

2026-
2027



Parent -Student Handbook

Para español,
haga clic aquí



Table of Contents

SUPERINTENDENT’S MESSAGE

BOARD OF EDUCATION

VUSD FOUNDATIONS

QUICK TIPS FOR FAMILIES

DISTRICT AND SCHOOL ADMINISTRATION

VUSD SCHOOLS

PARENT AND STUDENT RIGHTS

Parent rights and responsibilities
Notification of rights
Accessing student records
Refrain from harmful use of animals
Release of directory information

CODE OF CONDUCT

Confidential hotline-Say Something
Rights and responsibilities
Dress code
Student behavior and discipline
Grounds for disciplinary strategies
Disciplinary strategies
Suspension
Grounds for suspension and expulsion
Expulsion
Procedures for suspension and expulsion hearings
Student harassment, discrimination and bullying
Title IX coordinators
Student use of technology
Classroom citizenship expectations and consequences
Attendance expectations and consequences
School attendance review board

DISTRICT POLICIES

Uniform complaint procedures
Williams Uniform Complaint Procedures
State Preschool Health & Safety Issues Complaints
Non-discrimination
Expectations and Standards
Homework
Academic Honesty
Sun protective headgear
Use of mobile communication devices
Open High School Campuses
Availability of course prospectus

DISTRICT INFORMATION

Facts
School visitors/volunteers
Special events
Visalia Education Foundation
Accountability report card
Photos/videos at school
Release of directory information form

DISTRICT PROGRAMS

VUSD Physical Education Program (required minutes)
Visalia Learning Center
Special Education
Identification and referral of individuals with exceptional needs
Individual Instructions
Section 504 and Americans with Disabilities
Nutritional Services
Alternative Schools
Career Technical Education
VUSD School Counseling Services
Instruction for Hospitalized Pupils
Advanced Placement examination fees
California School Information Services
English Learner program
Dual Language program
American Indian program

HEALTH INFORMATION

Communicable disease & immunization
Health care emergencies
Student accident insurance
Vision-hearing and scoliosis screening
Exemptions from physical examinations
Home and Hospital
Head lice
Prescription medication at school
Over the counter medication for students
Treatment for Anaphylaxis
Type 1 Diabetes Information
Confidential medical services
Medicaid Reimbursement Program
Social and emotional well-being
Sexual Health

SCHOOL SAFETY

Drug and tobacco free schools
Videotaping
Search and seizure
Loss or damage of property
Student harassment/discrimination
Grievance (complaint) procedure
Bullying Policy
Reporting Threats or Perceived Threats

Safe Transportation
Emergency procedures
Environmental protection agency
Pest management
Reporting of weapons and dangerous objects
Safe storage of firearms
Corporal punishment

SCHOOL ATTENDANCE

Why school attendance is important
Attendance standards
McKinney-Vento Homeless Education
Graduation credits & work permits
High School graduation law
State Assessments
Excessive absenteeism and work permits

SCHOOL RESIDENCY

Enrollment Options and Requirements
Transfer Revocation

TRANSPORTATION

Bus transportation
Foggy day procedures
Student Conduct Aboard the Bus
Walking to and from school bus
Conduct at bus loading zones
Inclement weather procedures
Bus emergency procedures
Safety procedures for school bus stops
Escorted crossing procedures
Rules of the road for parents
School bus danger zone

PARENTS' GUIDE TO TECHNOLOGY

Establish rules at home
E-mail and chat-rooms

Inappropriate content on the Internet
Encourage information literacy
Technology at school

DISTRICT TITLE I PARENTAL INVOLVEMENT POLICY

ANNUAL NOTIFICATION OF UNIFORM COMPLAINT PROCEDURES

A Message to VUSD Families

Dear VUSD Families:

Welcome to another wonderful year at Visalia Unified School District. Thank you for choosing Visalia Unified as your home for learning.

This parent and student handbook is your go-to resource for answers to your most pertinent questions. You will find educational code paired with VUSD policies and procedures to help you understand the legal background to the information.

This Parent and Student Handbook is designed to be your go-to resource for important information throughout the year. Inside, you'll find helpful overviews of district policies, educational codes, and procedures, all intended to support a safe and successful learning environment for every student.

New this year, you'll find a detailed overview of our updated discipline strategies. This section was developed in response to valuable input from both teachers and families, and it outlines how we approach discipline across our schools—from the boardroom to the classroom. We encourage all families to review this section closely, along with key responsibilities for students, staff, and parents. You'll also find helpful information about graduation requirements, work permits, and more.

In addition, we've included our updated student cell phone policy, which will be strictly enforced beginning this school year. While we recognize that phones can be helpful tools, they can also be a major distraction during instructional time. To support focus and academic success, all students will be expected to follow the new guidelines outlined in the handbook.

Together with our board, we look forward to getting to know our new students and families and invite you to stay in touch with us by downloading our VUSD app and connecting with us on social media @visaliausd.

Sincerely,

Kirk Shrum
Superintendent of Schools
Visalia Unified

Board of Education

Joy M. Naylor, President

Todd Oto Ed.D, Clerk

Paul Belt

Kenneth DeJonge

Jacqueline A. Gaebe

Walta S. Gamoian

Randy Villegas, Ph.D.

Board Meetings for 2026-2027:

2026	2027
July 23, 2026 August 18, 2026 September 8, 2026 October 6, 2026 November 17, 2026 December 14, 2026	January 12, 2027 February 9, 2027 March 9, 2027 April 13, 2027 May 11, 2027 June 8 and 10, 2027

All meetings are held in the Boardroom at the District Office, 5000 West Cypress Avenue, Visalia, CA, unless otherwise posted. Meetings start with Closed Session at 4:30 p.m. and Open Session is held at 5:30 p.m., unless otherwise posted.

Role of the Board	The role of the trustees who sit on a locally elected school board is to ensure that school districts are responsive to the values, beliefs and priorities of their communities. The board fulfills this role by performing three major responsibilities. These are setting direction; balancing and approving a district budget; and hiring and being the direct report of their sole employee - the superintendent. Authority is granted to the board as a whole, not each member individually. Therefore, board members fulfill these responsibilities by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community. (Source: California School Boards Association)
Public Comment	It is recommended that members of the public who wish to provide public comments in-person during a board meeting complete and submit a "request to speak" form before the start of the meeting or before the item comes up on the agenda. The form is available inside the board meeting room on the day of the meeting. During the meeting, speakers who have requested to address the Board in person will be called to do so. Comments relating to a public hearing are to be made during the public hearing. Comments on items that are on the agenda are to be made when the item is called by the Board President. Comments on matters that are not on the agenda are to be made during the "General Public Comment" time when called by the Board President. Pursuant to Board Bylaw 9323, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes.



Visalia Unified Foundations

Mission | Vision | Beliefs | Commitments | Plan

Mission: Every Student Learning Every Day

Vision: Every Student Empowered to Achieve Future Success

Core Beliefs and Commitments



All students can achieve at high levels and demonstrate continuous growth

- Providing high-quality learning experiences that allow all students to reach their fullest potential
- Equipping students and staff with the educational tools necessary for achievement and growth



Family and community engagement is key to student success

- Providing families and community members pathways of connectivity to the education system
- Facilitating timely and consistent communication to position families to participate in their students' learning experiences



Learning environments should be safe, supportive, and innovative

- Ensuring all students are known by their name, welcomed each day, and connected to meaningful activities
- Designing learning environments that drive innovative practices to improve student outcomes
- Providing all students the academic and social supports needed to be successful
- Creating physical and social-emotional safety in all learning environments

Commitment for Student Learning

If we...

- ✓ Continually improve processes and systems
- ✓ Ensure a strong foundation for all learners
- ✓ Empower teachers and staff
- ✓ Have a high quality, professionally trained workforce

- ✓ Ensure equitable allocation of resources
- ✓ Facilitate pathways of connectivity

...then we will ensure the success of each and every student.

Visalia Unified
Forward2030
VUSD Strategic & Facilities Plan

High Expectations, High Achievement
Empowering Students, Engaging Families & Community
Organizational Efficiency & Effectiveness



I believe in, I belong in...I am VUSD

Quick Tips for Families

The purpose of these next two pages is to provide a summary of key items in this handbook. Each summary will reference the pages where you can find all of the details for that summary.

Parent Rights (pages 11 - 12)	Student Rights (Pages 12 - 13)
As the parent of a child in California Public Schools, California state law governs the operations of public schools. Parents and guardians have specific rights in regards to: student records; use of animals; directory information; and military and college recruiters.	Students have the right to: receive a public education; attend school in a secure academic and social climate, free of fear and violence; enjoy the full benefit of their teachers' efforts; have ready access to a designated counselor and administrator; examine personal records upon reaching the age of sixteen or completing the 10th grade; and be fully informed of school rules and regulations.
Parent Responsibilities (page 14)	Student Responsibilities (page 14)
Parents have a responsibility to: visit school periodically to participate in conferences with teachers, counselors, or administrators regarding the academic and behavioral status of their children; provide support at home by making sure that children have enough sleep, adequate nutrition, and appropriate clothing before coming to school; assist their children understand the academic and conduct standards of school; provide the school with current contact information which may help the school to serve their children; become familiar with District policies and regulations and school rules; and ensure their children have good attendance and arrive on time.	Students have a responsibility to: attend school and classes regularly and on time; be prepared for class with the appropriate materials and work; know and obey school rules and regulations; respect the rights of school personnel, fellow students, and the public in general; and demonstrate pride in the appearance of school buildings and grounds.
Teacher Rights (page 14)	Teacher Responsibilities (page 14)
Teachers have the right to: expect and receive the attention, effort, and participation of the students attending their classes; have parental and administrative support to ensure a safe classroom for the teacher and their students; teach with minimal interruptions; enjoy respectful and courteous treatment by students and other staff; and receive coaching to help improve their skillset.	Teachers have a responsibility to: consider the personal worth of each individual student as a single, unique, important human being; attempt to equip each learner with the knowledge, skills, attitudes, and values required for successful living; teach students about accountability for their actions using age-appropriate disciplinary measures and alternative means of correction that are tailored to correct a student's specific misbehavior; assess divergent ideas, opinions, and expressions objectively and deal with them in a balanced, unbiased, and fair manner; keep parents and students informed with timely or periodic reports about the student's school experience; be receptive to critique and welcoming of praise, with the objective of an ever growing professional stature; and manage the classroom environment consistent with District policies and school rules.

Grounds for Discipline (Pages 17 - 19) See Inappropriate Student Behaviors Chart on pages 19 - 27	Student conduct – whether occurring on school grounds, during lunch on or off campus, while going to or from school, at a school function, or off campus if it is reasonably likely to cause, or causes a substantial disruption of school activity – may result in a teachable moment, alternative means of correction, or formal disciplinary depending on the circumstances per a school site’s administrative investigation. Disciplinary measures may include: alternative means of correction, detention, suspension, and/or expulsion. Suspension and/or expulsion shall be imposed only when (1) other means of correction have failed to bring about proper conduct; (2) the student’s presence causes a danger to themselves or others; and/or (3) as required or permitted by law. Specific details of the procedures and due process rights following suspension and/or recommended expulsion from school are provided in Board Policy and Administrative Regulations 5144, 5144.1, and 5144.2.
Harassment (Page 29)	The Board prohibits, at any District school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student’s actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.
Bullying (Page 29)	No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. (BP 5131.2).
Attendance (Pages 33 - 38)	The District believes that regular attendance plays an important role in student achievement. If students do not attend school, they have limited their opportunity to become mature, knowledgeable, and productive members of society. Absenteeism has a direct, negative effect on student achievement, promotion, graduation, behavior, and employment potential. It has been well demonstrated that regular attendance is a key factor in the success a student achieves at school. Review the California laws, including education and penal codes that may come into play when students are chronically absent.
School Transfers (Pages 70 - 76)	Each student shall be enrolled in the particular school designated by attendance area boundaries for the school; however, the Board of Education desires to provide options that meet diverse needs and interests of district students. Students who reside within district boundaries may apply for enrollment in any district school and if space permits, may be enrolled. Education Code 46660 and Board Policy 5117(a).

District Administration

Superintendent, Kirk Shrum
Deputy Superintendent, Mark Thompson
Assistant Superintendent of Human Resources Development, Ben Dhillon
Chief Business Officer, Nathan Hernandez
Administrator, Operations, Erik Kehrer
Administrator, Operations, Matt Shin
Administrator, Accountability & Advisement, Kim Nelson
Administrator, Business Functions, Kyla Johnson
Administrator of School Leadership, Alma Navarro
Administrator of School Leadership, Terri Martindale
Administrator of School Leadership, Liz Serrato
Administrator, Human Resources, Judy Burgess
Administrator, Human Resources, Joshua Bacci
Administrator, Student Support Services, Courtney Hill
Executive Director, Student Services, Natali Garza
Executive Director, Teaching & Learning, Breanne Phillips
Director, Assessment & Accountability, Vacant
Director, Expanded Learning Opportunities, Michele Reid
Director, Budget & Payroll, Sandra Flores
Director, Facilities, Steve Pena
Director, Athletics & Physical Education, John Perez
Director, Literacy & Social Sciences, Joanna Lauer
Director, STEM, Jim Billingsley
Director, Assessment and Accountability, TBD
Director, Multilingual and Advanced Learning, Claudia Ardon-Diaz
Director, Student Services, Angelina Gonzales-Thomas
Director, Visual and Performing Arts, Alan McFarlane
Director, Early Childhood Education, Leticia Trevino
Director, Early Childhood Special Education, Tina Shirley
Director, Human Resources, Kevin Mayes
Director, Human Resources, Robyn Narahara-Correia
Director, Maintenance, Michael Doria
Director, Custodial & Grounds, Alejandro Marraquin
Director, Nutritional Services, Regina G. Ocampo
Director, Sequoia Adult Ed Consortium, John Werner
Director, Student Wellness, Gina Fabrizio
Director, Special Education, Laurie Duerksen
Director, Special Education, Michelle Zavaleta
Director, State & Federal Funding, Marlena Celaya
Director, Technological Services, Chuck Boone
Director, Instructional Technology, Rick Hamilton
Director, Transportation, Luis Dominguez
Director, Family & Community Services, Sandra Polk
Coordinator, Family & Community Services, Vanessa Alvarado
Coordinator, Family & Community Services, Armando Villarreal
Coordinator, State and Federal, Lindsey Peyton
Coordinator, Accounting, Lisa Garcia
Coordinator, Environmental Safety, Angel Garcia
Coordinator, Health Services, Tiffani Walkowiak
Coordinator, Mental Health Services, Ivan Rodriguez
Coordinator, Library Media Services, Donna Ervin
Coordinator, Adult LVN Program, Joyce Glaspie
Coordinator, Human Resources, Serena Arias
Coordinator, Human Resources, Elissa Cotta
Coordinator, Human Resources, Jessica Cruz
Coordinator, Human Resources, Vanessa Shearer
Coordinator, Human Resources, Robby Jimenez
Coordinator, Payroll, Heidi Gonzalez
Coordinator, Special Education, Rachel Oliveira
Coordinator, College and Career Readiness, Krista Taylor
Coordinator, Expanded Learning, Christi Mayberry
Coordinator, Early Childhood Special Education, Amanda Willis
Coordinator, Advanced Learning, Scott Kirchman
Coordinator, Career Technical Education, Drew Hernandez

