCATIONAL MATERIALS (EC §244):

The district shall not adopt or approve materials or curriculum that subject a pupil to unlawful discrimination based on characteristics protected by law, including disability, gender, gender identity or expression, nationality, race or ethnicity, religion, sexual orientation, or immigration status. Parents may file a complaint for violations through the district's Uniform Complaint Procedures.

The district has designated the following person as the compliance officer responsible for receiving complaints under the uniform complaint policy and procedures: **Rene Ayon, Assistant Superintendent of Student Services, 1720 Norwalk Street, Delano, Ca., 661-720-4113, e-mail address rayon@djuhsd.org.** Complaints made under this procedure must be directed to the compliance officer.

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

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

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

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

NOTIFICATION OF INTERNATIONAL BACCALAUREATE AND DUAL ENROLLMENT COURSES (EC §48980.6):

At the beginning of the first semester or quarter, the district shall notify the parents or guardians of pupils in grades 7–12 of any dual enrollment or International Baccalaureate courses offered by the district.

RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS (EC §32255, et seq.):

Students have the right to decline participation in educational projects that involve the dissection or other harmful or destructive use of animals. If your child wishes to exercise this right, please notify the school in writing so that an alternative project can be arranged.

PARENTAL RIGHTS — EDUCATION EMPOWERMENT ACT (EC §49091.10):

The Education Empowerment Act grants parents and guardians the right to inspect instructional materials used in their child's classroom upon request, to observe school activities involving their child in accordance with district procedures, and to be informed of and deny permission for any behavioral, mental, or emotional evaluation of their child. Students may not be compelled to affirm or disavow any worldview, religious doctrine, or political opinion.

COMPLAINTS CONCERNING DEFICIENCIES RELATED TO INSTRUCTIONAL MATERIALS, ETC. (EC §35186):

Parents, students, and teachers have the right to file a complaint if there are deficiencies related to: insufficient or damaged instructional materials; emergency or urgent facility

conditions that pose a threat to the health or safety of students or staff; or teacher vacancies or misassignments. Complaints may be filed anonymously. A complaint form is posted in every classroom and is available at the district office. The district uses the Uniform Complaint Procedures to investigate and resolve all such complaints.

RIGHTS IN THE EDUCATIONAL ENVIRONMENT

STATEMENT OF NONDISCRIMINATION (Title VI; Title IX; ADA; Section 504; EC §200, et seq.):

The district does not discriminate on the basis of gender, gender identity, gender expression, sex, race, color, religion, national origin, ethnic group identification, age, genetic information, mental or physical disability, sexual orientation, immigration status, or any other characteristic protected by law.

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

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

Americans with Disabilities Act may be directed to the district Section 504 Coordinator **Dolores Rodriguez, Director of Special Education, 1720 Norwalk Street, Delano, Ca., 661-720-4145** or to the Director of the Office for Civil Rights, U.S. Department of Education, Washington, DC.

Complaints of unlawful discrimination are investigated through the uniform complaint process. For a complaint form or additional information, please contact **Dolores Rodriguez, Director of Special Education, 1720 Norwalk Street, Delano, Ca., 661-720-4145**

TITLE IX OF THE U.S. EDUCATION AMENDMENTS OF 1972:

The district does not discriminate on the basis of sex in any of its educational programs or

activities. Any student, parent, or employee who believes they have experienced sex discrimination or sexual harassment may contact the district's Title IX Coordinator. The name, office address, telephone number, and email address of the district's designated Title IX Coordinator are available upon request from the district office and are posted on the district's website.

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

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

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

SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917):

The district has adopted a written policy prohibiting sexual harassment of students. A copy of this policy is attached. The policy is also displayed prominently throughout district schools and offices and is included in orientation programs for both employees and students.

EDUCATIONAL EQUITY REGARDLESS OF IMMIGRATION STATUS, CITIZENSHIP, OR RELIGION (EC §234.7):

If a parent or guardian is unavailable to care for a student, the district will follow the emergency contact information provided by the family. Under California law, a Caregiver's Authorization Affidavit may be used to designate a qualified relative to enroll a student in school and consent to school-related medical care. Recent law expands the category of eligible relatives to include individuals within the fifth degree of kinship.

UNIFORM COMPLAINT PROCEDURES (5 CCR §4622; EC §262.3):

The district is required to annually notify parents, students, employees, and other interested parties of its Uniform Complaint Procedures. The UCP provides a process for filing, investigating, and resolving complaints related to district programs, services, and civil rights obligations. The district's UCP has been updated to reflect the amendment to Education

Code section 262.3, effective January 1, 2026. A copy of the district's current Uniform Complaint Procedures is available free of charge. The district has a separate process for filing general complaints against employees.

PROHIBITION ON ENTRY BY IMMIGRATION ENFORCEMENT WITHOUT JUDICIAL PROCESS (EC §234.7; AB 49):

School officials and employees are prohibited, to the extent practicable, from allowing immigration enforcement officers access to nonpublic areas of a school site without a valid judicial warrant, subpoena, or court order. The district will not, to the extent practicable, disclose education records or information about students, families, or staff to immigration enforcement officers without a parent's written consent, unless first presented with a valid judicial warrant, subpoena, or court order.

EMPLOYEE MISCONDUCT, PROFESSIONAL BOUNDARIES, AND GROOMING AWARENESS (SB 848; EC §32100):

The district maintains policies to support safe learning environments, including appropriate boundaries between employees and students and limits on electronic communication and social media contact. Students receive age-appropriate instruction on abuse and grooming prevention. The district utilizes the statewide employee misconduct database when screening new hires, and employees complete annual mandated reporter training.

OTHER PARENTAL RIGHTS (EC §51101):

Parents and guardians also have the right to observe their child's classroom upon reasonable advance notice; to meet with their child's teacher and school principal; to volunteer at the school; to be notified promptly of unexcused absences; to receive information about classroom performance and standardized assessment results; to request a specific school or teacher and receive a response; to examine curriculum materials; to access student records and question any item that appears inaccurate or misleading; to receive information about psychological testing and deny permission for it; to participate in school site councils or parent advisory committees; to be notified as early as possible if their child is at risk of retention; and to be informed in advance about school rules, policies, dress codes, and procedures for school visits.

CODE OF CONDUCT FOR EMPLOYEE — PUPIL INTERACTIONS (EC §44050):

The district maintains a code of conduct for employees that includes standards for employee not limited to, engaging in any conduct that endangers students, staff, or others; harassing, discriminatory, or bullying behavior; physical abuse, sexual abuse, neglect, or willful harm or injury to a student; inappropriate socialization or fraternization with a student, or soliciting, encouraging, or maintaining an inappropriate relationship with a student; possessing, viewing, or distributing pornography on school grounds or using district technology; using profane, obscene, or personally abusive language directed at students; being dishonest with students, parents, or administrators; or disclosing confidential student information to persons not authorized to receive it. The district prohibits retaliation against anyone who

reports an employee's inappropriate conduct or files a complaint. If you have concerns about an employee's conduct toward your child, please contact the school principal or the district office.