Coordinator, STEM, Sarah Yates
 Coordinator, Strategic Planning & Support, Felisa Hannah
 Coordinator, Literacy & Social Sciences, Michael Derosa
 Coordinator, Student Services, Frank Escobar
 Coordinator, MTSS, Stephen Amundson
 Coordinator, Behavior Intervention & Community Schools, Andrea Herrera
 Coordinator, Visual and Performing Arts, Tony Luna
 Coordinator, School Safety and Security, Luis Jaramillo
 Coordinator, Student Conduct and Prevention, Bradley Thompson
 Coordinator, Technological Services, Adam Brown
 Coordinator, Transportation, Austin Dodds
 Coordinator, Transportation, Brian Mitchell
 Coordinator, Transportation, Zachary Soliz
 Coordinator, Maintenance, Shawn McDonald
 Coordinator, Maintenance, Josh Creech
 Coordinator, Maintenance, Tony Brasil
 Coordinator, Grounds/Custodial, Lupe Hernandez
 Coordinator, Grounds/Custodial, Derek Dominguez
 Coordinator, Internal Auditor, Veronica Dominguez
 Coordinator, Business Services, La Lambert
 Coordinator, Assessment & Accountability, Hizkia Gunawan
 Public Information Officer, Cristina Gutierrez

For additional information, please call your child's school or:

Administrator, School Leadership 730-7515
 Peer Assistance Review 735-8181
 Social Emotional Wellness 730-7588
 State & Federal Projects 931-8095
 Special Education 730-7581
 SST/504 -730-7588
 Teaching and Learning 730-7555
 Student Services/ Records 730-7588
 Student Services/Transfers- 730-7566
 Drug/Alcohol Program 730-7573

Child Welfare 730-7566
 Expulsion Information 730-7588
 Visalia Learning Center 931-8113
 Health Services 730-7580
 Family and Community Resource Center 730-7566
 Expanded Learning Opportunities 931-8062
 Compass Program 730-7761
 Early Childhood Special Education program 735-8130
 Adult Transition program 730-7655

VUSD SCHOOLS

ELEMENTARY SCHOOLS

ANNIE R. MITCHELL 2121 E. Laura St., Visalia, CA 93292 622-3195, Jessica Peredo, Principal
CONYER 814 S. Sowell, Visalia, CA 93277 730-7751 Carrie Stephens, Principal
COTTONWOOD CREEK 4222 S. Dans St., Visalia, CA 93277 735-3539 Chandra Mendoza, Principal
CRESTWOOD 3001 W. Whitendale, Visalia, CA 93277 730-7754 Denise Crabtree, Principal
CROWLEY 214 E. Ferguson, Visalia, CA 93291 730-7758 Bo Yang, Principal
DENTON 2231 N. Denton, Visalia, CA 93291 931-8050 Megan Perch, Principal
ELBOW CREEK 32747 Road 138, Visalia, CA 93292 730-7766 Rebekah Moor, Principal
FOUR CREEKS 1844 N. Burke, Visalia, CA 93292 622-3115 Lisa Majarian, Principal
GOLDEN OAK 1700 N. Lovers Ln., Visalia, CA 93292 730-7851 Brooke Schilling, Principal
GOSHEN 6505 Ave. 308, Goshen, CA 93277 730-7847 Jessica Lucero, Principal
HIGHLAND 701 N. Stevenson, Visalia, CA 93291 730-7769 Brittney Guerrero, Principal
HOUSTON 1200 N. Giddings, Visalia, CA 93291 730-7772 Monica Saenz, Principal
HURLEY 6600 W. Hurley, Visalia, CA 93291 730-7905 Keri Montoya, Principal
IVANHOE 16030 Ave. 332, Ivanhoe, CA 93235 730-7849 Jonna Rasner, Principal
LINWOOD 3129 S. Linwood, Visalia, CA 93277 730-7776 Michal Yates, Principal
MANUEL F. HERNANDEZ 2133 N. Leila St., Visalia, CA 93291 622-3199 Sonya Joyner, Principal
MINERAL KING 3333 E. Kaweah Ave., Visalia, CA 93291 730-7779 Ka Yang, Principal
MOUNTAIN VIEW 2021 S. Encina, Visalia, CA 93277 730-7783 Stephanie Gendron, Principal
OAK GROVE 4445 W. Ferguson, Visalia, CA 93291 622-3105 Travis Hambleton, Principal
PINKHAM 2200 E. Tulare Ave., Visalia, CA 93292 730-7853 Nathan Taylor, Principal

RIVERWAY 1341 Glendale Ave., Visalia, CA 93291 931-8020 Heather Jorgensen, Principal

MIDDLE SCHOOLS (Grades 7-8)

DIVISADERO 1200 S. Divisadero, Visalia, CA 93277 730-7661 Kyle Yanes, Principal

GREEN ACRES 1147 N. Mooney Blvd. Visalia, CA 93291 730-7671 Scott Braun Principal Scott Braun

LA JOYA 4711 W. La Vida, Visalia, CA 93277 730-7921 Andrew Bishop, Principal

VALLEY OAK 2000 N. Lovers Ln., Visalia, CA 93292 730-7681 Jose Franco Gonzalez, Principal

RIDGEVIEW 3315 N. Akers, Visalia, CA 93291 622-3308 Steven Mueller, Principal

HIGH SCHOOLS (Grades 9-12)

EL DIAMANTE 5100 W Whitendale Ave., Visalia, CA 93291 735-3505 Niels Burgess, Principal

GOLDEN WEST 1717 N. McAuliff, Visalia, CA 93292 730-7814 Michel Lambert, Principal

MT. WHITNEY 900 S. Conyer, Visalia, CA 93277 730-7602 Jesus Gonzalez, Principal

REDWOOD 1001 W. Main St, Visalia, CA 93291 730-7367 Brandon Gridiron, Principal

VISALIA TECHNICAL EARLY COLLEGE 2049 S. Linwood, Visalia, CA 93277 622-3212 Martha Diaz, Principal

ALTERNATIVE PROGRAMS

SEQUOIA HIGH SCHOOL (16+) 1040 N Woodland St, Visalia, CA 93291 730-7649 Adolfo Reyes, Principal

VISALIA ADULT SCHOOL 3110 E. Houston; Visalia, CA 93291 730-7655 Tami Olson, Principal

CHARTER HOME SCHOOL ACADEMY (K-8) 211 W. Tulare Ave. Visalia, CA 93277 622-3272 Kaytlyn Naylor, Principal

VISALIA CHARTER INDEPENDENT STUDY 424 North Lovers Lane, Visalia CA 93291 931-8030 Carli Hawkins, Principal

CREEKSIDE COMMUNITY DAY SCHOOL 901 N. Mooney; Visalia, CA 93291 730-7491 Dominique Rivera, Principal

COMPASS PROGRAM 1800 N. LOVERS LANE, VISALIA, CA 93292 730-7851 Zachory Morton, Principal

For the most accurate information, please visit your school's website: <http://www.vusd.org>

PARENT AND STUDENT RIGHTS

YOUR RIGHTS AND RESPONSIBILITIES

As the parent of a child in California Public Schools, California state law governs the operations of public schools. The State Legislature passes new laws affecting public education, as well as laws directing local school districts to undertake new responsibilities. These laws often require that school districts inform parents of the opportunities and protections to which they are entitled. The following is a summary of state law provisions with which parents should be familiar. In most cases, the laws have been summarized with the California Education Code number provided if additional information is needed. (The symbol "E.C." stands for Education Code, which is the area of the state law that affects public schools.)

NOTIFICATION OF RIGHTS

[26-27 Annual Parent/Guardian Notice of Rights](#)

School boards must notify parents of their rights to service and programs offered by public schools. Signature of the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not indicate that consent to participate in any particular program has either been given or withheld. (E.C. 48982)

PARENT'S/GUARDIAN'S RIGHTS NOTIFICATION ACCESSING STUDENT RECORDS

(Ed. Code Section 49063)

You are hereby notified of your rights and responsibilities as a parent/guardian of a child enrolled in Visalia Unified School District

(Ed. Code Section 48980).

Pupil records maintained by the Visalia Unified School District consist of personal identifying information, subjects taken, grades received, standardized test results, attendance records, and health records. Pupil records are maintained at each school where the pupil is attending. The school principal or his/her designee is responsible for maintaining each type of pupil records and the information contained therein. The green folder containing special education information and the red folder containing 504 information is kept in the cum folder. The confidential file containing psychological information is also kept in the Student Services Department in a locked file.

Pupil records are accessible only to parents or legal guardians, a pupil 16 years or older or having completed the 10th grade, and school officials who have a legitimate educational interest in the pupil. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as a youth services officer, an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A legitimate educational interest is one held by officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records in order to fulfill his or her professional responsibility to the school district. Officials of other public school systems or post-secondary institutions where a student intends or is directed to enroll may request records of the enrolling student from our school district for the purposes of enrollment or transfer.

Section 4155 of the Elementary and Secondary Education Act of 1965 requires that each school has in place a procedure to facilitate the transfer of disciplinary records with respect to a suspension or expulsion. Parents/Guardians have a right to review and challenge the contents of their child's records. (Ed. Code Sections 49069-49070)

Regarding student records, parents have the right to file a complaint with the family Policy Compliance Office, US Department of Education, 400 Maryland Ave., Southwest, Washington, D.C. 20202(1-800-872-5327)

RIGHTS TO REFRAIN FROM THE HARMFUL OR DESTRUCTIVE USE OF ANIMALS

Each teacher of a course that uses live or dead animals or animal parts, except for agricultural classes, shall inform students of their right to refrain from harmful or destructive use of animals. Students may then notify the teacher of their objection. If a student's objection is substantiated by a note from the parent/guardian and if the teacher believes an adequate alternative educational project is possible, the teacher may work with the student to develop and agree upon an alternative project which would provide the knowledge, information or experience required by the course of study. The alternative project shall involve time and effort comparable to that required by the original project.

A teacher's decision in determining if a student may pursue an alternative project or be excused from the project must not be arbitrary or capricious. Students who choose alternative projects shall pass all examinations in order to receive course credit. The students may seek alternative tests to any tests requiring the harmful or destructive use of animals. (Ed. Code. Sections 32255-32255.6)

RELEASE OF DIRECTORY INFORMATION

The Superintendent or designee may authorize the release of student directory information to representatives of the news media, employers, prospective employers or nonprofit organizations as provided by law.

Colleges and military recruiters shall have access to a secondary student's name, address and telephone number upon request, unless the parent/ guardian or the secondary student has specified in writing that the information shall not be released without prior written parent consent.

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

Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy disclosed. Such student information includes: name, address, date and place of birth, dates of attendance, degrees and awards received, and most recent previous school attended.

The district shall not release directory information regarding any student whose parent/guardian has notified the district in writing that

such information shall not be released without the parent/guardian's prior consent. Forms are available in each high school office, page 44 of this directory and on the Visalia Unified School District website, <http://www.vusd.org> under Student Services, Directory Information.

California College Guidance Initiative Data Sharing (Ed. Code § 60900.5(d))

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

Military and College Recruiters

The district shall not release to Military or College recruiters the name, address, and telephone number of any secondary student who has, or whose parent /guardian has, requested in writing that this information not be released without prior written parent consent. Forms are available in each high school office, page 44 of this directory and on the Visalia Unified School District website, under Student Services, Directory Information. <http://www.vusd.org>

STUDENT CODE OF CONDUCT



Say Something Anonymous Reporting System (SS-ARS) is a system that enables students to anonymously report any issue 24/7/365 through an app, hotline, or website. Nationally, in four out of five school shootings, the attacker told people of their plans ahead of time. SS-ARS teaches middle and high school students to recognize the warning signs of someone at-risk of hurting themselves or others and how to say something. SS-ARS aligns seamlessly with our existing social-emotional learning curriculum, instruction, and programming.

How To Submit An Anonymous Tip



Submit A Tip

Submit A Tip Through Our
Secure Website



Call Hotline

Call Our 24/7 Crisis Hotline
Counselors At 1-844-5-SayNow



Get The App

Download Our Mobile App At
Google Play Or Apple Store



Follow Up

Request Follow Up Information On
The Tip You Submitted

<https://www.sandyhookpromise.org/say-something-tips/>



Say Something SHP 4.4
Anonymous Reporting System
Navigate360, LLC
Designed for iPad
★ ★ ★ ★ 1.9 + 621 Ratings
Free

RIGHTS AND RESPONSIBILITIES

The District expects students to make good use of learning opportunities by demonstrating regular attendance, appropriate conduct and respect for others. The District also respects the rights of students to express themselves and engage with the

curriculum in a manner that is not disruptive to the learning environment or infringes on the rights of others. The following is a non-exhaustive list of the rights and responsibilities that are evident on school campuses:

- To receive a public education.
- To attend school in a secure academic and social climate, free of fear and violence.
- To enjoy the full benefit of their teachers' efforts.
- To have ready access to a designated counselor and administrator.
- To examine personal records upon reaching the age of sixteen or completing the 10th grade.
- To be fully informed of school rules and regulations.

RESPONSIBILITIES OF STUDENTS

- To attend school and classes regularly and on time.
- To be prepared for class with the appropriate materials and work.
- To know and obey school rules and regulations.
- To respect the rights of school personnel, fellow students, and the public in general.
- To demonstrate pride in the appearance of school buildings and grounds.

RIGHTS OF PARENTS

- To expect that their children will spend their time at school in a safe, inclusive, and stimulating atmosphere engaged in productive activity under the care and direction of dedicated staff.
- To have assurance that school personnel will work with them in a mutually supportive and respectful partnership.
- To be informed of District policies and regulations and school rules.
- To review their child's records.

RESPONSIBILITIES OF PARENTS

- To visit school periodically to participate in conferences with teachers, counselors, or administrators regarding the academic and behavioral status of their children.
- To provide support at home by making sure that children have enough sleep, adequate nutrition, and appropriate clothing before coming to school.
- To assist their children understand the academic and conduct standards of school.
- To offer productive feedback on District and school policies, regulations, and programs.
- To provide the school with current contact information which may help the school to serve their children.
- To become familiar with District policies and regulations and school rules.
- Ensure their children have good attendance and arrive on time.

RIGHTS OF TEACHERS

- To expect and receive the attention, effort, and participation of the students attending their classes.
- To have parental and administrative support to ensure a safe classroom for the teacher and their students.
- To teach with minimal interruptions.
- To enjoy respectful and courteous treatment by students and other staff.
- To receive professional coaching that will help improve their skill sets.

RESPONSIBILITIES OF TEACHERS

- To consider the personal worth of each individual student as a single, unique, important human being.
- To attempt to equip each learner with the knowledge, skills, attitudes, and values required for successful living.
- To teach students about accountability for their actions using age-appropriate disciplinary measures and alternative means of correction that are tailored to correct a student's specific misbehavior.
- To assess divergent ideas, opinions, and expressions objectively and deal with them in a balanced, unbiased, and fair manner.
- To keep parents and students informed with timely or periodic reports about the student's school experience.
- To be receptive to critique and welcoming of praise, with the objective of an ever growing professional stature.
- To manage the classroom environment consistent with District policies and school rules.

RIGHTS OF SUPPORT STAFF

- To expect and receive the attention, effort, and participation of the students they are supporting.
- To have parental and administrative support to ensure a safe classroom for the teacher, support staff and students.
- To support learning with minimal interruptions.
- To enjoy respectful and courteous treatment by students and other staff.

RESPONSIBILITIES OF SUPPORT STAFF

- To consider the personal worth of each individual student as a single, unique, important human being.
- To attempt to equip each learner with the knowledge, skills, attitudes, and values required for successful living.
- To support students in accountability for their actions using age-appropriate disciplinary measures and alternative means of correction that are tailored to correct a student's specific misbehavior.
- To be receptive to critique and welcoming of praise, with the objective of an ever growing professional stature.
- To support the classroom environment consistent with District policies and school rules.