EMPLOYEE CONDUCT AND PARENTAL INVOLVEMENT (EC §§44050, 11503; 20 USC §§6312, 6318):

The district maintains a code of conduct for employees that prohibits conduct endangering students, harassment or discrimination, physical or sexual abuse, inappropriate relationships with students, possession of pornography on school grounds, profane or abusive language toward students, dishonesty, and unauthorized disclosure of student information. The district prohibits retaliation against anyone who reports inappropriate employee conduct; concerns may be reported to the school principal or district office. The district is committed to involving parents as meaningful partners through parent advisory committees, family engagement communications, sharing of working drafts for parent review, assistance understanding academic standards, and workshops to support learning at home. An annual statement of program objectives and a review of progress are available upon request.

PREGNANT AND PARENTING PUPILS (EC §§221.51, 222, 222.5, 46015):

The district shall not exclude any student from participation in any educational program on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom. Pregnant and parenting students are entitled to up to eight weeks of parental leave. The district will provide reasonable accommodations, including access to a private space for lactation or breastfeeding. Students shall not incur an academic penalty for using these accommodations.

HEALTH SERVICES

MEDICATION (EC §49423):

If a student needs to take prescription medication during the school day and requires assistance from school staff, the school must be provided with a written statement of instructions from the student's physician and a signed parental request for assistance. Students may also be authorized to carry and self-administer certain prescription medications, such as auto-injectable epinephrine or inhaled asthma medication, with appropriate physician and parental authorization on file.

CONTINUING MEDICATION REGIMEN (EC §49480):

If a student takes medication on a continuing basis for a non-episodic condition, they are required to inform the school nurse or other designated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With parent's consent, the school nurse may contact the physician and may advise school personnel of any potential effects the medication may have on the student's behavior or health.

COMMUNICABLE DISEASES AND IMMUNIZATION REQUIREMENTS (EC §§48216, 49403; HS §§120325, 120335):

Students are required to be properly immunized before attending school. All students entering kindergarten (including transitional kindergarten), advancing from 6th to 7th grade, or enrolling for the first time must meet California's immunization requirements unless a valid medical exemption signed by a licensed physician is provided. No new personal belief exemptions will be accepted. All students entering grades 7 through 12 must have a Tdap (whooping cough) booster. Students who are not properly immunized will be excluded from school until proof of immunization or a valid exemption is provided.

THE CANCER PREVENTION ACT — HPV VACCINATION (EC §48980.4; HS §120336):

Students entering 6th grade are advised to adhere to current immunization guidelines regarding full human papillomavirus (HPV) immunization. HPV vaccination is recommended by the Federal Advisory Committee on Immunization Practices, the American Academy of Pediatrics, and the American Academy of Family Physicians. HPV vaccination can prevent over 90% of cancers caused by HPV. Two doses of the HPV vaccine are recommended for children between the ages of 9 and 12, and the second dose should be given before the start of 8th grade.

The vaccine is covered by most health insurance plans. If you do not have health insurance, the Vaccines for Children (VFC) program offers free vaccines to eligible children up to age 18. Ask your health care provider or local health department about where to get the HPV vaccine.

INFORMATION FOR USE IN EMERGENCIES (EC §49408):

For the protection of your child's health and welfare, please complete and return the enclosed Emergency Information Card. This form allows the district to contact you or a designated emergency contact in the event of an illness, injury, or other emergency involving your child during the school day. Please ensure the information is current and update the school promptly if your contact information changes during the year.

PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT (EC §49451):

You have the right to exempt your child from any routine physical examination conducted at school. To do so, file a written, signed statement with your child's school principal each year stating that you do not consent to a physical examination of your child. Please note that if your child is believed to be suffering from a recognized contagious or infectious disease, your child may be sent home and will not be permitted to return until school authorities are satisfied that the contagious or infectious disease does not exist.

VISION APPRAISAL (EC §49455):

The district is required to appraise each student's vision during kindergarten, upon initial enrollment, and in grades 2, 5, and 8. A student first enrolling in grade 4 or 7 will not be reappraised the following year. The appraisal includes tests for near vision, far vision, and color vision; color vision is tested once and only for male students. The appraisal may be waived if a parent presents a certificate from a licensed physician, surgeon, physician's assistant, or optometrist showing the results of a recent vision determination. This appraisal is also not required if a parent files a written objection based on a religious belief with the principal.

MENTAL HEALTH SERVICES AVAILABLE ON CAMPUS AND IN THE COMMUNITY (EC §§49428, 49429.5):

The district is committed to supporting the mental health and well-being of all students. If you have concerns about your child's mental health or emotional well-being, please contact your child's school counselor, the school psychologist, or the district office. For a mental health emergency, please call 988 (Suicide and Crisis Lifeline) or 911.

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

School Social Worker

A school social worker helps students and families access support and resources that promote student success. Social workers provide assistance with mental health and wellness concerns, help families connect with community services, support Foster Youth and students experiencing homelessness (McKinney-Vento), and work with students and families to address attendance concerns. Their goal is to remove barriers to learning so that all students can attend school regularly, feel supported, and achieve their educational goals.

School Counselors

Personal matters - self-image, fears/hopes, peer problems, family changes, pregnancy, motivation and goal setting, drop-out prevention, community resources. A student needing to see his/her counselor should fill out a "Request to See Counselor" form.

Intervention Counselor

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

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

School Psychologists, Marriage and Family Therapist

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

Community Mental Health Services

Child Guidance Clinic
375 DOVER PKWY
DELANO, CA 93215
661.725.1042

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

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

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

SCOLIOSIS SCREENING NOTICE (EC §§49451, 49452.5):

The district may screen female students in grade 7 and male students in grade 8 for scoliosis. If you do not wish your child to participate in this screening, you may file a written refusal with the school principal.

DENTAL FLUORIDE TREATMENT (HS §104830, et seq.):

Students may receive a topical application of fluoride or other decay-inhibiting treatment at school. This treatment is available upon request. If you would like your child to receive this service, please submit a written request to your child's school.

CONCUSSION AND HEAD INJURY DURING ATHLETIC ACTIVITY (EC §49475):

If your child participates in the district's athletic program, California law requires that you and your child review and sign a concussion and head injury information sheet before your child may begin practice or competition. This sheet explains the nature and risks of concussion and head injuries, the signs and symptoms to watch for, and the steps that will be taken if a concussion is suspected. A student who is suspected of having sustained a concussion or head injury during a practice or competition must be immediately removed from activity. The student may not return to activity until they are evaluated by, and receive written clearance from, a licensed health care provider.

PUPIL NUTRITION — NOTICE OF FREE AND REDUCED PRICE MEALS (EC §§48980(b), 49510, 49520, 49558):

Needy children may be eligible for free or reduced-price meals. Details, eligibility criteria, and applications are available at your child's school. When a household is selected for verification of meal benefit eligibility, the district will notify you that your child's eligibility is being verified. For information about California's Universal Meals Program, which provides two free meals per school day to all students regardless of income, please visit the district's website or the California Department of Education website.

THE SEIZURE SAFE SCHOOLS ACT (EC §§49468–49468.5):

If your child has been diagnosed with seizures, a seizure disorder, or epilepsy and has been prescribed emergency anti-seizure medication by a health care provider, you may request that the school designate one or more trained volunteers to administer emergency anti-seizure medication or therapy if needed. Before any emergency anti-seizure medication may be administered, the district must obtain a completed Seizure Action Plan from your child's parent or guardian. Please contact the school nurse or district office for more information.

HEALTH CARE COVERAGE INFORMATION (EC §§49452.9, 49557.2):

The district has information available about health care coverage options and enrollment assistance for families who may be uninsured or underinsured. If you are interested in learning about available health coverage programs for your child, please contact the district office or your child's school for information and assistance.

MEDICAL AND HOSPITAL SERVICES (EC §49472):

The district is required to notify parents in writing if it does not provide or make available medical or hospital services for students injured while participating in athletic activities. The district is also authorized to provide medical or hospital services through nonprofit membership corporations or insurance policies for student injuries arising out of school-related activities. Please contact the district office for information about the district's current student accident insurance coverage.

SUN PROTECTIVE CLOTHING — USE OF SUNSCREEN (EC §35183.5):

Students are permitted to wear sun-protective clothing outdoors and to carry and apply sunscreen during the school day without a prescription or physician's note. School sites must allow students to exercise these protections.

ENVIRONMENTAL SAFETY — ASBESTOS AND PESTICIDES (40 CFR §763.84, 763.93; EC §§17611.5, 17612, 48980.3):

The district maintains plans for managing and eliminating health risks associated with asbestos-containing materials in school buildings; these plans are available for review at the district office, and parents are notified annually of any planned or in-progress inspections or response actions. The district also informs parents about pesticide use on school grounds. A list of all pesticide products expected to be applied at district school sites during the upcoming year is available from the district office. If you wish to be notified before individual pesticide applications are made at your child's school, please register with the district office.

Pesticide Name and Active Ingredients

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

District IPM plan web site address

<https://www.djuhsd.org/Page/1959>

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

PESTICIDE APPLICATION NOTIFICATION REGISTRATION

Date: _____

Name of Parent/Guardian/Staff Member: _____

Address: _____

City: _____

Name of Student: _____

School Site/Facility: _____

[optional] Please notify me by:

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

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

DANGERS ASSOCIATED WITH SYNTHETIC DRUGS (EC §48985.5):

Parents and guardians of all enrolled students are informed of the following dangers associated with synthetic drugs: (1) Synthetic drugs not prescribed by a physician, such as fentanyl, can be extremely dangerous and potentially fatal even in very small amounts; (2) Dangerous synthetic drugs may be found hidden in counterfeit pills that appear to be legitimate prescription medications; (3) Social media platforms are being used to market and sell synthetic drugs, including fentanyl, directly to young people. This information is also posted on the district's website and on each school's website.

TOBACCO FREE SCHOOLS (HS §104420):

The use of tobacco and nicotine products is strictly prohibited at all times in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to students, staff, parents, and visitors at all school-sponsored programs, activities, and athletic events, whether held on or off district property. Prohibited products include cigarettes, cigars, smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes or vaping devices. Violations may result in disciplinary actions.

SEX / HIV EDUCATION

INSTRUCTION IN COMPREHENSIVE SEXUAL HEALTH EDUCATION AND HIV PREVENTION (EC §51938):

The district shall annually notify parents about instruction in comprehensive sexual health education and HIV prevention education planned for the school year. Written and audiovisual educational materials used in such education are available for review upon request. Parents have the right to excuse their child from all or part of such instruction by submitting a written request to the district. The district must notify parents in writing before any test, questionnaire, or survey concerning sexual attitudes is administered and provide them with an opportunity to review the materials.

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

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

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

The date of the instruction is:

Delano High School	May 17-28, 2027
Robert F. Kennedy High School	May 17-28, 2027
Chavez Collegiate High School	May 17-28, 2027
Valley High School	Education delivered through online course

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

Delano High School	Shauna Conway, Aaron Estrada, Instructors
Robert F. Kennedy High School	Marcela Martinez, Luis Quintanar, Instructors
Chavez Collegiate High School	Jesse Ortega, Mark Gentry, Angela Jordan, Instructors
Valley High School	Edgenuity

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

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

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

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

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

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

A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual

health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.

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

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

HEALTH INSTRUCTION/CONFLICTS WITH RELIGIOUS TRAINING AND BELIEFS (EC §51240):

Parents or guardians may request in writing that their child be excused from any part of health instruction that conflicts with their religious training and beliefs.

MISCELLANEOUS

LOCAL CONTROL AND ACCOUNTABILITY PLAN (EC §§52059.5–52077):

The district is required to adopt a three-year LCAP and update it annually by July 1. The LCAP must identify annual goals and actions across eight state priorities and is posted on the district's website. Parents and community members may submit written comments on the LCAP and are encouraged to participate in the adoption process. If you believe the district is not in compliance with its LCAP obligations, you may file a complaint using the Uniform Complaint Procedures.

EVERY STUDENT SUCCEEDS ACT (20 USC §6301, et seq.):

Under the Every Student Succeeds Act, parents have the right to request information about the professional qualifications of their child's classroom teachers, paraprofessionals, and aides, including whether the teacher holds the appropriate state credential for the grade level and subject they teach, whether they are teaching under an emergency or provisional permit, and whether any paraprofessionals provide services to their child and their qualifications.

Homeless Youth Education (42 U.S. 11432)

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

Under the provisions of United States Code, The Delano Joint Union High School District will continue to provide McKinney-Vento services for students identified

as homeless. These services include immediate enrollment in school, coordinating transportation to school of origin, purchasing school supplies, referrals to appropriate health and social services, and ensuring all educational opportunities are provided to students identified as homeless.

These services include:

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

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

NOTICE OF MINIMUM DAYS AND PUPIL — FREE STAFF DEVELOPMENT DAYS (EC §48980(c)):

Parents and guardians are notified annually of all scheduled minimum days and pupil-free staff development days. When these days are known at the start of the school year, they are included in the attached school calendar. If additional minimum or pupil-free days are scheduled later in the year, parents and guardians will be notified as early as possible and no later than one month before the scheduled day.

Pupil Free Staff Development Days:

August 10, 2026

August 11, 2026

January 11, 2027

Minimum Days:

December 16-18, 2026 (finals)

March 19, 2027

May 28, 2027

June 2– 4, 2027(finals)

PUPIL FEES (EC §49010, et seq.):

Students enrolled in public school may not be charged a fee to participate in any educational activity that is a fundamental part of their education, including curricular and extracurricular activities. If you believe the district has improperly charged a fee, you may file a complaint using the district's Uniform Complaint Procedures. Complaint forms are available at the district office.

HIGH SCHOOLS ONLY

OPEN CAMPUS (EC §44808.5):

Pursuant to Education Code section 44808.5, the governing board of the Delano Joint Union High School District has decided to permit the pupils enrolled at Delano, Chavez Collegiate Robert F. Kennedy High School to leave school grounds during the lunch period. **Education Code section 44808.5 further states:** "Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section."

CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM (5 CCR §11523; EC §48412):

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in California public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education, which is equivalent in all respects to a high school diploma. A student who receives a Certificate of Proficiency may, with verified approval from their parent or guardian, leave high school before completing the 12th grade. Parents and guardians must provide written consent before a minor student may withdraw from school on the basis of a Certificate of Proficiency. For more information about the CHSPE, visit <http://www.chspe.net/> or contact the district office.

AUTOMATIC CAL GRANT PROGRAM APPLICANT STATUS — OPT OUT (EC §69432.9):

California law requires school districts to notify 12th grade students — and, for students under 18, their parents or guardians — that the student will automatically be deemed a Cal Grant applicant unless they choose to opt out. Grade point averages are submitted to the California Student Aid Commission by October 1 each year. A separate written notice regarding the Cal Grant automatic applicant process, opt-out procedures, and applicable deadlines will be sent to all 12th grade students and their parents by October 15 of the student's 12th grade year. Only a parent or guardian may opt out on behalf of a student under 18; once a student turns 18, only the student may opt out.

RELEASE OF INFORMATION TO MILITARY (EC §49073.5; 20 USC §7908):

Federal law requires the district to provide military recruiters with access to secondary school students' names, addresses, and telephone numbers. Under California law, parents and guardians have the right to request that this information not be released without prior written consent. To exercise this right, a written request must be submitted to the student's school. The district will honor all timely opt-out requests.

PARTICIPATION IN STATE ASSESSMENTS AND EXEMPTION REQUESTS (EC §60615; 5 CCR §852):

Students will participate in the California Assessment of Student Performance and Progress (CAASPP) as required by law. A parent may submit a written request each year to excuse their child from all or any part of the assessments. District staff shall not solicit or encourage exemption requests.

HIGH SCHOOL CURRICULUM — COLLEGE PREPARATORY COURSES (EC §51229):

The district provides parents of students in grades 9 through 12 with information on college admission requirements and career technical education, including access to resources available through CaliforniaColleges.edu. The California College Guidance Initiative (CCGI) receives enrollment data for public-school students in grades 6 through 12 from the California Department of Education. The district may share student data with CCGI to provide students and families with access to online tools and resources for college and career planning.

University of California A-G approved course list:

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

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

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

English ("b") 4 years required

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

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

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

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

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

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

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

Lm;

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

Biology CP/	DHS, CCHS, RFK
Physics (CP)	DHS, CCHS, RFK
Introductory General Chemistry B2 A	RFK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CSU DIRECT ADMISSION (SB 640):

Students who complete A–G coursework and meet CSU eligibility requirements may qualify for guaranteed admission to a CSU campus. Students are encouraged to meet with their school counselor to learn about A–G requirements and CSU options.

ADVANCED PLACEMENT EXAMINATION FEES (EC §§48980(j), 52242):

State funds may be available to assist eligible students with the cost of Advanced Placement (AP) examination fees.

NOTIFICATION OF APPRENTICESHIP AND PREAPPRENTICESHIP PROGRAMS — NEW 2025-26 (EC §48980.5):

The district provides students in grades 11 and 12 with information about local apprenticeship and preapprenticeship opportunities, including access to the Department of Industrial Relations’ Division of Apprenticeship Standards online database. Parents and students may access this resource through a direct link on the district’s website

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

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

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

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

Distance Learning

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

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

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

The district reserves the right to monitor student use of district technology within the jurisdiction of the district without advance notice or consent. Students' use of district technology including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of the district technology. Students' personally owned devices used with any district technology shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

Kern Integrated Data System

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

Know Your Rights

Your Child Has the Right to a Free Public Education

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.

In California:

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

Information Required for School Enrollment

When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.

You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

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

Family Safety Plan if You Are Detained or Deported

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

Right to File a Complaint

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Delano Joint Union High School District
STUDENT ACCEPTABLE USE POLICY E 6163.4
INTRODUCTION

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

CONCEPTS AND ROLES

ROLE OF THE GOVERNING BOARD

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

ROLE OF THE SCHOOL OFFICIALS

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

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

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

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

students and student information when using email, chat rooms, and other forms of direct electronic communication.

School officials shall provide age-appropriate instruction regarding safe and

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

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

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

ROLE OF TEACHERS AND MEDIA SPECIALISTS

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

ROLE OF PARENTS/GUARDIANS

Acceptable Use Agreement

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

ROLE OF STUDENTS

Obligations and Responsibilities

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

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the District's system safely, responsibly, and primarily for educational purposes.

3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

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

4. Unless otherwise instructed by school officials, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians. Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.
5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
6. Students shall not use the system to engage in commercial or other for-profit activities.
7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.
9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.
11. Students shall report any security problem or misuse of the services to school officials.

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

Accountability

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

Cyber bullying

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

Cyber bullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyber bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

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

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

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

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

PRIVACY AND CONFIDENTIALITY

Both student and employee records are protected by various State and Federal laws. Both students and employees have a responsibility to safeguard confidential information from unauthorized persons. Students shall not seek to access or use confidential information for their own unauthorized purposes. Students must take all reasonable precautions to ensure privacy is maintained under the law while handling information in any form, including but not limited to voice, electronic (disk file, diskette, CD ROM, magnetic tape, email, network storage, etc.), paper, photograph, and microfiche Information. Included under this precaution is the disposal of any confidential materials. Students may not use school technology for commercial purposes, including auctioning, selling offering, providing or purchasing goods or services for personal use. Students who fail to follow rules and procedures relating to confidentiality may lose their technology privileges, and/or be subjected to disciplinary procedures.

GUIDELINES FOR SPECIFIC TECHNOLOGY RESOURCES OVERVIEW

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

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

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

USE OF DISTRICT LAPTOP COMPUTERS

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

Misuse, abuse, neglect, willful damage, transferred to another school, expelled or violation of district policy while using a laptop shall be grounds for the District to request the laptop's return.

USE OF PERSONALLY OWNED SOFTWARE OR EQUIPMENT

The District attempts to ensure that all hardware and software meet specific standards which will operate without causing disruption of the District's computer and network resources. Therefore, the use of personally owned software or software that can be downloaded from the Internet as well as personally owned computer hardware is **not permitted**.

SOFTWARE COPYRIGHT LAW

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

USE OF THE INTERNET AND INTRANET

Internet

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

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

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

Intranet

The District Intranet is separate and distinct from the Internet. It consists of those networked electronic resources within the Delano Joint Union High School District.

Access to many of these resources is public, thus contributing to the Internet at large. Others are accessible only from within the District network or by password. Note that access to District-only resources is not to be shared with others outside the District.

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

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

USE OF COMPUTER RESOURCES

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

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

USE OF NETWORK STORAGE

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

COMPUTER ACCOUNTS

User I.D.s and Passwords

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

information created, accessed, sent, received, and/or stored in any format by students on the district computer and network.