RIGHTS OF ADMINISTRATORS

- To initiate actions necessary to maintain a productive, healthy, safe, and inclusive environment in which optimum learning and teaching conditions prevail.
- To make decisions on all issues confronting schools, primarily on the basis of what is best for the students.
- To manage the operations of District schools with input and cooperation from students, parents, and teachers.
- To expect that all school teachers recognize and fulfill their role as educators and other employees provide support and enhance the educational program.
- To receive professional coaching that will help improve their skill sets.

RESPONSIBILITIES OF ADMINISTRATORS

- To provide leadership that will establish, encourage, and promote good teaching and effective learning.
- To establish, publicize, and enforce school rules that facilitate effective learning and promote attitudes and habits of good citizenship and civil discourse among the students.
- To request assistance from the District's support services, community agencies, and other relevant resources to assist students access their education.
- To assess divergent ideas, opinions, and expressions from students, staff, and parents objectively and deal with them in a balanced, unbiased, and fair manner.

DRESS CODE

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations.

It is the responsibility of students and parents/guardians, with the cooperation of the school, to maintain an acceptable standard of dress. General campus and classroom dress should be neat, clean and not disruptive to the learning environment. All students should be able to dress appropriately and comfortably for school without fear of unnecessary discipline or fear of displaying their body in front of others when the dress code is enforced. It is not the district's purpose to dictate specific dress, but rather to ensure the following: The health and welfare of students, a safe and calm school environment, and appropriateness.

(cf. 0420 - School Plans/Site Councils)

The following guidelines shall apply to all regular school activities for grades K- 12, and includes clothing and where applicable, jewelry and other personal items (e.g., backpacks, fanny packs, gym bags, water bottles, etc.):

1. Students must wear appropriate bottoms, tops, and shoes must be worn at all times. Students may wear pants; fitted pants, including leggings, yoga pants, and "skinny jeans"; sweatpants; ripped jeans, as long as underwear is not exposed; athletic attire; shorts; skirts; and dresses. Tops must reach the waistband of bottoms, regardless of arm position (tops that reveal midriff is a violation). When students are sitting or standing, clothing must cover underwear, genitals, buttocks, and areolae/nipples with opaque material. Shoulders must be covered with at least a non-undergarment strap of clothing (strapless/backless tops are in violation of dress code), unless it is formal attire for a school-sponsored event. (Visible waistbands or straps on undergarments worn under other clothing are not a violation.) Students in grades Preschool through 6th grade should wear shoes with backstraps for safety purposes.
2. Students cannot have clothing or personal items on campus, including brands that promote any of the following:
 - a. Violent language or images.

- b. Images or language depicting vaping, drugs, or alcohol (or any illegal item or activity) or the use of same
 - c. Clothing, jewelry, personal items (backpacks, fanny packs, gym bags, water bottles etc.), shall be free of writing, pictures or any other insignia which is vulgar, lewd, obscene, profane or sexually suggestive, or which promotes the use of drugs, alcohol, tobacco, violence, illegal activity, which advocate racial, ethnic, religious or sexual orientation prejudice, or which constitute hate speech as defined in BP 5145.9 – Hate-Motivated Behavior
 - d. Profanity
 - e. Pornography.
 - f. Images and/or language that creates a hostile or intimidating environment based on any protective class. Religious messages may not be singled out for suppression, but shall be subject to the same rules that apply to comparable non-religious messages. Students with any tattoo in violation of this regulation that creates a hostile or intimidating environment based on a protective class may be required to wear clothing or other types of coverings over the tattoo to ensure an appropriate and safe learning environment for all students.
 - g. Helmets, hoods, or other headgear that obscures the face masks that cover the entire face are not allowed due to safety reasons or concerns. (except as a religious observance)
(cf. 5145.9 – Hate-Motivated Behavior)
3. Sun-protective clothing including: hats, caps, beanies, durags, and other head coverings shall not be worn indoors. Students shall be allowed to wear sun- protective clothing, including but not limited to hats for outdoor use during the school day. (Education Code 35183.5) Students without religious accommodations must remove headwear when indoors in the classroom. Helmets, hoods, headphones, or other headgear that obscures the face or ears (except as a religious observance) are not allowed except as required by law, including religious observance and disability accommodation, or as necessary for the educational or athletic activity.
 4. Clothes shall be sufficient to conceal undergarments at all times and worn in a manner that does not disrupt the learning environment. See-through tops, bare abdomens, and pants worn in a manner so they sag to show underwear are prohibited. Leggings are permitted as long as no part of the leggings are see-through.
 5. Attire or accessories, that could be considered dangerous or which may be used as a weapon, are not allowed. This includes, but is not limited to chains, wallet chains, and items with spikes or studs.
 6. Sunglasses shall not be worn in school buildings unless there is a physician's letter on file specifying the need or the need is specified in a student IEP.

Students shall be provided, as necessary, access to alternative clothing when their dress and grooming violates the above regulations.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. When wearing particular attire, such as yarmulkes, head scarves, hijabs, patkas, or other clothing or jewelry associated with their religion or containing a religious message during the school day, schools generally may not prohibit the wearing of such items, unless it is likely to cause a substantial disruption of, or interference with, the orderly operation of the school. Students desiring to attend school with a kirpan should consult with school officials to ensure that the wearing of a kirpan complies with applicable laws restricting knives on school grounds while also accommodating as best as possible the student's sincerely held religious belief. If a student's religious attire could cause a safety hazard in a particular activity, an alternative activity shall be substituted for that student.

Gang-Related Apparel

At individual schools that have a board approved dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed periodically. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined above. Students in violation of the dress code will be provided three (3) options to be dressed more to code during the school day:

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
- If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity. • School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be required to display their body in front of others (students, parents, or staff) in school during dress code enforcement by staff. This includes, but is not limited to, staff instructing students to:
 - p Kneel or bend over to check attire fit;
 - p Measure straps or skirt length;
 - p Answer questions to account for their attire in the classroom or in hallways in front of others;

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact the Administrator of Equity & Student Services or file a report using the District's Student Reporting System.

STUDENT BEHAVIOR AND DISCIPLINE

(Ed. Code §§ 35291, 48980)

The District is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and will help prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The District believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Discipline (i.e. teaching and responding to student behavior) occurs along a continuum in schools; beginning with universal school-wide preventative strategies to ensure daily civility to best practices for alternative means of correction to formal school/district consequences. When misconduct occurs, staff shall attempt to identify the root cause(s) of the student's behavior and implement age-appropriate disciplinary strategies. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and their opportunity to learn. Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the District's nondiscrimination policies.

NOTE: Individual schools may have their own unique rules governing certain student behavior due to the age of students present, and other factors necessary to protect the health and safety of the school's students. These unique school rules must be designed in cooperation with teachers, students, and parents/guardians and approved by the Board. In particular, dress code policies may be modified by each school site but shall still be consistent with Board Policy and Administrative Regulation 5132 and reviewed by the Board.

Grounds for Disciplinary Strategies

[BP 5144](#), [5144.1](#), [5144.2](#)

Student conduct – whether occurring on school grounds, during lunch on or off campus, while going to or from school, at a school function, or off campus if it is reasonably likely to cause, or causes a substantial disruption of school activity – may result in a teachable moment, alternative means of correction, or formal disciplinary action depending on the circumstances per a school site's administrative investigation. Disciplinary measures may include: alternative means of correction, detention, suspension, and/or expulsion. Suspension and/or expulsion shall be imposed only when (1) other means of correction have failed to bring about proper conduct; (2) the student's presence causes a danger to themselves or others; and/or (3) as required or permitted by law. Specific details of the procedures and due process rights following suspension and/or recommended expulsion from school are provided in Board Policy and Administrative Regulations 5144, 5144.1, and 5144.2.

INDIVIDUAL SEARCHES

[BP 5145.12](#)

School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, and/or other rules of the school or the district. Board Policy 5145.12 (a) – Search and Seizure/Administrative Regulation 5145.12(b) – Search and Seizure.

Disciplinary Strategies

Behavior Correction Procedure

[Behavior Correction Procedure Flyer](#)

Teacher Monitors Student Actions:

Observation: Does behavior meet expectations? If yes, acknowledge positive behavior/continue instruction. If no, proceed with step 1.

- Step 1. Review Expectations/Verbal Warning: Does behavior improve? If yes, acknowledge positive behavior/continue instruction. If no, proceed with step 2.
- Step 2. One-on-One Conference With Student: Does behavior improve? If yes, acknowledge positive behavior/continue instruction. If no, proceed with step 3.
- Step 3. Complete Reflection Form & Phone Call Home (Classroom Managed): Does behavior improve? If yes, acknowledge positive behavior/continue instruction. If no, proceed with step 4.
- Step 4. Student Office Referral/Administration Intervention(Office Managed Incident)

Sample Scenario: Classroom vs. Office Managed Response

Scenario: A student repeatedly talks over the teacher and interrupts peers during a classroom discussion despite established rules for raising hands.

Classroom Managed Response

- **Step 1 (Verbal Warning):** The teacher stops talking, makes eye contact with the student, and gives a verbal reminder to the entire class (or a gentle, non-embarrassing redirect to the specific student) about the expectation to raise hands and wait to be called on before speaking.
- **Step 2 (One-on-One Conference):** If the student interrupts again, the teacher walks over during a moment of independent work or a transition for a brief, private word. The teacher reiterates how the interruptions impact the class's ability to learn and asks for cooperation.
- **Step 3 (Reflection/Seat Change/Call Home):** If the behavior continues, the teacher moves the student to a different seat to minimize distractions, asks them to complete a quick behavioral reflection form during a break, and contacts the parent/guardian to discuss the ongoing disruption. The incident ("Classroom Disruption") remains entirely classroom-managed and is documented as such.

Shift to Office Managed Response

- **Escalation:** The situation escalates to an office-managed incident if, when given the reflection form or moved to a new seat in Step 3, the student slams their book down, shouts an aggressive insult at the teacher, and refuses to move to the new desk. This shifts the primary behavior from a minor "Classroom Disruption" to "Willful Defiance", "Habitual Profanity/Vulgarity" or "Verbal Aggression".
- **Action:** At this point (Step 4), because the behavior now poses a major safety concern as well as a major disruption of the learning environment, the teacher issues an office referral for administrative intervention, documenting both the chronic minor disruptions and the final escalatory behavior.

OTHER MEANS OF CORRECTION

California Education Code Section 48900.5 prioritizes the use of alternative disciplinary measures before resorting to suspension, emphasizing that suspension should only be employed when other corrective actions have proven ineffective. This code encourages schools to meticulously document the alternative methods utilized, which can then be included in the student's records. These "other means of correction" encompass a wide range of strategies, including but not limited to:

Conferences: Meetings between school personnel, parents/guardians, and the student.

Referrals: To school counselors, psychologists, social workers, and other support staff.

Intervention Teams: Study teams, guidance teams, etc., to develop individualized behavior plans.

Assessments: Psychosocial or psychoeducational assessments, including those for IEPs or 504 plans.

Prosocial Programs: Enrollment in programs teaching positive behavior or anger management.

Restorative Justice: Participation in restorative justice programs.

Positive Behavior Support: Tiered interventions during the school day.

After-School Programs: Programs addressing behavior or promoting positive activities.

Alternatives described in section 48900.6.

- California Education Code Section 48900.6(a) allows school administrators to assign community service as a disciplinary alternative or supplement for students, performed either on or off school grounds during non-school hours, with parental consent for off-campus work. However, this option is not available for students under suspension pending expulsion (pursuant to section 48915), but it *is* available if an expulsion recommendation is not enacted or is suspended. This community service can encompass activities like:
 - beautification
 - campus improvement
 - peer assistance

Classroom Managed Incidents

Behavior	Local Use Code (LU)	Brief Description	Minimum Consequence	Maximum Consequence
Defiance	LU25	Refusal to follow instructions or comply with reasonable requests from school staff.	Verbal warning or reminder to follow classroom expectations.	Referral to administration for further disciplinary action or a parent phone call or conference.
Disrespect	LU40	Actions or words that show a lack of respect for others, disregard for rules or boundaries, and a failure to consider the feelings and well-being of others. Can manifest verbally, physically, or emotionally.	Verbal redirection, reminder of classroom expectations of respectful behavior.	Detention, parent phone call or conference, or referral to counseling services, depending on severity and frequency.
Disruption	LU26	Behavior that interferes with normal academic functions or the learning activities of other students; includes persistently speaking without permission, interrupting, distracting others, creating excessive noise, or refusing to follow teacher directions.	Verbal reminder to be quiet or on-task, non-verbal cues, or a change in seating arrangement.	Asking the student to leave the classroom for an outside conversation with the teacher, detention, or referral to administration, especially for repeated or significant disruptions.
Dress Code Violation	LU03	Failure to adhere to the school's established guidelines regarding appropriate attire, which aim to ensure safety, prevent interference with learning, and uphold the school's anti-discrimination policy.	Verbal reminder of the dress code, asking the student to change clothes, turn an item inside out, or cover it up.	Student sent to office for parent contact to bring appropriate clothing.

Behavior	Local Use Code (LU)	Brief Description	Minimum Consequence	Maximum Consequence
Electronic Device Violation	LU04	Misuse of electronic devices (e.g., cell phones, Chromebooks, tablets) in violation of school policy.	Verbal warning to put the device away, confiscation of the device with return at the end of the day.	Confiscation with parent pick-up required, detention, loss of electronic device privileges for an extended period, or referral to administration for serious violations.
Inappropriate Language / gesture	LU23	Use of language or gestures that are offensive, profane, obscene, or otherwise inappropriate for the school setting; includes verbal profanity, name-calling, slurs, and offensive gestures.	Verbal redirection, reminder of appropriate language, or having the student come up with appropriate alternatives.	Detention, parent contact, or referral to school support staff (BIT, School Counselor etc)
Inappropriate Social Interaction	LU43	Behavior during social interactions that violates school rules or expectations for respectful conduct.	Verbal redirection, reminder of expected social behavior, short break from the activity, or a small impromptu conference	Loss of privileges, detention, parent conference, restorative conference, or referral to counseling or social skills training.
Physical Contact (Minor)	LU24	Minor, often unintentional or non-aggressive physical contact that violates school rules against physical interactions (e.g., pushing, bumping, horseplay, unwanted touching without intent to harm).	Verbal reminder of the rule against physical contact, redirection, verbal or written apology to the other student.	Loss of privileges, detention, parent phone call or meeting, reflection sheet, or a small impromptu mediation to resolve the issue.
Property Misuse	LU27	Using school property or materials in a way that is not intended or permitted, potentially leading to damage or loss (e.g., writing on desks, using equipment inappropriately).	Verbal redirection, requirement to clean or repair the misused property, loss of privileges related to the misused item.	Detention, parent contact, or referral to administration for more serious or repeated offenses.
Property Misconduct	LU41	Intentional acts that cause damage, destruction, or defacement of school property or the property of others (vandalism).	Parent conference.	Detention, parent contact, or referral to administration for more serious or repeated offenses.
Academic Dishonesty	LU50	Any act designed to obtain fraudulently academic credit, grades, or recognition not properly	Verbal warning or redirection; Lower grade or no credit on assignment; Required redo of	Failing grade on assignment; Academic probation; Exclusion from clubs/activities; Loss of

Behavior	Local Use Code (LU)	Brief Description	Minimum Consequence	Maximum Consequence
		earned, including plagiarism, cheating, collusion, fabrication, falsification, and sabotage.	assignment; Ethics-related educational activities.	academic honors / scholarships; Transcript notation; Community service; Parent notification / conference; Referral to academic integrity board; Restitution; Limited access to resources; Behavioral contracts.
Elopement	LU44	Leaving a supervised area (seat, classroom, school grounds) without permission or adult knowledge.	Verbal warning or redirection; Conference with teacher / staff; Parent notification; Restorative conversation / mediation; Temporary removal to calming space.	Loss of privileges; Implementation/review of safety/behavior plan; Referral to counselor / psychologist / specialist; Parent conference / meeting; Involvement of YSO / law enforcement; Modified schedule; Functional Behavior Assessment.
Cutting Class	LU10	Any intentional and unauthorized absence from a scheduled class or from school entirely.	Detention (lunch/after-school); Parent notification; Make-up work / assignments; Loss of privileges.	Referral to attendance improvement programs / teams; Saturday school; Behavior contracts / improvement plans; Parent conference / involvement; Referral to truancy court / legal authorities; Community service.
Use / Possession of Inappropriate Object	.LU42	Possessing or using items that disrupt learning, violate rules, or pose safety concerns, such as non-permitted electronics, toys, etc.	Verbal warning / reminder; Confiscation of item; Parent notification; Student asked to correct issue.	Detention; Loss of privileges; Parent conference for retrieval / discussion; Written reflection/behavior form; Community service; Referral to administration / disciplinary process.