This means that it is extremely important that students use a password that cannot be guessed by others through knowledge about you. For example, never use personal names such as nickname or pets or names that begin or end with numbers. Never use Social Security numbers, bank PIN numbers, words which can be found in any dictionary, names spelled backwards, or adjacent keys on a computer keyboard (i.e., QWERTY). All of the above provide an easy way for a "cracker" to break into a computer system and, using your rights and privileges, cause damage and destruction. Students must also never write down their user id or password unless it is stored in a location away from the school site. Even then, it should be written such a way that no clue is given as to the purpose for its use. Please contact the Information Technology Services if you suspect unauthorized access to a school account.

Security

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

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

COMPUTER VIRUSES

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

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

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

ELECTRONIC MAIL

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

Cautions

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

In addition, while email accounts may be password protected, it is up to the individual user to ensure that a password is set and that the password is one that cannot be easily guessed or "hacked".

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

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

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

SPAM

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

Personal Use

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

State, Federal, and Copyright Laws

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

Restrictions

Electronic mail may not be used for:

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

Representation

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

False Identity

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

Misuse of Computing Services

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

email system is not designed for file storage. Such use is prohibited. Please use your F: Drive for storing or archiving files.

Security and Confidentiality

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

Virus Dangers

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

Non-District Email Accounts

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

OTHER SERVICES

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

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

Delano Joint Union High School District STUDENT ACCEPTABLE USE POLICY

E 6163.4

Student Signature and Parental Release Form

Student I.D.

Student Last Name

Student First Name

School Site: ☐ DHS ☐ CCHS ☐ RFKHS ☐ VHS ☐ DAS

Grade: ☐ 9th ☐ 10th ☐ 11th ☐ 12th

I have read the Student Acceptable Use Policy. I have completed the Student Internet Test. If I follow the rules, I may keep my account with the DELANO JOINT UNION HIGH SCHOOL DISTRICT. If I do not follow the rules in the Student Acceptable Use Policy, I understand that my network account will be taken away from me and I will be subject to disciplinary procedures.

Student Signature

Date

Internet Parent/Guardian Release

I have read the DELANO JOINT UNION HIGH SCHOOL DISTRICT Student Acceptable Use Policy. I understand that the Internet is a worldwide group of hundreds of thousands of computer networks, and that the Delano Joint Union High School District does not control the content of these Internet networks. When using the Internet, I realize that students may read material that I might consider controversial or offensive. The Delano Joint Union High School District has my permission to give an Internet account to my child, consistent with the Student Acceptable use Policy. I understand that my child may keep this account while enrolled at DELANO JOINT UNION HIGH SCHOOL DISTRICT; I also understand that if my child does not follow the rules in the Student Acceptable Use Policy, his/her network account will be taken away, and he/she will be subject to disciplinary procedures.

Parent or Guardian Signature

Date



CIF Concussion Information Sheet

Why am I getting this information sheet?

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

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

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

What is a concussion and how would I recognize one?

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

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

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

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

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

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

Athletes with the signs and symptoms of concussion should be removed from play immediately. There is NO same day return to play for a youth with a suspected concussion. Youth athletes may

take more time to recover from concussion and are more prone to long-term serious problems from a concussion.

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

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

Signs observed by teammates, parents and coaches include:

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

Symptoms may include one or more of the following:

- Headaches
- Loss of memory
- “Pressure in head”
- “Don’t feel right”
- Nausea or throws up
- Tired or low energy
- Neck pain
- Sadness
- Has trouble standing or walking
- Nervousness or feeling on edge
- Blurred, double, or fuzzy vision
- Irritability
- Bothered by light or noise
- More emotional
- Feeling sluggish or slowed down
- Confused
- Feeling foggy or groggy

- Concentration or memory problems
- Drowsiness
- Repeating the same question/comment
- Change in sleep patterns

What is Return to Learn?

Following a concussion, student athletes may have difficulties with short- and long-term memory, concentration and organization. They will require rest while recovering from injury (e.g., avoid reading, texting, video games, loud movies), and may even need to stay home from school for a few days. As they return to school, the schedule might need to start with a few classes or a half-day depending on how they feel. If recovery from a concussion is taking longer than expected, they may also benefit from a reduced class schedule and/or limited homework; a formal school assessment may also be necessary. Your school or doctor can help suggest and make these changes. Student athletes should complete the Return to Learn

guidelines and return to complete school before beginning any sports or physical activities, unless your doctor makes other recommendations. Go to the CIF website (cifstate.org) for more information on Return to Learn.

How is Return to Play (RTP) determined?

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

RTP after concussion should occur only with medical clearance from a medical doctor trained in the evaluation and management of concussions, and a step-wise progression program monitored by an athletic trainer, coach, nurse, district employee, or other identified school administrator.

Please see cifstate.org for a graduated return to play plan. *[AB 2127, a California state law effective 1/1/15, states that return to play (i.e., full competition) must be **no sooner** than 7 days after the concussion diagnosis has been made by a physician.]*

Final Thoughts for Parents and Guardians:

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

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

References:

- American Medical Society for Sports Medicine position statement: concussion in sport (2013)
- Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Zurich, November 2012
- <http://www.cdc.gov/concussion/HeadsUp/youth.html>

School: _____

CIF Concussion Information Sheet

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

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

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

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

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

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

Student-Athlete Name
Printed

Student-Athlete
Signature

Date

Parent or Legal Guardian
Printed

Parent or Legal Guardian

Date

Firearms Safety Memorandum

To: Parents and Guardians of Students in the Delano Joint Union High School District

From: Kenneth Moore

Subject: California Law Regarding Safe Storage of Firearms

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the Delano Joint Union High School District of their responsibilities for keeping firearms out of the hands of children as required by California law. Seventy-four percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them¹. Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home². **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.³
 - **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

¹ Baxley F, Miller M. Parental Misperceptions About Children and Firearms. *Arch Pediatr Adolesc Med.* 2006;160(5):542–547. doi:10.1001/archpedi.160.5.542

² Barber, C., Azrael, D., Clark, D. E., & Hemenway, D. (2010). Who are the owners of firearms used in adolescent suicides?. *Suicide & life-threatening behavior*, 40(6), 609–611.

³ See California Penal Code sections 25100 through 25125 and 25200 through 25220.

- 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 child **never** actually accesses the firearm.⁴
- 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, having custody or control, owning, receiving, or purchasing a firearm for 10 years.⁵
- 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.⁶

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.

Sincerely,

Kenneth Moore
Superintendent

Date published: April 2025
California Department of Education

⁴ See California Penal Code section 25100(c).

⁵ See California Penal Code Section 29805.

⁶ See California Civil Code Section 1714.3.



DELANO JOINT UNION HIGH SCHOOL DISTRICT PHOTO AND MEDIA OPT-OUT FORM

The Delano Joint Union High School District is making a concerted effort to promote the positive activities, honors, and work of our students and staff. This includes working with local newspapers, radio, and television stations. Additionally the district produces publications, print media and digital projects periodically utilizing the district's website. These publications may include information, names, and images of students.

Throughout the year there are many opportunities for DJUHSD students to be photographed, interviewed and identified by name, classroom or school. Some parents/guardians may request that we do not list the name(s) of their child(ren) with photos. Please note that your child's image or likeness may appear in candid photos without any type of name identification, and the use of these candid photos are permissible.