Office Managed Incidents / Education Code Violations

Ed Code Section	CA State Discipline Code	Behavior Description	Minimum Consequence	Maximum Consequence
48900(a)(1)	500, 501, 503	Causing, attempting to cause, or threatening to cause physical injury to another person.	Verbal warning, Parent notification	Out-of-school suspension (up to 5 days), Referral for expulsion

Ed Code Section	CA State Discipline Code	Behavior Description	Minimum Consequence	Maximum Consequence
48900(a)(2)	504, 503	Willfully used force or violence upon the person of another, except in self-defense.	Written warning, Parent notification, Restorative justice practice	Out-of-school suspension (up to 5 days), Referral for expulsion
48900(b)	100, 101, 104	Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object without permission.	Written warning, Parent notification, Confiscation	Mandatory referral for expulsion, Mandatory reporting to authorities
48900(c)	200, 201, 202	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant.	Parent notification, Counseling referral	Out-of-school suspension (up to 5 days), Referral for expulsion, Mandatory reporting to authorities (for sale/furnishing)
48900(d)	203, 204, 205	Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant and then provided a substitute.	Parent notification, Counseling referral	Out-of-school suspension (up to 5 days), Referral for expulsion, Mandatory reporting to authorities
48900(e)	600	Committed or attempted to commit robbery or extortion.	Parent notification, Restorative justice practice	Out-of-school suspension (up to 5 days), Referral for expulsion, Mandatory reporting to authorities
48900(f)	512	Caused or attempted to cause damage to school property or private property.	Restitution or repair, Parent notification	In-school suspension, Out-of-school suspension (up to 5 days)
48900(g)	601	Stole or attempted to steal school property or private property.	Restitution, Parent notification	Detention, Loss of privileges, In-school suspension
48900(h)	300	Possessed or used tobacco, or any products containing tobacco or nicotine (excluding prescription).	Verbal warning, Parent notification	Detention, Loss of privileges, In-school suspension, Out-of-school suspension
48900(i)	510	Committed an obscene act or engaged in habitual profanity or vulgarity.	Verbal warning, Written warning, Parent notification	Detention, Loss of privileges, In-school suspension, Out-of-school suspension

Ed Code Section	CA State Discipline Code	Behavior Description	Minimum Consequence	Maximum Consequence
48900(j)	204	Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.	Parent notification, Counseling referral	Detention, Loss of privileges, In-school suspension, Out-of-school suspension (up to 5 days)
48900(k)(1)	511	Disrupted school activities or otherwise willfully defied valid authority.	Verbal warning, Written warning, Detention	Other Means of Correction, Not a suspendable offense.
48900(l)	602	Knowingly received stolen school property or private property.	Parent notification, Restitution	Detention, Loss of privileges, In-school suspension, Out-of-school suspension
48900(m)	102	Possessed an imitation firearm.	Parent notification, Confiscation	In-school suspension, Out-of-school suspension (up to 5 days)
48900(n)	400, 401	Committed or attempted to commit sexual assault or sexual battery.	Mandatory reporting to authorities, Parent notification	Mandatory referral for expulsion
48900(o)	507	Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding.	Parent notification, Restorative justice practice	Out-of-school suspension (up to 5 days), Referral for expulsion
48900(p)	205	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	Parent notification, Counseling referral	Out-of-school suspension (up to 5 days), Referral for expulsion, Mandatory reporting to authorities
48900(q)	509	Engaged in, or attempted to engage in, hazing.	Parent notification, Restorative justice practice	Out-of-school suspension (up to 5 days), Referral for expulsion
48900(r)(1)	513	Bullying by any means, including electronic acts, that causes fear, harm, detrimental health effects, academic interference, or disruption of school services.	Verbal warning, Written warning, Parent notification, Restorative justice practice	In-school suspension, Out-of-school suspension (up to 5 days), Referral for expulsion (for severe or repeated incidents)
48900(t)	502	Aiding or abetting the infliction or attempted infliction of physical injury to another person.	Parent notification, Restorative justice practice	In-school suspension, Out-of-school suspension (up to 5 days)

Ed Code Section	CA State Discipline Code	Behavior Description	Minimum Consequence	Maximum Consequence
48900.2 (Sexual Harassment)	403	Committing sexual harassment as defined in Education Code Section 212.5. Conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact.	Verbal warning and education on sexual harassment; Written warning and parent notification; Restorative justice practices; Loss of privileges.	Out-of-school suspension (up to 5 days), Referral for expulsion, Mandatory reporting to authorities.
48900.3 (Hate Violence) (Grades 4-12)	505	Causing, attempting to cause, threatening to cause, or participating in an act of hate violence as defined in Education Code Section 233(e).	Verbal warning and intensive education on diversity and inclusion; Written warning and mandatory parent/guardian meeting; Restorative justice circles; Loss of privileges/exclusion from activities.	Out-of-school suspension (up to 5 days), Referral for expulsion, Mandatory reporting to authorities.
48900.4 (Harassment, Threats, or Intimidation) (Grades 4-12)	506	Intentionally engaging in harassment, threats, or intimidation directed against school personnel or pupils that is sufficiently severe or pervasive to materially disrupt class work, create substantial disorder, and invade the rights of the target.	Verbal warning and counseling on impact; Written warning and parent notification; Restorative conversations (if appropriate and safe); Temporary removal from classroom/activity.	Out-of-school suspension (up to 5 days), Referral for expulsion, Mandatory reporting to authorities.
48900.7 (Terroristic Threats) (Grades K-12)	508	Making terroristic threats against school officials or school property, defined as willfully threatening to commit a crime resulting in death, great bodily injury, or property damage exceeding \$1,000, with the intent that the statement be taken as a threat, causing reasonable fear.	Short-term suspension (e.g., in-school) for investigation; Referral for mental health evaluation and counseling; Mandatory law enforcement notification.	Out-of-school suspension (up to 5 days), Referral for expulsion, Mandatory reporting to authorities.

Suspension

[BP 5144](#), [5144.1](#), [5144.2](#)

Except when a student's act violates Education Code 48900(a)-(e), or when their presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6) Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

"Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. Suspensions may be made by a teacher, the Superintendent, principal or principal's designee.

Reinstatement meetings will be held for any suspension. Students must meet with administration (or administrative designee) prior to their return to their normal school schedule. During this meeting, the student, parents and administrator (or

administrator design) will review the student's completed reflection packet. An intervention plan will be developed to support the student and emailed to all necessary stakeholders (intervention plans are informal plans for success, which may include Tier II support). Follow up meeting to be held 4-6 weeks following the original reinstatement meeting.

Suspension by Teacher

A teacher may suspend a student, including grades K-3, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 listed under the "Grounds for Suspension" section below. (Education Code 48910) However, before suspending the student from the classroom, the teacher must implement alternative means of correction unless the student has committed an offense of Education Code section 48900, subdivisions (a) through (e). If the student has been suspended before, or if after alternative means of correction have been previously attempted and the student commits another disciplinable offense, the teacher must answer the following questions:

- 1. Have other interventions failed to bring about proper conduct/change behavior?**
- 2. Does the student's presence in class create a major disruption?**
- 3. Is the student unwilling to comply with alternative interventions?**

If the answer is yes to 1 or more of these questions, then the violation may warrant a suspension from class, and evidence of the "yes" answer must be noted.

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended.

The duration of the suspension shall not last more than 2 days, or if sooner, until an intervention is put in place to address the identified area(s) of concern.

A reinstatement meeting will be attempted for all suspensions by a teacher. As soon as possible following the suspension by the teacher, the teacher shall ask the parent/guardian of the pupil to attend a parent/teacher conference regarding the suspension. If an in-person conference cannot be arranged, a telephone conference may be substituted. A school administrator shall attend the conference if the teacher or parent/ guardian so requests. During this meeting, the student, teacher and administrator will review the student's completed reflection packet, and discuss a plan for success (possible Tier II Supports). Follow up meeting to be held 4-6 weeks following the original reinstatement meeting.

The student shall not be returned to the class during the period of suspension by the teacher without the concurrence of the teacher and the principal/designee. A student suspended from a class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal.

A teacher's suspension under Education Code section 48910 shall count towards the restrictions on days of suspension under Education 48903, and should be considered by IEP teams and 504 teams when determining whether a "change in placement" should be considered and whether a manifestation determination review is needed. (34 CFR 300. 536; 34 CFR 300.530)

Suspension by Superintendent, Principal, Principal's Designee

Students suspended by administrators or the Board from school shall not report to school during the period of suspension, unless by prior arrangement with a school administrator. A suspended student is expected to be under the supervision of a parent during school hours when serving suspension days at home. (7:00 a.m. - 4:30 p.m.) Additionally, during this time, the student is not to attend any school event or be on any school campus during suspension.

The responsibility of obtaining and doing classwork during a suspension lies with the student. (Parents may contact the teacher to obtain classwork.) The teacher may require the student to complete any assignments and tests missed during the suspension. The student shall not be denied the opportunity to make up work. (Grades 9-12) For 1 to 2 scheduled days of removal from his/her educational schedule, the student should communicate with the teacher regarding class work. For 3 to 5 scheduled days of removal from his/her educational schedule, the school will coordinate and communicate regarding class work.

1. Does the student's attendance at school present an imminent endangerment to the physical, emotional or mental safety of specific students(s)/staff?
 - a. Did the student express credible intent to harm a specific student(s) or staff member(s)?
 - b. Did the student cause bodily injury to another individual(s)?
 - c. Did the student cause mental or emotional distress to another individual(s) that interfered with the targeted

- individual(s)'s ability to participate in school activities?
- d. Does the conflict/issue remain unresolved?
- e. Are drugs and/or weapons involved?
- f. Does the targeted individual(s) express an ongoing fear of intimidation by the student?
- g. Are there other means of correction that will address the behavior?
- 2. Has the student caused chronic or extreme interruption to other students' participation in school activities, and were prior interventions attempted?
 - a. Does the student's behavior disrupt school activities for a considerable number of students?
 - b. Did the interruption prevent the routine functioning of school activities for a significant amount of time?
 - c. Is it likely that the student will continue to severely disrupt other students?
 - d. Does the issue remain unresolved?
 - e. Have reasonable interventions been attempted with fidelity by multiple staff members (i.e., restorative practices and de escalation strategies)?
 - f. Are there other means of correction that will address the behavior?

Inappropriate Student Behaviors/Conduct Violations

All students are expected to follow the student code of conduct, when students do not, the manner in which their inappropriate behavior is addressed, corrected and processed occurs along a continuum and is progressive in nature, focusing on being restorative, reflective and instructional. Progressive discipline procedures range from behaviors that are ineffective or inappropriate and best addressed within the classroom setting by teachers and other staff; to procedures that address illegal, dangerous, and/or seriously disruptive behaviors that require the removal of a student from the learning environment and more formal administrative consequences.

SPECIAL NOTES:

Academic Progress

Poor academic achievement is not an inappropriate behavior. The student conduct code and school rules may not be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve. Also, students must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

Dating Violence Statement

Any school employee who is notified by a parent, guardian or student, or who reasonably suspects that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness. These allegations or suspicions should be reported to the Office of Equity and Student Services immediately.

The principal shall ensure that the student victim of dating violence receives appropriate support services in accordance with the U.S. Department of Education <https://www2.ed.gov/about/offices/list/oese/osh/teendatingviolence-factsheet.html>

EXPULSION

[BP 5144](#), [5144.1](#), [5144.2](#)

"Expulsion" means removal of a student from the immediate supervision and control or the general supervision of school personnel at any regular school or program in the Visalia Unified School District for a specific period of time. This is different from an involuntary student transfer, which is governed by Board Policy 5116.2.

With the exception of mandatory recommendations for expulsions noted below, the following questions will be reviewed when considering expulsion:

1. Does the student's presence on campus pose a continuous danger to himself or others?
2. Have other interventions failed to bring about proper conduct/behavior change?
3. No other alternative means of correction are feasible, other than expulsion?

If the answer is yes to 1 or more of these questions, then the violation may warrant a recommendation for expulsion from school. Note a student may not be recommended for expulsion for a 48900 k infraction K-12. Evidence should be provided to support the reason for your decisions.

While a student is out on suspension, the District will notify parents/guardians if their student is being recommended for expulsion. Parents/ guardians will then be notified of a meeting to consider whether the student's suspension will be extended pending an expulsion hearing. If the recommendation for expulsion is upheld, and an expulsion hearing is pursued, the

parent/guardian and student shall be notified at least ten (10) days in advance of an expulsion hearing from the District office. An expulsion hearing is conducted to determine whether expulsion is warranted.

Mandatory Expulsion Recommendations

The principal or Superintendent shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a student that he or she determines has committed any of the following acts whether occurring on school grounds, during lunch on or off campus, while going to or from school, at a school function, or off campus if it is likely to cause a substantial disruption of school activity:

1. Possessing, selling, or furnishing a firearm;
2. Brandishing a knife at another person. "Knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade (E.C. 48915(g));
3. Unlawfully selling a specified controlled substance;
4. Committing or attempting to commit sexual assault or committed sexual battery; or
5. Possessing an explosive (federal definition).

A conduct violation involving any of these five (5) offenses requires a mandatory recommendation of an expulsion hearing without exception. (E.C. 48915(c).)

Discretionary Expulsion Recommendations

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts whether occurring on school grounds, during lunch on or off campus, while going to or from school, at a school function, or off campus if it is likely to cause a substantial disruption of school activity:

1. Causing serious physical injury (except in self-defense);
2. Possession of any knife or other dangerous object of no reasonable use to the pupil;
3. Possession of drugs (except for first offense of possession of not more than one ounce of marijuana or the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician);
4. Robbery or extortion; or,
5. Assault or battery upon a school employee.

(E.C. 48915(a).)

Upon recommendation by the principal or the Superintendent, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a student expelled upon finding that the student, whether the act occurred on school grounds, during lunch on or off campus, while going to or from school, at a school function, or off campus if it is likely to cause a substantial disruption of school activity, violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

(E.C. 48915(e).)