District photographers will make every reasonable effort to identify the primary subjects in photographs and to not publish photos containing students on the opt-out list. However, please be aware that there may be circumstances when your child may be photographed or filmed beyond our control. Please discuss your wishes with your child so that s/he knows if you do not want your child to be photographed or filmed.

This policy relates to classroom activities or school events that are not already open to the public. Public events such as sporting events, performing arts productions, etc. are considered open to the public and outside photographers and videographers are not governed by this policy.

You have granted the District permission to publish your child's photo unless this form is returned. The "Photo and Media Opt-Out Form" will be good for the current school year.

Please check the box, sign and return to your child's school site only if you do not want your child to be photographed or filmed.

☐ I do not want my child's photo used in publications, media, and/or publicity by the District.

Print Name of Student

Student Signature

ID#

Print Name of Parent/Guardian

Parent/Guardian Signature

Date

DELANO JOINT UNION HIGH SCHOOL DISTRICT

School Calendar 2026/2027

180 Days of Instruction

Board Approved: 3/10/26

JULY 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					14

SEPTEMBER 2026						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30			
						21

OCTOBER 2026						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31
						22

NOVEMBER 2026						
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29	30					
						15

DECEMBER 2026						
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						14

JANUARY 2027						
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31						13

FEBRUARY 2027						
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28						
						18

MARCH 2027						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						17

APRIL 2027						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						22

MAY 2027						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
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30	31					20

JUNE 2027						
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13	14	15	16	17	18	19
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27	28	29	30			
						4

HOLIDAYS

July 3	Independence Day
Sept. 7	Labor Day
Nov. 11	Veterans Day
Nov. 26-27	Thanksgiving
Dec. 24-25	Christmas Eve & Day (observed)
Dec. 31-Jan. 1	New Year's Eve & Day (observed)
Jan. 18	M. L. King Jr. Day
Feb. 8	Lincoln's Birthday
Feb. 15	President's Day
March 26	Good Friday
March 29	In lieu of Admis. Day
May 31	Memorial Day
June 18	Juneteenth

Aug. 6	New Staff Orientation
Aug. 10 & 11	Staff Dev (Mandatory)
Aug. 12	First Day of School
Oct. 9	End of 1st Quarter (42 days)
Nov. 23-27	Thanksgiving Break
Dec. 16-18	Finals (minimum days)
Dec. 18	End of 1st Semester (44 days)
Dec. 28	Non-School/Non-Work/Non-Duty Day
Dec. 21-Jan. 8	Winter Break
Jan. 11	Staff Dev (Mandatory)
Jan. 12	Beginning of 2nd Semester
Mar. 19	End of 3rd Quarter (46 days)

March 19	Minimum Day
Mar. 22-29	Spring Break
May 27	Adult School Graduation
May 28	Minimum Day
May 28	Senior Grades Due
June 2-4	Finals (minimum days)
June 2	VHS & RFKHS Graduation
June 3	CCHS Graduation
June 4	DHS Graduation
June 4	End of 2nd Semester (48 days)

Instructional Days per month



Legal Holiday	Local Holiday	Non-School Day	Staff Dev.	Late Starts	Non-School/Non-Work/Non-Duty Day
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BP 5145.7: Sexual Harassment

Status: ADOPTED

Original Adopted Date: 12/13/2016 | **Last Revised Date:** 08/12/2025
Last Reviewed Date: 08/12/2025

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

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

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

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

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

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

Disciplinary Actions

Upon completion of an investigation of sexual harassment, 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 completion of an investigation of sexual harassment, 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

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

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

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

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

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (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 unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Title IX Coordinator/Compliance Officer

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

Assistant Superintendent of Student Services

(title or position)

1720 Norwalk St., Delano, CA 93215

(address)

661-720-4113

(telephone number)

rayon@djuhsd.org

(email)

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:

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

parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

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

Reports and Complaints

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

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

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

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Superintendent or designee shall coordinate with other agencies and entities to ensure that students experiencing homelessness are promptly identified, ensure that students experiencing homelessness have access to and are in reasonable proximity to available

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

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

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

Original Adopted Date: 12/13/2016 | **Last Revised Date:** 04/14/2026

Last Reviewed Date: 04/14/2026

Definitions

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

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

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

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

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

District Liaison

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

Assistant Superintendent of Educational Services

(title or position)

1720 Norwalk St., Delano, CA 93215

(address)

rayon@djuhsd.org

(email address)

661-720-4113

(phone number)

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

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

The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.

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

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

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

Enrollment

The district shall make placement decisions for students experiencing homelessness based on the student's best interest. (Education Code 48850; 42 USC 11432)

In determining a student's best interest, a student experiencing homelessness shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the

unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

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

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

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

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

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

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

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

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

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

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

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

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

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

When the district offers an intersession program, priority access shall be given to students experiencing homelessness. If a student experiencing homelessness will be moving during an intersession period, the student's parent/guardian, educational rights holder, or Indian custodian in the case of an Indian child, or, if there is no parent/guardian, educational rights holder, or Indian custodian, the unaccompanied homeless youth, shall determine which school the student attends for the intersession period. (Education Code 48850)

Resolving Enrollment Disputes

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

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

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

The written explanation shall include:

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

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

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

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

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

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

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

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

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

Transportation

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

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

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

Transfer of Coursework and Credits

When a student experiencing homelessness transfers into a district school, the student's coursework and credits shall be transferred as specified in Education Code 51225.2 and Board Policy and Administrative Regulation 6146.3 - Reciprocity of Academic Credit.

Applicability of Graduation Requirements

A student experiencing homelessness who transfers to a district school shall be expected to complete all courses and fulfill graduation requirements as specified in Board Policy 6146.1 - High School Graduation Requirements, unless the student has completed the second year of high school and thereby exempted from such requirements in accordance with Education Code 51225.1.

Eligibility for Extracurricular Activities

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

Notification and Posting Requirements

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

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

BP 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 05/14/2019 | **Last Revised Date:** 08/12/2025

Last Reviewed Date: 08/12/2025

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

Complaints Subject to UCP

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

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500, 52616.18)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, a person's actual or perceived race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; any other characteristic

identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55; or based on the person's association with a person or group with one or more of these actual or perceived characteristics (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 5 CCR 4610; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

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

11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and newcomer students (Education Code 48645.7, 48850, 48853, 48853.5, 48911, 48915.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 12030, 52059.5, 64000; 20 USC 6301 et seq.)
13. Instructional Materials and Curriculum: Diversity (Education Code 243)

A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243, 244)
14. Local control and accountability plan (Education Code 52075)
15. Migrant education (Education Code 54440-54445)
16. Physical education instructional minutes (Education Code 51210, 51222, 51223)
17. Student fees (Education Code 49010-49013)
18. Reasonable accommodations to a lactating student (Education Code 222)
19. Regional occupational centers and programs (Education Code 52300-52334.7)
20. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. State preschool programs (Education Code 8200-8488, 33315)