PROCEDURES FOR SUSPENSION/EXPULSION HEARINGS

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, if any, as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (E.C. 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is

suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (E.C. 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (E.C. 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (E.C. 48911)

This notice shall state the specific offense committed by the student. (E.C. 48900.8)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program, such as requiring the student to enroll in a program that teaches prosocial behavior or anger management, even while the student is suspended

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (E.C. 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement because the parent/guardian failed to attend the conference. (E.C. 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (E.C. 48911)
 - a. Parents/guardians will be notified in advance that the District intends to hold a conference concerning the recommendation that the District pursue an expulsion against the student, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 - b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process, then the suspension is extended pending the Board's decision in the action. (E.C. 48911)
 - c. If the student involved is a foster youth, the Superintendent or designee shall notify the District liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (E.C. 48853.5, 48911, 48918.1)
 - d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the District liaison for homeless students. (E.C. 48918.1)
6. Expulsion Hearing: Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation, unless otherwise allowed by law to hold the hearing at a later time. Parents may choose to waive the expulsion hearing. Due process will be accorded to the student with all rights to a hearing and is entitled to a fair process (E.C. 48918(a))
 - a. Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (E.C. 48918(a)) An Administrative Panel shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public unless the pupil or the pupil's parent or guardian request, in writing at least five (5) days prior to the date of the hearing, that the hearing be a public meeting. (E.C. 48918, subsections c, d) Within three (3) school days following the hearing, the Administrative Panel shall determine whether to recommend expulsion of the pupil to the Governing Board. (E.C. 48918, subsection e) The Governing Board shall make its decision about a pupil's expulsion within forty (40) school days after the date of the pupil's removal from his/her school of attendance for the incident for which the recommendation for expulsion is made by the principal or the Superintendent unless the pupil requests in writing that the decision be postponed. (E.C. 48918, subdivision (a).)
 - b. Written notice of any decision of the Governing Board to expel or to suspend the enforcement of the expulsion order during a period of probation shall be sent by the Superintendent or designee to the student or the student's parents/guardians. The notice shall include notification of the right to appeal the expulsion to the county board of education, the education alternative placement to be provided during the time of expulsion, and the obligation of the parent, guardian, or student if emancipated or otherwise legally of age, upon the student's enrollment in a new school district, to inform that school district of the student's expulsion. (E.C. 48918,

STUDENT HARASSMENT, DISCRIMINATION, AND BULLYING

(Prohibited by Law and by District Board Policy [5131.2](#), [5145.3](#), [5145.7](#), and [5145.9](#))

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

EXAMPLES OF HARASSMENT

Harassing conduct may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. When such harassment is based on an actual or perceived protected characteristic, it rises to the level of discriminatory harassment.

Forms of harassment (BP 5145.3) include, but are not limited to, the following:

1. **Verbal Harassment** – Derogatory comments, jokes, or slurs; graphic verbal abuse of a racial or sexual nature; comments about an individual's body/dress, sexual preferences, sexual conduct, sexual orientation, or gender preference; racial/sexual degrading words used to demean, label, or describe an individual; or spreading sexual rumors.
2. **Physical Harassment** – Unnecessary or offensive touching, or impeding or blocking movement.
3. **Visual Harassment** – Derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; suggestive or obscene letters, notes, or invitations; the display in the educational environment of or sexually suggestive objects or racially derogatory pictures.
4. **Sexual Favors** – Unwelcome sexual advances, requests for sexual favors, unwelcome sexual flirtations, or propositions.
5. **Retaliation** – The District prohibits retaliatory behavior against any complainant.
6. **Electronic Harassment** – The use of text messages, email, internet postings such as on social media to make libelous, degrading, hateful, hurtful, or any type of derogatory remark about a student or staff member.

HATE SPEECH

The governing board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other immutable physical or cultural characteristic (BP 5145.9).

Hate speech is defined as abusive, threatening, insulting or intimidating speech, writing or symbols directed or targeted at another individual or group of individuals, which (1) infringes on their right to be secure or left alone at school; and, (2) which expresses prejudice against a particular group motivated by hostility towards the other individual's real or perceived characteristics, including, but not limited to, race, religion, ethnicity, national origin, sex, disability, sexual orientation, or gender identity.

A student's use of hate speech shall be considered prohibited discrimination and a hate-motivated act, communicating a message or hate, intolerance, and discrimination due to the tension these words create, the actual or reasonably foreseeable substantial disruption they cause to the educational environment, and the negative psychological impact they have on other students.

Any student who uses hate speech should first be counseled about the use of hate speech, the history and social ramifications of the speech, and warned that messages of hate, intolerance, and discrimination are unacceptable at school and, if continued, could lead to further discipline, including possible suspension or expulsion.

BULLYING

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 priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. (BP 5131.2) School personnel receiving and investigating complaints of bullying, including those based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics, must adhere to the following guidelines:

- School Personnel who witness such acts take immediate steps to intervene when safe to do so;
- Coordinate assistance with the investigation of the incident and interim measures with the school's administration team.
- Set a reasonable timeline to investigate and resolve complaints, including following timelines in accordance with BP/AR 1312.3 – Uniform Complaint Procedures upon request by the student or parent, or as deemed necessary by staff; and
- Provide an appeal process for the complainant if the complainant disagrees with the resolution.

The District recognizes that bullying may occur at a lower standard than which is disciplinable but is still abhorrent to everyday civility. The District desires to utilize classroom management techniques and alternative means of correction to create teachable moments about bullying behavior that does not rise to the level of suspension or expulsion.

Complaints and reports of harassment, discrimination, bullying, and hate-motivated behavior should be reported to the school administration team (e.g. principal, assistant principal) at each school site, who are responsible for investigating and resolving such complaints, and coordinating with the District's Uniform Complaint Procedures compliance officers. It is the responsibility of the school site administration to promptly and appropriately respond to verbal and written complaints.

Certain symbols or slur words will be interpreted to be communicating a message of hate, intolerance, and discrimination against an individual of a protected class. Discipline will be enforced unless other means of correction would address the issue and after a thorough investigation has taken place to analyze the student's intent and viewpoint on a case-by-case basis. All matters regarding hate speech, intolerance, and/or discrimination will be referred to the Office of Equity and Student Services.

COMPLAINT PROCESS

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff members. Reports can also be made directly from PowerSchool using our student reporting system.

Please use this web address/link below on how to make a report using our student reporting system.

<https://youtu.be/sRByKyigDgU>

Complaints and reports of harassment, discrimination, bullying, and hate-motivated behavior should be reported to the school administration team (e.g. principal, assistant principal) at each school site, who are responsible for investigating and resolving such complaints, and coordinating with the District's Uniform Complaint Procedures compliance officers. It is the responsibility of the school site administration to promptly and appropriately respond to verbal and written complaints.

Any staff member who is notified that harassment, discrimination, bullying, and/or hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the school's administration team (e.g. principal or assistant principal) who may then contact the district's compliance officer responsible for coordinating the district's investigation response to complaints and complying with state and federal civil rights laws. As appropriate, the administrator shall also contact law enforcement. It is the responsibility of the school site's administration team to promptly and appropriately respond to hate-motivated behavior while coordinating with the District's compliance officer.

Immigration Enforcement - "Know Your Rights" (Ed. Code § 234.7)

All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the resources developed by the California Attorney General at <https://www.oag.ca.gov/immigrant/rights> or contact our Family and Community Resource Center at 559-730-7566.

TITLE IX COORDINATORS

TITLE IX COORDINATOR FOR STUDENT-TO-STUDENT SEXUAL HARASSMENT

The District's Executive Director of Student Services serves as the Title IX Coordinators to investigate and resolve sexual harassment complaints under AR 1312.3 – Uniform Complaint Procedures.

The Title IX Coordinator may be contacted at:
Address: 5000 W. Cypress Avenue, Visalia, CA 93277
Phone: (559) 730-7300
Email: studentservices@vusd.org

TITLE IX COORDINATOR FOR STUDENT SEXUAL HARASSMENT COMPLAINTS INVOLVING EMPLOYEES OF THE DISTRICT

The Assistant Superintendent of Human Resources Development is the Title IX Coordinator for any student sexual harassment complaints involving employees of the District.

The Title IX Coordinator may be contacted at:
Address: 5000 W. Cypress Avenue, Visalia, CA 93277
Phone: (559) 730-7300

STUDENT USE OF TECHNOLOGY

(Board Policy 6163.4)

The Governing Board recognizes that technology provides ways to access the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem-solving abilities. In addition, electronic resources foster workplace skills that may be transferable to new technologies. Every reasonable effort shall be made to provide safe access to technological resources throughout the District's schools and classes and that students use technology at school in a responsible and proper manner.

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. Student users of District technology shall have no expectation of privacy and understand that District staff may monitor or examine all system activities to ensure safe, responsible, and proper use of the system.

Students are authorized to use District equipment to access the Internet or other online services in accordance with Acceptable Use Agreement and/or Board Policy and Administrative Regulation 6163.4. Students who fail to abide by the Acceptable Use Agreement and/or Board Policy and Administrative Regulation 6163.4 may be subject to disciplinary strategies, revocation of the right to use technological resources, and/or legal action, as appropriate.

Technological Resources - Internet Definition And Usage Risks

The Internet is one technological resource that students may have access to as part of the educational process. The following are some items that define what the Internet is today:

1. An information resource (news, library, art gallery, product support);
2. An educational resource (online textbooks and curriculum);
3. A public meeting place (social media);
4. A communications medium (voice/real-time audio & video, electronic mail);
5. A gateway for virtual field trips (visits to faraway places);
6. A market place; and,
7. An entertainment source.

As technology and culture changes, so does the Internet. What it looks like today is not necessarily what it will look like tomorrow. There are some risks involved when students are allowed to access the Internet. Known risks are as follows:

1. Websites that contain inappropriate content (like pornography, alcohol or drugs) for students or contain content that doesn't agree with one's views or beliefs (like politics, religion, or hate).
2. Websites that could lead to contact with undesirable persons.

The District cannot guarantee that a student will never access sites such as those mentioned above, but will minimize the likelihood of occurrence by the following:

1. Using electronic filtering to block access to age-inappropriate content or sites without educational value;

2. Reasonably supervising student activities during student use;
3. Using technology through guided lessons;
4. Monitoring use of District's systems for improper use without advance notice or consent; and,
5. Regularly reviewing practices for improvement

Reminders And Guidelines For Safe And Effective Technology Use

1. Use appropriate language in your electronic communication. Remember that you are a representative of not only yourself, but also your school and community on a publicly accessible system. You may be alone with your computer, but what you say and do could be viewed globally.
2. Digital communications are never truly deleted. Know that everything that you put out on the Internet or other electronic systems is kept indefinitely – even after you hit the 'delete' button – and can be reviewed.
3. Remember that sharing personal information with strangers can result in unsafe conditions and unwanted intrusions of your privacy.
4. Take care of technology equipment and resources so it is in good condition and ready for other students. Use proper handling and storage methods.
5. Use accurate and descriptive titles for your documents and communication. Tell people what it is about before they read it.
6. Target your communications appropriately. Use the appropriate audience for your message, not the widest.
7. Be brief and to the point with your communication. Shorter messages are more often read completely and understood better.
8. Make sure your documents and communication use correct spelling and grammar. Forgive the spelling and grammatical errors of others.
9. Remember that humor and satire are often misinterpreted.
10. Cite references for facts you present.
11. Remember that we all make mistakes. Don't attack other's writing; persuade them with facts.

RESPONSIBLE SOCIAL MEDIA USE

Stop & Think. Before you hit send, post, or share; think about what you want: respect and acceptance, positive relationships, team participation, leadership activities, graduation, a certain job, college, scholarships, and more. All of this can be lost because of a hateful, violent, sexual or illegal post, text or comment. Your teachers, administrators and support staff want better for you than school consequences or criminal charges. During a time when you see anger, hurt, and frustration played out in the world around you, stop and consider how you might be smart on social media and show kindness and empathy towards others. One moment can change your life forever.

Board policy related to harassment, discrimination, bullying, and hate-motivated behavior (BP 5131.2, 5145.2, 5145.3, 5145.9) shall also apply to off-campus speech, including expression on off-campus internet web sites, when the speech has some nexus to the school or is reasonably foreseeable to reach the school, and the speech substantially disrupts or materially interferes with the school environment or activities, causes an administrator to reasonable forecast that it will cause a substantial disruption of or material interference with the school environment or activities, or collides with the rights of students to be left alone in the school environment.

CLASSROOM CITIZENSHIP EXPECTATIONS AND CONSEQUENCES

Overview

It is one of the school's duties to assist parents in helping students develop responsible attitudes and behavior. This means teaching students the principles of equality, human dignity, mutual respect, fairness, and honesty. These attributes are what defines citizenship. Citizenship is not only important for students to learn how to live as an adult, but also to prepare them for their higher education and careers.

The Citizenship And Effort Mark

Students in grades 7-12 will receive a citizenship and effort mark from each of their classroom teachers. The mark will be based solely on the citizenship and effort displayed in each teacher's classroom. Students in grades 7-12 may receive a mark of "outstanding," "satisfactory," "needs improvement" or "unsatisfactory" based on the criteria set forth below, and in District Board policy and regulation 5121(c,d).

Criteria for determining citizenship marks for students in grades 7-12 may include but are not limited to:

1. Student obeys rules.
2. Student respects public and personal property.
3. Student maintains courteous, cooperative relations with teachers and fellow students.
4. Student works without disturbing others.

Criteria for determining grades for effort may include but are not limited to:

1. Student takes responsibility for having necessary tools and materials.
2. Student shows interest and initiative.
3. Student goes to work immediately, and completes assignments.
4. Student uses free time resourcefully.

Students in grades TK-6 will receive four (4) citizenship marks from their classroom teacher. The marks will be based on the student's demonstration of these four criteria: respectful to people and property, shows interest in learning, prepared and organized, completes documents/assignments when due. Students in grades TK-6 may receive rubric scores of 4 (outstanding/exceeds standard), 3 (satisfactory/meets standard), 2 (needs improvement/approaching standard), and 1 (unsatisfactory/not meeting standard), based on District Board policy and regulation 5121.1(b).

Teachers must have a minimum of three parent contacts before an unsatisfactory citizenship mark can be issued. However, if a student commits a serious citizenship offense, the student may receive an unsatisfactory citizenship mark for one offense. The **teacher must notify the parents before issuing an unsatisfactory citizenship mark for one offense.**

The citizenship mark or rubric score for each class will be shown on the student's report card. Citizenship marks or rubric scores will not be shown on the student's transcript or other permanent records.

Teachers are required, based on the "Citizenship Guidelines", to establish written classroom rules regarding classroom behavior. These written expectations will be provided to students at the beginning of the year or when new students transfer into the class. Teachers are also required to discuss these standards with their students and explain their expectations at the beginning of each semester.

Appeal Of Citizenship Mark

Students and parents/guardians have the right to appeal citizenship marks with the Superintendent or designee in writing if the marks are alleged to be any of the following: (1) inaccurate; (2) an unsubstantiated personal conclusion or inference; (3) a conclusion or inference outside of the observer's area of competences; (4) not based on the personal observation of a named person with the time and place of the observation noted; (5) misleading; or (6) in violation of the privacy or other rights of the student. (E.C. 49070; 34 CFR 99.20;/AR 5125.3.)

Within 30 days of receiving a request to correct or remove any information from a record, the Superintendent or designee shall meet with the parent/guardian and the District employee who recorded that information, if he/she is presently employed by the District, in accordance with AR 5125.3 – Challenging Student Records. (E.C. 49070)

ATTENDANCE EXPECTATIONS AND CONSEQUENCES

The District believes that regular attendance plays an important role in student achievement. If students do not attend school, they have limited their opportunity to become mature, knowledgeable, and productive members of society. Absenteeism has a direct, negative effect on student achievement, promotion, graduation, behavior, and employment potential. It has been well demonstrated that regular attendance is a key factor in the success a student achieves at school.

School attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours. Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board Policies and Administrative Regulations 5112.1, 5112.2, 5112.3, 5112.5, 5113, and 5113.1. (E.C. 48205)

All K-8 campuses are **closed** throughout the school day including break and lunch times. Students must obtain permission from office personnel prior to leaving campus during the school day.

The comprehensive high schools have a **modified open campus** except for the Freshman Class at all high schools who must remain on campus during the lunch period. All other students may leave the campus during the established lunch period. Students are held accountable to the District's policies and school rules during this time. This modified open campus policy is a privilege.

Students who leave campus or fail to return following lunch without proper authorization, shall be classified as truant and subject to disciplinary strategies, which may lead to loss of eligibility for extracurricular activities.

Method Of Verification

When a student who has been absent returns to school, they shall present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, another person having control of the minor, or the student if age 18 or older. (E.C. 46012; 5 CCR 306) This explanation is required no later than the day following the absence. (5 CCR 306)

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to E.C. 46010.1, for a confidential medical appointment.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of the student;
 - b. Name of the parent/guardian or parent representative;
 - c. Name of the verifying employee;
 - d. Date(s) of absence; and,
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.
4. Physician's verification.
 - a. When excusing students for confidential medical services or verifying such appointments, District staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.
 - b. If a student shows a pattern of chronic absenteeism due to illness, District staff may require physician verification of any further student absences.

Excused Absences

Absences listed below are excused when verified in accordance with the Education Code and Board Policy:

- a. Personal Illness. (E.C. 48205)
- b. Quarantine as directed by county or city health officers. (E.C. 48205)
- c. Medical, dental, optometric or chiropractic appointments: (E.C. 48205)
 1. Parents or guardians may provide annual written consent to the school to release and excuse their child(ren) upon doctor verification.
- d. Attendance of funeral services or grieving the death of a member of the student's immediate family or a person determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, so long as the absence is not more than three days.(E.C. 45194, 48205)
- e. Seeking and assessing victim, grief, or other support services related to the death of an immediate family member or a person determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, so long as such absence is not more than five days per incident.
- f. Jury duty in the manner provided by law. (E.C. 48205)
- g. The illness or medical appointment during school hours of a child to whom the student is the custodial parent (E.C. 48205)
- h. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (E.C. 48205)
 - i. Attendance or appearance in court;
 - ii. Attendance at a funeral service;
 - iii. Observation of a holiday or ceremony of his/her religion;
 - iv. Attendance at religious retreats for no more than one school day per semester;
 - v. Attendance at an employment conference; and/or,
 - vi. Attendance at an educational conference offered by a nonprofit organization on the legislative or judicial process.
- i. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (E.C. 48205)
- j. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in E.C. 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (E.C. 48205)
- k. To attend his/her naturalization ceremony to become a United States citizen. (E.C. 48205)
- l. Participation in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination in accordance with District policy, subject to the following conditions: (E.C. 46014)

- i. The student's parent/guardian shall provide written consent for the absence.
- ii. The student shall attend at least the minimum school day.
- iii. The student shall be excused from school for this purpose on no more than four days per school month.
- m. For the purpose of participating in a cultural ceremony or event. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- n. For the purpose of engaging in a civic or political event, provided that the student is in middle school or high school and notifies the school ahead of the absence. A student may be excused for only one school day-long absence per school year for this purpose, unless the school administrator permits additional excused absences.

Note: A student shall not have his/her grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time, and include the full text of E.C. 48205 in the notice (E.C. 48980) The time for make-up should be coordinated with the student's teacher(s) and may be extended by the teacher. Responsibility for requesting missed work lies with the student.

Absences For Lice

If a student is found with active, adult head lice, he/she may be excluded from attendance. The parent/guardian of an excluded student shall receive information about recommended treatment procedures and sources of further information. The student shall be allowed to return to school the next day in accordance with Board Policy 5141.33 and shall be checked by the school nurse or designee before returning to class.

Unexcused Absences Made Up In Saturday School

Students who have unexcused absences may be assigned to Saturday school to make up class work missed because of the unexcused absence. (E.C. 37223). At VUSD, Saturday school is available for middle and high school students. For elementary, please follow up with your school.

Truancy, Excessive Absenteeism, Tardies

The District believes that excessive absenteeism, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The District desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the District.

DEFINITIONS

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in regular schools of the District, exclusive of Saturdays and Sundays. (E.C. 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period of time during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (E.C. 48260)

Habitual Truant means a student who has been reported as a truant three or more times within the same school year, provided the District has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian after either of the two previous reports.. (E.C. 48262, 48264.5)

Chronic Truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the District has met the requirements of E.C. 48260, 48260.5, 48261, 48262, 48263, and 48291. (E.C. 48263.6)

ADDRESSING CHRONIC ABSENTEEISM

When a student is identified as a chronic absentee, the attendance supervisor and/or designee shall communicate with the student and his/ her parents/guardians to determine the reason(s) for excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's attendance.

The student may be referred to a student success team or school-site attendance review team to assist in evaluating his/her

needs and identifying strategies and programs to assist him/her. A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or educational options as appropriate.

Whenever chronic absenteeism is linked to a health issue or non-school condition, the attendance supervisor and/or designee may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/ her family.

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies he/she has committed:

1. First Incident of Truancy (See definition of “Truant” above)

The student shall be reported to the attendance supervisor and/or designee. (E.C. 48260) The student and parents will be notified of the mandatory attendance laws and the District’s pertinent policy and procedures. The student’s parent/guardian will be notified that if the parent/guardian fails to meet this obligation, he/she may be guilty of an infraction of the law and subject to prosecution pursuant to E.C. 48290-48296. Also, the student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator, or attendance supervisor or his/her designee under E.C. 48264 if found away from home and absent from school without a valid excuse; and may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code 13202.7. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day. Student may be informed that a work permit will not be issued or will be revoked if the student reaches the 4th step.

The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (E.C. 48264.5)

The student and, as appropriate, his/her parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student’s attendance. (E.C. 48264.5)

2. Second Incident of Truancy

Any student who has been reported as a truant shall again be reported to the attendance supervisor and/or designee as a truant if he/she is absent from school without a valid excuse on one or more days or is tardy 30 minutes or more on one or more days during the school year. (E.C. 48261) The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (E.C. 48264.5) The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to consequences under “Third Incident of Truancy” below. (E.C. 48264.5)

The appropriate District staff member shall make a conscientious effort to hold at least one conference with the student and his/her parent/guardian by communicating with the parent/guardian at least once using the most cost effective method possible which may include email or a telephone call. (E.C. 48262) The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (E.C. 48264.5)

The attendance supervisor may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with the policies and procedures above. (E.C. 48260.6)

3. Third Incident of Truancy (Habitual Truant)

A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school, may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the District’s attendance supervisor. (E.C. 48263, 48264.5)

Upon making a referral to the School Attendance Review Board (SARB) or the probation department, the attendance supervisor shall provide the student and parent/guardian, in writing, the name and address of the School Attendance Review Board (SARB) or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the District staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (E.C. 48263)

If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to the procedures under “Fourth Incident of Truancy” listed below.

If the attendance supervisor determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or his/her parents/guardians have failed to respond to the directives of the District or to services provided, that attendance supervisor may so notify the district attorney and/or probation officer.

4. Fourth Incident of Truancy

Upon a student's fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. (E.C. 48264.5; W&I 601) If a student has been adjudged by the county juvenile court to be a habitual truant, the Superintendent or designee shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (E.C. 48267)

The student may be referred to the local School Attendance Review Board (SARB). If the local SARB/attendance supervisor determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or his/her parents/ guardians have failed to respond to the directives of the School Attendance Review Board (SARB), the attendance supervisor may notify the district attorney.

Excessive Absenteeism

Absence for 10 percent of school days (Chronic Absenteeism)

The Governing Board believes that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education laws and take full advantage of educational opportunities provided by the District.

Students identified as habitual truants or chronically absent shall be subject to the interventions specified in law and administrative regulation. A student's truancy, tardiness, or other absence from school shall not be the sole basis of his/her out-of-school suspension or expulsion. Alternative disciplinary strategies and positive reinforcement for attendance shall be used whenever possible.

1. The attendance supervisor shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's attendance problems.
2. If a chronically truant student is at least age six years and is in any of grades K-8, the Superintendent or designee shall notify the student's parents/guardians that alternative educational programs are available in the school district. The parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy. Mental health and supportive services may be available to the student and the family. School personnel are available to meet with the student and family to develop strategies to support the student's attendance at school. Research shows that missing 10 percent of school for any reason can translate into students having difficulty learning to read by third grade, achieving in middle school, and graduating from high school.

NOTE: The number of periods in a typical school day equals one full absence; number of periods may vary depending on the school site. Periods absent may accumulate toward full day absences to be counted toward days of truancy and chronic absenteeism. *(For example, in grades 7-8 seven (7) period absences equal one (1) full-day of absence, and in grades 9-12 six (6) period absences equal one (1) full-day of absence.)*

TARDIES

One of the responsibilities of each student is to be in the classroom in his/her seat or work station when the bell rings or when class is to begin. Being tardy is irresponsible behavior in that it is disruptive to the learning process.

SCHOOL ATTENDANCE REVIEW BOARD (SARB)

(E.C. 48320-48324, 48292-48293)

After other interventions have been exhausted, students with a pattern of chronic absenteeism may be referred to a school attendance review board (SARB), in accordance with applicable law, in order to receive intensive guidance and assistance.

The **School Attendance Review Board** (SARB) may include but is not limited to the following: a parent/guardian as well as representatives of the district; county probation department; county welfare department; county office of education; law

enforcement agencies; community based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (E.C. 48321)

The School Attendance Review Team/Board has the authority to recommend that parents and students take certain measures to correct inappropriate behavior, refer the pupil to community agencies for assistance, or suggest adjustments to the school assignment. In the event that a parent or guardian or pupil fails to respond to the directives of SARB or to services offered on behalf of the minor, SARB may:

1. Direct that the minor be referred to the county welfare department under Section 300 of the Welfare & Institutions Code.
2. Direct that the minor be referred to the county probation department under Section 601 of the Welfare & Institutions Code.
3. Request the Superintendent Designee, to file a complaint against the parent, guardian, or other person in charge of such minor with the District Attorney.

The parent/guardian of any pupil who fails to comply with the directives of SARB, unless excused or exempted therefore, is guilty of an infraction and shall be punished in accordance with the law.

DISTRICT POLICIES

UNIFORM COMPLAINT PROCEDURES

[Board Policy 1312.3](#)

The Board of Education recognizes that the district has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level. The district shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:

Unlawful discrimination, harassment, intimidation, and bullying in all district educational programs, activities, or employment on the basis and/ or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status; or failure to comply with state and/or federal laws in adult education, consolidated categorical programs, vocational education, and special education programs. The District's policy of nondiscrimination applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the District, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the District. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (5 CCR 4630)

The superintendent shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the superintendent or designee.

VUSD Compliance Officers

The Board of Education designates the superintendent or designee to receive and investigate complaints and ensure district compliance with law. If parents or community members have a concern or would like to file a complaint, please contact the following staff in the area of concern:

**5000 West Cypress Avenue
Visalia, CA 93277
(559) 730-7300**

Executive Director, Teaching and Learning (Curriculum, Adult Basic Education, Consolidated Categorical Aid Programs, Migrant Education, Career Technical Education)

Chief Operations Officer (Child Nutrition Programs)

Assistant Superintendent, Human Resources (Personnel)

NOTIFICATIONS

Students and parents or guardians will receive their annual UCP notice through distribution of our district's annual notification of *District Information Directory*, and through a UCP flier that will be translated into appropriate second language groups.

Certificated and classified employees will receive their annual notification through their respective handbooks that are reviewed at the first staff meeting of the year. Copies of the local educational agency complaint procedures shall be available free of charge.

PROCEDURES

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

STEP 1: FILING OF COMPLAINT

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the district. (See complaint form on the following page) 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.

STEP 2: MEDIATION

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The superintendent shall ensure that the mediation results are consistent with state and federal law regulations. The use of mediation shall not extend the district's time lines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time (5 CCR 4631)

STEP 3: INVESTIGATION OF COMPLAINT

The compliance officer shall hold an investigative meeting within 10 business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representatives to repeat the complaint orally. The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)

STEP 4: DISTRICT RESPONSE

Within 60 calendar days of receiving the complaint, the compliance officer shall prepare and send the complainant a written report of the District's investigation and decision as described in Step 5 below. If the complainant is dissatisfied with the compliance officer's decision, he/ she may, within five days, file his/her complaint in writing with the Board. 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 initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (5CCR 4631)

STEP 5: FINAL WRITTEN DECISION

The complainant will receive the final written decision within 60 days of filing the complaint. The report shall include notice of the complainant's right to appeal, within 30 calendar days, the decision to the California Department of Education, and procedures to be followed for initiating such an appeal. (5 CCR 4631)

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision and must include a copy of the locally filed complaint and a copy of the district decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (5 CCR 4652)

CIVIL REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief, and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint. For assistance, you may contact:

Tulare County Office of Education
Legal Services Department
UCP Specialist - (559) 733-6306
Legal Aid - (559) 733-8770

REFERRING COMPLAINTS TO OTHER APPROPRIATE STATE OR FEDERAL AGENCIES

The following complaints shall be referred to the specific agencies for appropriate resolution and are not subject to local and Department complaint procedures set forth unless these procedures are made applicable by separate interagency agreements:

American Civil Liberties Act 504: Office for Civil Rights

Child Abuse: Department of Social Services, Protective Services Division, or Sheriff's Department

Health and Safety/Child Development: Department of Social Services

General Education: Visalia Unified School District

Discrimination/Nutrition Services: U.S. Secretary of Agriculture, U.S. Department of Agriculture, Western Region

Employment Discrimination: Department of Fair Employment and Housing

Fraud: California Department of Education Directors of Legal Counsel

BASIS FOR DIRECT STATE DEPARTMENT OF EDUCATION INTERVENTION

1. The Superintendent of Public Instruction shall directly intervene when:
2. The local agency fails to comply with complaint procedures;
3. Discrimination is alleged and/or there is indication of immediate loss of benefits such as education or employment for students;
4. The complainant requests anonymity and has proven retaliation;
5. The local agency fails to implement the final decision resulting from a local investigative or meditative process;
6. The local agency fails to respond to the complaint within 60 days;
7. For special education issues:
 - a. The public agency (other than the LEA)
 - i. Fails/refuses to follow provisions for free, appropriate public education
 - ii. Fails to comply with due process procedures
 - b. The complainant alleges that a student is not receiving services specified in the student's IEP
 - c. Violation of federal law governing Special Education

WILLIAMS UNIFORM COMPLAINT PROCEDURES

For Facilities, Instructional Materials, and Teacher Assignments

Effective January 1, 2005, all parents and guardians of Visalia Unified School district students have the right to file complaints regarding the adequacy of instructional materials, teacher vacancies and misassignments, and the physical condition of school facilities that expose students to impending safety concerns. Education Code 35186 requires that the following notice be posted in your child's classroom.