23. State preschool health and safety issues in license-exempt programs (Education Code 8212)
24. School or athletic team names, mascots, or nicknames pursuant to Education Code 221.3
25. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
26. Any other state or federal educational program the SPI or designee deems appropriate

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

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

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

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

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

Non-UCP Complaints

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

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law

enforcement agency (5 CCR 4611)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity, was subjected to sexual harassment, as defined in 34 CFR 106.30

Such a complaint shall be addressed through the federal Title IX complaint procedures as specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in Administrative Regulation 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with Administrative Regulation 6159.1 - Procedural Safeguards and Complaints for Special Education (5 CCR 3200-3205)
6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with Board Policy 3555 - Nutrition Program Compliance (5 CCR 15580-15584)
7. Any complaint alleging discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with Board Policy 3555 - Nutrition Program Compliance (5 CCR 15582)
8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures (Education Code 35186)

AR 1312.3: Uniform Complaint Procedures Status: ADOPTED

Original Adopted Date: 07/21/2020 | **Last Revised Date:** 08/12/2025
Last Reviewed Date: 08/12/2025

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

Compliance Officers

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

Assistant Superintendent of Student Services

(title or position)

Building W-6

(unit or office)

1720 Norwalk St., Delano, CA 93215

(address)

661-720-4113

(telephone number)

rayon@djuhsd.org

(email)

CSBA NOTE: The following paragraph is for use by districts that have designated more than one compliance officer.

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

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

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable

processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

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

Notifications

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

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

The notice shall include, but need not be limited to, all of the following:

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

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

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

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

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other

instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization (5 CCR 4600)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance (Education Code 49013, 52075)

A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. (Education Code 49013)

3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred (5 CCR 4630)

For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)

4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying (5 CCR 4630)
5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained

knowledge of the facts of the alleged unlawful discrimination (5 CCR 4630)

The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation
7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action

When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the complaint within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

The compliance officer shall begin an investigation into the complaint within 10 business days

of receiving the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint. Refusal by the district to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the investigation report shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint.

Within 60 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Investigation Report" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board.

If the Board decides not to hear the complaint, the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law
3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE (Education Code 262.3)
2. The 60-day moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law (Education Code 262.3)

3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education's Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school practices or procedures; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others

4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

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

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the district, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures

2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law
3. The material findings of fact in the district's investigation report are not supported by substantial evidence
4. The legal conclusion in the district's investigation report is inconsistent with the law
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the district's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the district's UCP
6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from CDE's website. (Education Code 8212; 5 CCR 4691)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent. (5 CCR 4693)

BP 6020 Parent Involvement

Status: ADOPTED

Original Adopted Date: 02/13/2018 | **Last Revised Date:** 01/13/2026 |

Last Reviewed Date: 01/13/2026

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

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

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

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

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

Non-Title I Schools

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

AR 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 11/14/2017 | **Last Revised**

Date: 01/13/2026 |

Last Reviewed Date: 01/13/2026

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

The Superintendent or designee may:

- a. Invite input on the plan from other district committees and school site councils
 - b. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input
 - c. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - d. Ensure that there is an opportunity at a public Governing Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
 - e. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective

parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
 - b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
 - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
 - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
 - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
- c. Schedule joint meetings with representatives from related programs and share data and information across programs
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
 - a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to Item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians

- b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
 - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

Additionally, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in Item #7 of "School-Level Policies for Title I Schools," below. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - ii. Frequent reports to parents/guardians on their children's progress
 - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
- 7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:
 - a. Assist parents/guardians, as appropriate, in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
 - c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 - d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
 - e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating

students in a format and, to the extent practicable, in a language the parents/guardians can understand

- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and

families

- j. Provide a master calendar of district/school activities and meetings
 - k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, website, or other written or electronic means
 - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
 - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
 - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
 - p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
 - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of

parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home.

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's website, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues

- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
- 4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
 - c. Utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from
- 5. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
 - b. Involve parents/guardians and family members in school planning processes

BP 5145.12: Search and Seizure

Status: ADOPTED

Original Adopted Date: 03/10/2009 | **Last Revised**
Date: 08/10/2021 | **Last Reviewed Date:** 08/10/2021

The Governing Board is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, and only as authorized by law, Board policy, and administrative regulation, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. School officials shall exercise discretion and use good judgment when conducting searches.

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

Searches Based on Individualized Suspicion

School officials may search an individual student, the student's property, or district property under the student's control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation.

Any search of a student, the student's property, or district property under the student's control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on district property.

A student's personal electronic device may be searched only if a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Searches of Student Lockers and Desks

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Use of Metal Detectors

The Board finds that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also finds that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall use metal detectors as necessary to keep weapons out of schools and help provide a safe learning environment. The Superintendent or designee shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

Use of Contraband Detection Dogs

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without individualized suspicion.

Original Adopted Date: 03/10/2009 | **Last Reviewed Date:** 03/10/2009

Use of Metal Detectors

The Superintendent or designee shall ensure that the following safeguards are used when making metal detector scans:

1. Before walk-through, students shall be asked to empty their pockets and belongings of metallic objects.
2. If an initial metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and to walk through a second time.
3. If a second activation occurs, a hand-held metal detector shall be used.
4. If the activation is not eliminated or explained, staff shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another district employee.
5. The search shall be limited to the detection of the cause of the activation.

Use of Contraband Detection Dogs

Contraband detection dogs shall not be used in classrooms or other district facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.

Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection, unless school officials have reasonable suspicion to search the item.

Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

(cf. 5131.6 - Alcohol and Other Drugs)

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

Notifications

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:

1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks
2. The district's contraband dog detection program
3. The use of metal detector scans

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

BP 1113: District and School Web Sites

Original Adopted Date: 02/13/2018 | **Last Revised Date:** 08/12/2025

Last Reviewed Date: 08/12/2025

The Governing Board recognizes the value of district and school websites to communicate with students, parents/guardians, staff, and community members. The Superintendent or designee shall maintain district and school websites. The use of district and school websites shall support the district's vision and goals and be coordinated with other district communications strategies.

Design Standards

The Superintendent or designee shall establish design standards for district and school websites in order to maintain a consistent identity, professional appearance, and ease of use.

District design standards shall require an evaluation of products, features, and content accessible to students on district and school websites to prevent access to harmful or potentially harmful material.

The district's design standards shall address the accessibility of district and school websites to individuals with disabilities, including compatibility with commonly used assistive technologies.

Website Content

The Superintendent or designee shall develop content guidelines for district and school websites and assign staff to review and approve content prior to posting.

Board policy pertaining to advertising in district and school publications, as specified in Board Policy 1325 - Advertising and Promotion, shall also apply to advertising on district and school websites.

Privacy Rights

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school websites.

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school websites.

Photographs of individual students shall not be published on district or school websites accompanied by the student's name or other personally identifiable information without the prior written consent of the student's parent/guardian.

If students' names are not included, photographs of individual students or groups of students, such as at a school event, may be published on school or district websites.

Employees' home addresses, personal telephone numbers, and personal email addresses shall not be posted on district or school websites.