INSTRUCTIONAL MATERIALS

Each student has the right to sufficient textbooks and sufficient instructional materials to be used in class and to take home to complete required homework assignments. You have the right to file a complaint if you believe your pupil, including English Language Learners, does not have standards-aligned textbooks or instructional materials, state adopted or District adopted textbooks, or other required instructional material to use in class or to complete required homework assignments. Likewise, you have the right to file a complaint if textbooks or other instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

TEACHER VACANCIES OR MISASSIGNMENTS

You have the right to file a complaint related to a teacher vacancy or misassignment if a semester begins and a properly credentialed teacher is not assigned to teach the class; if an unqualified teacher is assigned to teach English Language Learners in a class with more than 20% English Language Learners; or a teacher has been assigned to teach a class for which the teacher The complainant alleges that a student is not receiving services specified in the student's IEP lacks subject matter competency.

PHYSICAL CONDITION OF SCHOOL FACILITIES

School facilities must be clean, safe, and maintained in good repair. You have the right to file a complaint over any unsafe conditions you believe exist in a District school site or other District facility.

COMPLAINT PROCESS

If you have a complaint regarding inadequate instruction materials, teacher vacancies or mis assignments, or the unsafe or unclean condition of school facilities, please contact the Principal. You will be given the appropriate forms or referred to the appropriate District official for processing of your complaint. You have the right to file an anonymous complaint regarding any of the issues specified in this notice. (See Annual Notification of UCP on page 48)

STATE PRESCHOOL HEALTH AND SAFETY ISSUES

COMPLAINTS (5 C.C.R. §§ 4690-4694)

Complaints regarding state preschool health and safety issues in Local Educational Agencies exempt from licensing are now processed exclusively via the procedures set forth in sections 4690 through 4694. (5 CCR § 4610 (g).) Complaints regarding state preschool health and safety issues in school districts exempt from licensing are now processed exclusively via the procedures set forth in the California Code of Regulations, title 5, sections 4690 through 4694, and are no longer processed through the District's Uniform Complaint Procedures. Complaints must be filed with the preschool program administrator, or his/her designee, and may be filed anonymously.

COMPLAINT PROCESS

If you have a complaint regarding preschool health and safety issues, please contact the Program Manager of Early Childhood Education. You will be given the appropriate forms or referred to the appropriate District official for processing of your complaint.

CALIFORNIA STATE PRESCHOOL PROGRAMS - ADDITIONAL ANNUAL NOTICE AND POSTING REQUIREMENTS (5 C.C.R. § 4691)

The following California State preschool programs are operating as exempt from state licensing: All programs are licensed. The following California State preschool programs are operating pursuant to state licensing requirements:

Cottonwood Creek Elementary, Crestwood Elementary, Crowley Elementary, Four Creeks Elementary, Sierra View Elementary, Goshen Elementary, Highland Elementary, Houston Elementary, Ivanhoe Elementary, Linwood Elementary, Manuel Hernandez Elementary, Mineral King Elementary, Royal Oaks Elementary, Sequoia Preschool and Willow Glen Elementary.

NON-DISCRIMINATION

(42 U.S.C. Sections 2000 et seq., 6707) (20 U.S.C. Sections 1681 et seq.)

BP 5145.3

The Visalia Unified School District has a policy that all programs and activities shall be free from discrimination or harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, age, sexual orientation, gender preference and physical mental disability, including eligibility under the Americans with Disability Act (ADA) and Section 504 of the Rehabilitation Act of 1973 or immigration status

Any individual who believes that his or her rights are being violated or that he or she is being discriminated against should immediately contact the principal or designee. If the situation is not promptly remedied at the site level, a complaint can be filed in accordance with administrative regulations by contacting the office of the Area Superintendents at 730-7515.

EXPECTATIONS AND STANDARDS

WE HOLD HIGH EXPECTATIONS AND STANDARDS FOR THE ACADEMIC AND SOCIAL DEVELOPMENT OF ALL STUDENTS AND THE PERFORMANCE OF ADULTS.

The Governing Board expects students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can do successful work as a result of their own efforts. The Board expects that students will not cheat, lie, or plagiarize. (BP 5131.9)

- All students can learn and succeed. Each student at every level:
 - will encounter a challenging and interesting curriculum
 - will experience a variety of instructional strategies
 - will build high self-esteem through success in personal achievement
 - will engage in enriching extra and co-curricular activities
- Family support and involvement greatly enhance the success of their child(ren) in school.
- Highly skilled and effective teaching, along with positive personal attitudes and relationships, are the essential factors in a successful classroom learning experience.
- The entire community and all of its organizations and agencies play a vital role in the success of students in school. The schools, parents, and community must effectively share in the responsibility of education and provide a social environment which enhances each student's ability to achieve a high level of academic success and physical and emotional well-being. It is essential to collaborate efforts and maximize time, money, and human resources.
- All aspects of our district and school site operations will strive to uphold the highest ethical standards and function on a values foundation of hard work, excellence in effort, perseverance, trustworthiness, caring, responsibility, respect, fairness, and citizenship.
- Our district recognizes and appreciates the cultural and human diversity of our students, staff, and families. This diversity offers educational opportunities enhancing respect and success for all.

HOMEWORK

The Governing Board recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/ guardians, and staff to view homework as a routine and important part of students' daily lives. (BP 6154 (a))

SUN-PROTECTIVE HEADGEAR

[AR 5132\(a\)](#)

Students may wear sun-protective clothing, including hats, caps, beanies, durags, and other head coverings outdoors. Students shall be allowed to wear sun-protective clothing, including but not limited to hats and hats with the school logo, for outdoor use during the school day. (Education Code 35183.5) Students without religious accommodations must remove headwear when indoors in the classroom. Helmets, hoods, headphones, or headgear that obscures the face or ears are not allowed except as required by law, including religious observance and disability accommodation, or as necessary for the educational or athletic activity.

Further questions regarding headgear should be directed to your child's school principal.

USE OF MOBILE COMMUNICATION DEVICES

[BP 5131\(b\)](#) [AR 5132\(a\)](#)

[Mobile Device Policy Flyer](#)

Students may possess or use mobile communication devices, including but not limited to, a cell phone, smart watch, pager, or other mobile communication device, while on campus or at school-sponsored activities provided that such devices do not disrupt the educational program or school activity. Mobile communication devices shall be turned off during class time and at any other time directed by a district employee. Please Note: At the Elementary and Middle Schools, the devices shall be turned off during the regular school day. If disruption occurs, the employee may direct the student to turn off the device and/or confiscate the device until the end of the class period, school day or activity. Such devices are considered personal property. Students possess these items at school entirely at their own risk. The school or district is not responsible for lost, stolen, or damaged devices.

No student shall be prohibited from possessing or using a mobile communication device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes.

Devices are subject to search of content if used in violation of Conduct Code, Education Code, or have information in them regarding Education Code/Conduct Code violations.

(Education Code 48901.5)

OPEN HIGH SCHOOL CAMPUSES

(Ed. Code Section 44808.5)

[BP 5112.5](#)

The governing board of the Visalia Unified School District, pursuant to section 44808.5 of the Education Code, has decided to permit the pupils enrolled at all Visalia Unified School District high schools, except the freshman class at all high schools, to leave the school grounds during the lunch period (VUSD Board Policy 5112.5). During this time, students are held accountable to the district's Student Conduct Code and violators may lose the open campus privilege.

Neither the school district nor any officer or employees thereof shall be liable for the conduct or safety of any pupils during such time as the pupil has left the school ground (Ed. Code 44808.5).

AVAILABILITY OF COURSE PROSPECTUS

The parent/guardian may examine curriculum materials of the class(es) in which their child is enrolled. Parents/guardians can access course outline information at <http://www.vusd.org> for middle and high school students. School sites shall make available upon request and in a reasonable time frame, all materials and assessments stored and used by classroom teachers. The school may charge an amount not to exceed the cost of duplication. (Education Code 49091.14)

DISTRICT INFORMATION

FACTS

The Visalia Unified School District is an educational agency operating a variety of programs for students in the City of Visalia and Tulare County. The District educates all students, including special education, adult, preschool, and students in job training programs. Curriculum and instructional help is available from the District Office staff, as is assistance in management, evaluation, and testing to the school sites. More information about the Visalia Unified School District is available. If you have further questions, please call (559) 730-7300, or visit our Web site at <http://www.vusd.org>.

SCHOOL VISITORS/VOLUNTEERS

Parents/guardians and interested members of the community are encouraged to visit the schools and view the educational programs. To ensure the safety of students and staff and to avoid disruptions, we have launched the Raptor system that will scan all visitors before allowing them onto campus. All visitors are required to register with the front office before entering the school grounds. Through our new system, anyone wishing to volunteer with VUSD will only have to register with one school to volunteer at multiple schools. The process is electronic and simple to use visit <https://www.vusd.org/volunteer>.

SPECIAL EVENTS

Web site address <http://www.vusd.org>

COLLEGE NIGHT:

This annual event sponsored by the Tulare County Office of Education is an opportunity for all county students to learn more about college opportunities. Over eighty colleges offer information and personalized counseling to interested students and parents. Subject area workshops including: financial aid, college essay writing, middle school preparation, etc., are also offered during the evening. For more information check our Web site address <http://www.vusd.org>.

SPRING CONCERT:

Concerts are given by the students at grade level 4-12 to showcase students' musical ability and knowledge. Band, orchestra, and vocal performances are well attended by family, friends, and the community. Visalia Unified School District is known throughout the state and the nation for its quality music programs. For more information check our Web site address <http://www.vusd.org>.

VISALIA EDUCATION FOUNDATION

The Visalia Education Foundation supports the arts and its purpose is "to promote educational excellence for the students of Visalia Unified School District." All donations are welcome to support this essential part of the curriculum. Join other distinguished community supporters by calling the Foundation at (559) 730-7518 or for further information check our Website at <http://www.visaliaef.org>.

ANNUAL SCHOOL ACCOUNTABILITY REPORT CARD

Each school is required to issue a School Accountability Report Card which shares with the community the programs and successes of the school including information about expenditures, discipline, attendance, and student performance. This information is available upon request at your child's school (E.C. 35256) or visit us at our web site <http://www.vusd.org>.

PHOTOS/VIDEOS AT SCHOOL

During the school year, the District may take photographs and/or produce videos to highlight programs offered in our schools. If you do not want your child included in a publicity photo or a video, please inform your child's Principal.

RELEASE OF STUDENT DIRECTORY INFORMATION FORM

(AR 5125.1) [AR 5125.1](#)

The District makes student Directory Information available in accordance with state and federal laws. This means that a student's name, birthday, birthplace, address, major course of study, participation in school activities, dates of attendance, awards, and previous schools attended may be released to specified agencies upon request. In addition, the height and weight of student athletes may also be provided. The agencies that may receive this information include:

- Post-secondary education institutions (will also receive telephone numbers)
- Prospective employers
- News media
- Nonprofit organizations
- Military organizations (will also receive telephone numbers)

PARENT/STUDENT RIGHT 739545S:

Upon written request from the parent of a student age 17 or younger, the District will withhold this Directory Information. If a student 18 or older or who is enrolled in an institution of post-secondary instruction makes a written request, the pupil's request to deny access to Directory Information will be honored. Any secondary student can request information not be shared with post-secondary education institutions and military organizations. Any secondary student (grades 9-12) can request that Directory Information be withheld from military and college recruiters.

You do not need to return this form if you want your directory information to be sent to the above organizations.

-----CUT ALONG DOTTED LINES-----

Student Name: School:

Date of Birth: Student ID #

Check boxes you wish to apply.

- ☐ Do not release Directory Information to any agency listed below
- ☐ Do not release Directory Information to post-secondary education institutions
- ☐ Do not release Directory Information to prospective employers
- ☐ Do not release Directory Information to news media
- ☐ Do not release Directory Information to military organizations
- ☐ Do not release Directory Information to nonprofit organizations

Signature: Printed name: Date: Circle one: Parent
Self

Send to: Visalia Unified School District, Student Services Department, 5000 W. Cypress Ave Visalia CA. 93277 (559) 730-7579 submit the form no later than 30 days after the receipt of this notification. This request must be made on a yearly basis (Ed. Code 49073).

DISTRICT PROGRAMS

REQUIRED MINUTES FOR PHYSICAL EDUCATION GRADES 1-12

The State of California requires all students in grades 1-12 to participate in a Physical Education Program for a designated number of minutes every 10 days (two weeks). The following chart outlines the required number of minutes students must receive under California State Law:

Elementary School Grades 1-6	200 Minutes every 10 days
Elementary School Grades 7-8	200 Minutes every 10 days
Middle/High School Grades 7-12	400 Minutes every 10 days

If you have a question or concern regarding the implementation of the physical education program, please contact your child's school site principal for more information. If you have additional concerns regarding instructional minutes of PE that are not addressed by the school site principal, you may submit a complaint form to the Director of Athletic Programs at 5000 W. Cypress, Visalia CA 93277.

1-6 Grade Physical Education – Instructional Minutes Complaint Form			
Parent Name:		Contact Number	
School Site:			
Comment/Concern	Missing PE Minutes		

VISALIA LEARNING CENTER

630 S. Atwood St., Visalia, CA 93277 | 559-730-7688 |
Open M-F 8:30 AM -4:30 PM (open the same days as the school calendar)

The Visalia Learning Center (VLC) is a one-of-a-kind library for all Visalia residents, VUSD students/families and staff. This spectacular resource is a hub of community activity with a welcoming atmosphere and helpful, dedicated librarians. During your first visit to the VLC, a library card will be issued and community patrons can begin their checkout of up to 20 items right away. Patrons will also have the opportunity to sign up for access to the growing digital collection of ebooks and audiobooks through Sora. The VLC offers the following (and much more):

- 50,000 books for early childhood/elementary age readers (including picture books, easy readers, fiction/nonfiction juvenile collections, graphic novels, and books in Espanol.
- 10,000 ebooks/audiobooks through Sora.
- Laptops for patron use in the library.
- The George Piling Reading Room (with board book and learning activities geared toward early childhood. development/growth)
- The Resource Center and Work Area (with digital poster-making technology, a digital die-cut machine, laminating machines, specialty paper and butcher paper and other supplies for purchase).
- Book Kits are available to teachers for classroom Book Clubs.
- Big Books for interactive read-aloud activities.

The VLC staff welcomes you to the VLC and encourages you to follow us on social media (Facebook/Instagram: @vusdlibraries) for more information on our services and upcoming events.

SPECIAL EDUCATION

(Ed. Code Sections 56000-56033, 56500 et. seq.) (20 U.S.C. Sections 1401-1461)
(34 C.F.R. Sections 300-301-300.302) (Calif. Adm. Code, Title 5, Sections 3000 et seq.)

A free and appropriate public education is available to all students with exceptional needs at no cost to parents/guardians. Individuals with exceptional needs are considered “children with disabilities.” This term encompasses children evaluated and identified as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual

impairment (including blindness), an emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, a specific learning disability, deaf/blindness, or multiple disabilities, and who need special education and related services. (34 C.F.R. Section 300.8)

Any individual, public agency, or organization may file a written complaint with the District Superintendent or with the State Superintendent of Public Instruction if you believe the school district has violated federal or state laws regarding Special Education. The complaint process and procedures are available by calling the Special Education Department at 730-7581. A copy of the Special Education Rights of Parents and Children is available at both school sites and the district office. (34 C.F.R. Sections 76.780-76.783) C.C.R., Title 5, Section 3080)

IDENTIFICATION AND REFERRAL, ASSESSMENT, INSTRUCTIONAL PLANNING, IMPLEMENTATION, AND REVIEW FOR ALL INDIVIDUALS WITH EXCEPTIONAL NEEDS, AS DEFINED IN CHAPTER 4, EDUCATION CODE - PART 30

In compliance with California Education Code, the Visalia Unified School District actively seeks out all individuals with exceptional needs through 22 years of age. This program of Child Find includes children not enrolled in public school programs who reside in the Visalia Unified School District boundaries and are under the jurisdiction of the Tulare County Special Education Local Plan Area. The Visalia Unified School District has specific responsibilities under this law which includes the responsibility to actively seek out and accept referrals for any child who may need special education services. Those who wish to make such referrals or ask questions about the referral process should contact the Directors of Special Education, at 730-7581.