The home address, telephone number, or both the name and assessor parcel number associated with the home address of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school websites without the prior written permission of that individual. (Government Code 3307.5, 7928.205, 7920.535)

No public safety official shall be required to consent to the posting on the Internet of the public safety official's photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or the officer's family. (Government Code 3307.5)

AR 1113: District and School Web Sites

Original Adopted Date: 06/13/2000 | **Last Revised Date:** 08/12/2025 | **Last Reviewed Date:** 08/12/2025

Design Standards

The Superintendent or designee shall develop design standards for district and school websites that include, but are not limited to, guidelines to ensure the clear organization of the material, readability of the font type and size, and simplicity of the navigation structure linking the content on the website. Such standards shall take into consideration the ease of use on a wide range of devices.

In accordance with the requirements of the Americans with Disabilities Act, Section 504 of the federal Rehabilitation Act of 1973, and the associated federal regulations, district and school websites shall contain features that ensure accessibility for individuals with disabilities. Such features include, but are not limited to, captions for videos and multimedia presentations, text alternatives to images, provision of sufficient time to use the content, avoidance of flashing images, adequate contrast in visual presentations, and/or other features that meet applicable standards for website accessibility. The Superintendent or designee shall regularly review district and school websites and modify them as needed to ensure legal compliance with accessibility standards.

Website Content

As applicable, district and school websites shall provide current information regarding the district's mission and goals, district/school programs and operations, district/school news, agendas and minutes of Governing Board meetings, School Accountability Report Cards, school calendars, and links to educational resources.

With approval of the principal, individual teachers may create web pages linked to the district or school website to provide information pertaining to class assignments, expectations, and activities.

Student work may be published on district or school websites provided that both the student and the student's parent/guardian provide written permission or the work is part of an existing publication such as a school newspaper.

Any copyrighted material to be posted on a district or school website shall first be submitted to the Superintendent or designee together with the permission of the copyright owner to reprint the material. Any copyrighted material submitted without the copyright owner's permission shall only be posted on a district or school website if the Superintendent or designee determines that the material is in the public domain or that the intended use meets the criteria for fair use or another exception pursuant to 17 USC 107-122. When any copyrighted material is posted, the website shall include a notice crediting the copyright owner and, as necessary, shall note that permission to reprint the material was granted.

Whenever a district or school website includes links to external websites, it shall include a disclaimer that the district is not responsible for the content of external websites.

Roles and Responsibilities

Any employee assigned as a district or school webmaster shall be responsible for the uploading of material to the website(s) upon approval of the Superintendent or designee. The employee shall review district and school websites to ensure consistency with district standards, regularly check links for accuracy and appropriateness, keep the web server free of outdated or unused files, and provide technical assistance as needed.

The Superintendent or designee may assign additional staff members to conduct editorial reviews of all materials submitted for publication on district or school websites and to make corrections as needed in spelling, grammar, or accuracy of content.

The Superintendent or designee shall provide staff development opportunities related to district content guidelines, design standards, and accessibility laws and standards to district communications and technology staff, district and school webmasters, and/or other appropriate staff.

AR 5121: Grades/Evaluation of Student Achievement

Status: ADOPTED

Original Adopted Date: 11/14/2017 | **Last Revised Date:** 07/27/2021 | **Last Reviewed Date:** 07/27/2021

The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that grades shall be based on factors that directly measure students' knowledge and skills in the content area and shall not include nonacademic factors.

Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

Grades for Academic Performance

For grades 4-12, grades for academic performance shall be reported for each grading period as follows:

- | | | |
|---|------------|--|
| A | (90-100%) | Outstanding Achievement 4.0 grade points |
| B | (80-89%) | Above Average Achievement 3.0 grade points |
| C | (70-79%) | Average Achievement 2.0 grade points |
| D | (60-69%) | Below Average Achievement 1.0 grade points |
| F | (0-59%) | Little or No Achievement 0 grade points |
| I | Incomplete | 0 grade points |

An Incomplete shall be given only when a student's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive

extra grade weighting for course equivalent to the District's UC a-g approved weighted classes. The extra weighting is as follows:

- A (90-100%) Outstanding Achievement 5.0 grade points
- B (80-89%) Above Average Achievement 4.0 grade points
- C (70-79%) Average Achievement 3.0 grade points

Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

High school students using interscholastic athletic participation to fulfill physical education requirements, as authorized by Education Code 51242, may be graded on this participation provided a teacher credentialed to teach physical education supervises this participation and assigns the grade.

A person who holds a teaching credential in a subject or subjects other than physical education may be authorized by action of the local governing board to coach one period per day in a competitive sport for which students receive physical education credit, provided that he or she is a full-time employee of the school district and has completed a minimum of 20 hours of first aid instruction appropriate for the specific sport. (Education Code 44258.7(b))

Grades for College Courses

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

Grades for Citizenship and Work Habits

Any grades assigned for citizenship or work habits, such as effort or study skills, shall be reported as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement

Pass/Fail Grading

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade. The parent consent form for the Pass/Fail option must be submitted within 30 days from the first day of enrollment in the course or program. No grades will be changed 90 days after the completion of the course.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

Peer Grading

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

Repeating Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course. The highest grade received shall be used in determining the student's overall grade point average (GPA).

Withdrawal from Classes

A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the

first six weeks of the grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Effect of Absences on Grades

Teachers who choose to withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians of such a possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.

Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade point assigned to each letter grade in accordance with the scale described in the section "Grades for Academic Performance" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. Pass/Fail grades shall not be included in the determination of a student's GPA.

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all district students in grade 12, except for students who have opted out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9)

5121-E-2 Grades/Evaluation of Student Achievement

Status: ADOPTED

Original Adopted Date: 07/27/2021 | **Last Reviewed Date:** 07/27/2021

Pass/Fail Option Consent Form

Delano Joint Union High School District

AR 5121 Pass/Fail Credit Option

Dear Parent/Guardian,

You are receiving this notice because your son/daughter is enrolled in a class outside of the regular school day (i.e. summer, zero or 7th period, unweighted college course taken at a community college or university). Your son/daughter may earn either a traditional letter grade (A, B, C, D, or F) or elect to earn a Pass or Fail grade instead of a letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

This signed consent form for the Pass/Fail option must be submitted within 30 days from the first day of enrollment in the course or program.

I consent that _____ (print student name) ID: _____
earn a pass or fail grade instead of a letter grade in the following course(s):

Course: _____ Period/Session _____ School Year: _____
Course: _____ Period/Session _____ School Year: _____

I understand that my decision is final and that my son/daughter will not be able to change to a traditional letter grade.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Principal or Administrative Designee Signature:

_____ Date _____

Important note: No grades will be subject to change 90 days after completion of the course.

A signed copy of this form shall be mailed to the parent/guardian within 30 days of approval.

Your Child has the Right to a Free Public Education

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

Information Required for School Enrollment

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

Confidentiality of Personal Information

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

Family Safety Plans if You Are Detained or Deported

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

Right to File a Complaint

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

Office of the Attorney General California Department of Justice April 2018