The Special Education Rights of Parents and Children are posted on the District website in English and Spanish. A copy of these documents may also be obtained at each school site or by calling the Directors of Special Education at 730-7581.

INDIVIDUAL INSTRUCTION FOR PUPILS WITH TEMPORARY DISABILITIES IN HOSPITALS OUTSIDE THE SCHOOL DISTRICT

(Ed. Code Section 48206.3-48208)

A pupil, with a temporary disability, who is in a hospital or residential health facility, except a state hospital, shall be deemed to be a resident of the school district where the hospital is located. The parent/guardian has the primary responsibility to notify the school district in which the pupil with the temporary disability is deemed to reside because of hospitalization. The resident school district will offer individualized instruction if the pupil qualifies unless the pupil's prior school district provides such individualized instruction.

SECTION 504

IDENTIFICATION AND EDUCATION UNDER SECTION 504 OF THE REHABILITATION ACT AND AMERICANS WITH DISABILITIES ACT (ADA)

(Rehabilitation Act of 1973, Section 504. CODE OF FEDERAL REGULATIONS, TITLE 34)

[BP 6164.6](#)

The Visalia Unified School District recognizes the need to identify and evaluate students with disabilities within their jurisdiction in order to provide them a free appropriate public education. Parents/guardians may request evaluation for any student they believe to have a disability within the definition of Section 504 of the Rehabilitation Act of 1973 (Section 504) or the Americans with Disabilities Act of 1990 (ADA). A school site committee of knowledgeable professionals shall meet to evaluate the student's eligibility under Section 504/ADA. The student's parents/ guardians shall be invited to participate on this committee. Eligible and

qualified individuals with disabilities within the meaning of Section 504/ ADA shall be entitled to a written Service Plan. A school site 504 committee, including parents/guardians, will develop written accommodations to be addressed in the student's Service Plan. The parent/guardian shall be provided with a written copy of the Service Plan. If the committee determines that no accommodation is needed, the parents/guardians shall receive a record of the proceedings stating the basis for this decision. Parents/guardians shall also receive a copy of the procedural safeguards guaranteed under the Code of Federal Regulations, Title 34, Part 104.36.

If the situation is not promptly remedied at the site level, a complaint can be filed in accordance with administrative regulations by contacting the Director, Student Services 5000 W. Cypress, Visalia, CA, or by calling 730-7588.

NUTRITIONAL SERVICES

The Visalia Unified School District participates in the National School Lunch, School Breakfast, and After-School Snack programs. Meals are served every school day.

NON-PRICING SITES / COMMUNITY ELIGIBILITY PROVISION

For the 2025-26 school year ALL Visalia Unified School District school sites will be on a non-pricing meal system and all students at all sites regardless of categorical eligibility will receive meals at no charge under USDA's Community Eligibility Provision.

MEAL APPLICATIONS

School sites will not be required to collect meal applications for the 2025-2026 school year. All students will receive meals at no charge at all school sites. However, families may be asked to fill out a Universal Benefits Application form to assist the district in receiving valuable funding under the Local Control Funding Formula. This form is for school funding and will not be used to qualify students for free or reduced-priced meals. Universal Benefits Application forms are available at all school sites that require them and may be submitted at any time during a school day. You may also fill a form out online at www.vusd.org. If you have any questions or need assistance in completing the Universal Benefits Application form, please contact the Nutritional Services Department at 559-730- 7871 or the Family & Community Services Department at 559-730-7566.

PRE-PAYMENT

The Nutritional Services Department accepts pre-payment for student a la carte items (snack bar items) at middle and high schools. Payments are accepted at your school or make a credit/debit card payment online at: www.myschoolbucks.com. Log on to www.myschoolbucks.com using your student's district ID number. You can obtain your student's ID number by calling your school office.

SPECIAL DIET REQUESTS

If your student requires a special diet due to an allergy or disability, please have your doctor complete and sign a Special Diet Request Form. This form can be turned in to the school nurse or the cafeteria staff at your site. The form is available online at: <http://www.schoolnutritionandfitness.com/index.php?sid=2110111642557961&page=menus>

MENUS ARE AVAILABLE ONLINE AT:

<http://www.schoolnutritionandfitness.com/index.php?sid=2110111642557961&page=menus>

Look for the Going Green! Menu icon and sign up to have monthly menus sent to your email address.

Visit our Nutrition Services website at: <http://www.schoolnutritionandfitness.com/index.php?sid=2110111642557961> for menus, menu nutrition information, program information, online payments, and fitness information!

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant

Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

EARNED INCOME TAX CREDIT INFORMATION ACT COMMUNICATION:

Based on your annual earnings, you may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its Web site at www.irs.gov.

You may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its Web site at www.ftb.ca.gov.

For additional information, refer to the IRS EITC Web page at

<https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit> or the California EITC Web page at

<https://www.ftb.ca.gov/individuals/faq/net/900.shtml>

ALTERNATIVE SCHOOLS

(Ed. Code Section 58501)

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class or group within a school which is operated in a manner designed to: (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy; (b) Recognize that the best learning takes place when the student learns because of his/her desire to learn; (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects; (d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process; (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located. In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

CAREER TECHNICAL EDUCATION

Visalia Unified School District offers an exciting array of career technical education programs that focus on agriculture, business, graphic design, computer technology, health science, industrial technology, hospitality and culinary arts, engineering, media arts, Law and Justice, Public Safety, and many other career areas. These programs are rigorous and relevant and strive to ensure that participating students are college and career ready.

Career Technical Education pathways benefit all students, including those planning to attend a college or university after graduating from high school . Many of the pathways have dual/concurrent college coursework embedded and/or the pathways lead to professional or industry certification opportunities.

The District CTE programs build around a set of courses called a career pathway. These pathways allow students to take part in a career program that leads to a technical certification, community college associate degree, or a 4-year college degree. In addition to our traditional career pathways programs, Linked Learning Academies place students in cohorts to ensure that the career theme is embedded during their educational day. Academy themes include Architecture, Construction, & Engineering, Sports Medicine, Public Safety, Law and Justice, Business, Health Science, Computer Science, and Media Arts. Anyone wanting more information should contact the Visalia Unified School District's Coordinator of Career Technical Education at 730-7510.

VUSD COUNSELING SERVICES

Visalia Unified School District (VUSD) is proud to have dedicated school counselors who are committed to supporting student success. Counselors work with students across three core areas: academic, career, and personal/social development.

Below is an overview of the services our counselors provide:

TYPES OF COUNSELING SERVICES

Counselors provide support across three domains:

- **Academic:** Helping students succeed in school through planning, progress monitoring, and intervention.
- **Career:** Assisting students in exploring and preparing for life after high school.
- **Personal/Social:** Supporting students with personal growth, relationships, and emotional well-being.

Counseling services are delivered in two main ways:

- **Planned Services:** Provided to all students throughout the school year.
- **Intentional Services:** Targeted for individual students or specific groups based on identified needs.

PLANNED COUNSELING SERVICES OFFERED TO HIGH SCHOOL STUDENTS INCLUDE THE FOLLOWING:

Academic Domain:

- Registration of new students
- Scheduling of currently enrolled students, each student will meet with their counselor for an individual learning plan meeting (ILP)
- Postsecondary educational planning through classroom lessons and use of California Colleges
- Monitoring of student progress, and intervention when students are not successful
- Creation of 4 year plans to support students with reaching graduation and post secondary goals.
- Senior counseling to monitor graduation status and completion of preparation for post-high school goals
- Informational events for parents and students, including 8th Grade Parents Night, Freshman Parent Night, Financial Aid Night, and Senior Awards night.

Career Domain:

- Career counseling with the use of California Colleges
- Connection with Career Technical Education (classes, academies, and pathways)

Personal/Social Domain:

- Ongoing consideration and evaluation of special circumstances and needs of students
- New student orientation
- Awards and recognition programs

INTENTIONAL COUNSELING SERVICES OFFERED TO STUDENTS INCLUDE THE FOLLOWING:

Academic Domain:

- Meeting with students, parents, or teachers who "drop in" with specific academic questions, issues, or concerns
- Contacting students to address specific, individual academic concerns
- Monitoring of students at risk of not graduating
- Counseling, advisement, and referral of students to alternative education programs (including Sequoia High School, Charter Alternatives Academy, Independent Study, and other services available in the local community)
- Participate and monitor Student Study Team meetings
- Participate and monitor 504 plans for students
- Participate in IEP meetings for special education students and monitor student progress

Career Domain:

- Meeting with students and parents who “drop in” with specific career related questions
- Coordinate student access to specific services provided by the Career Education Technician including, interest inventories, developing job acquisition skills, and job shadowing

Personal/Social Domain:

- Meeting with students who “drop in” with specific personal or social questions, issues, or concerns
- Provide intervention for students in personal crisis including suicide intervention, teen pregnancy, drug counseling, relationship counseling, conflict resolution, gang intervention, and support during transitions
- Coordinate student success to site school psychologist, social worker, and the school nurse, and provide linkages to mental health, teen pregnancy, general health services, and other services offered in the local community
- Counsel individual students who receive behavior referrals or attendance referrals, individual and group counseling services offered to students as identified needs arise

Parents and students are encouraged to contact the counseling office at their school to access any of these services or if they have questions about specific services.

PLANNED COUNSELING SERVICES OFFERED TO MIDDLE SCHOOL STUDENTS INCLUDE THE FOLLOWING:

Academic Domain:

- Registration of new students
- Scheduling of currently enrolled students
- Postsecondary education planning
- Monitoring of student progress, and intervention when students are not successful in their classes
- Informational events for parents and students, including 7th and 8th Grade Parents Nights

Career Domain:

- Career counseling with the use of California Colleges
- Connection with Career Technical Education classes, academies, and pathways

Personal/Social Domain:

- Ongoing consideration and evaluation of special circumstances and needs of students
- New student orientation
- Awards and recognition programs

INTENTIONAL COUNSELING SERVICES OFFERED TO STUDENTS INCLUDE THE FOLLOWING:

Academic Domain:

- Meeting with students, parents, or teachers who “drop in” with specific academic questions, issues, or concerns
- Contacting students to address specific, individual academic concerns
- Monitoring of students at risk not passing their classes
- Participate and monitor Student Study Team meetings
- Participate and monitor 504 plans for students
- Participate in IEP meetings for special education students and monitor student progress

Career Domain:

- Meeting with students and parents who “drop in” with specific career related questions
- Coordinate student access to specific services provided by the CTE Department and/or more specialized services with California Colleges

Personal/Social Domain:

- Meeting with students who “drop in” with specific personal or social questions, issues, or concerns
- Provide intervention for students in personal crisis including suicide intervention, teen pregnancy, drug counseling, relationship counseling, conflict resolution, gang intervention, and support during transitions
- Coordinate student success to site school psychologist, social worker, and the school nurse, and provide linkages to mental health, teen pregnancy, general health services, and other services offered in the local community
- Counsel individual students who receive behavior referrals or attendance referrals
- Individual and group counseling offered to students as identified needs arise

Parents and students are encouraged to contact the counseling office at their school to access any of these services or if they have questions about specific services.

PLANNED COUNSELING SERVICES OFFERED TO ELEMENTARY SCHOOL STUDENTS AT AT SITE WITH SCHOOL COUNSELORS INCLUDE THE FOLLOWING:

Academic Domain:

- Postsecondary education planning through classroom lessons
- Monitoring of student progress, and intervention when students are not successful
- Informational events for parents and students

Career Domain:

- Career counseling
- School wide awareness to various careers and colleges is provided
- Classroom college and career readiness lessons are provided to all students

Personal/Social Domain:

- Ongoing consideration and evaluation of special circumstances and needs of students
- School wide classroom lesson and events are provided to support and build upon student's social and emotional skills
- New student orientation
- Awards and recognition programs

INTENTIONAL COUNSELING SERVICES OFFERED TO STUDENTS INCLUDE THE FOLLOWING:

Academic Domain:

- Meeting with students, parents, or teachers who “drop in” with specific academic questions, issues, or concerns
- Contacting students to address specific, individual academic concerns
- Participate and monitor Student Study Team meetings
- Participate and monitor 504 plans for students
- Participate in IEP meetings for special education students and monitor student progress

Career Domain:

- Meeting with students and parents who “drop in” with specific career related questions
- Coordinate student access to specific services provided by the CTE Department
- Classroom college and career readiness lessons are provided to all students

Personal/Social Domain:

- Meeting with students who “drop in” with specific personal or social questions, issues, or concerns
- Provide intervention for students in personal crisis including suicide intervention, drug counseling, relationship counseling, conflict resolution, gang intervention, and support during transitions
- Coordinate student success to site school psychologist, social worker, and the school nurse, and provide linkages to mental health, teen pregnancy, general health services, and other services offered in the local community
- Counsel individual students who receive behavior referrals or attendance referrals
- School wide classroom lesson and events are provided to support and build upon student's social and emotional skills

Parents and students are encouraged to contact the counseling office at their school to access any of these services or if they have questions about specific services.

ADVANCED PLACEMENT EXAMINATION FEES

Through the Local Control and Accountability Plan (LCAP), VUSD covers the cost of the first AP exam for all students, regardless of socio-economic status. For students who qualify for the reduced exam fee, LCAP also subsidizes the cost of additional AP exams. This support is made possible through funding specifically allocated within the LCAP. Any economically disadvantaged student enrolled in an Advanced Placement (AP) course and interested in additional financial support should speak with their AP instructor for more information.

ENGLISH LEARNER INSTRUCTIONAL PROGRAM

Visalia Unified School District offers parents of students, who are identified as English Learners, instructional program options for grades K-12. Under state guidelines, all parents of English Learners will be provided with a clear description of all educational opportunities available. Upon completion of Language Proficiency Assessment (ELPAC), parents will be given the opportunity to request an instructional program, in conjunction with a recommendation from the school district assessment center, appropriate to the needs of their child. Students are supported with Designated and Integrated English Language Development (ELD).

Option 1: Structured English Immersion

The English Language Mainstream program is taught in English and is an appropriate placement for English Learners who are reasonably fluent. English Learners are supported in English Language Development (ELD) through integrated and designated ELD until reclassified as Fluent English Proficient (FEP).

Option 2: Transitional Program (Native Language)

In Bilingual programs students are taught core subjects in their primary language. The Spanish Bilingual Program allows for students to receive instruction in core academic areas using their primary language while simultaneously developing English Language. Under California Education Code, parents may opt their student into a Spanish Bilingual Program through the parental waiver process. Individual schools with 20 or more requests at a given grade level are required to implement a Spanish Bilingual Program. Parents may request a transfer to another site where the program is implemented.

Option 3: Dual Language Immersion Program

The Dual Language Immersion (DLI) Program offers instruction in both English and Spanish with the goal of promoting bilingualism, biliteracy, and high academic achievement. English Learners and English-proficient students learn together in classrooms where both languages are used for instruction. The program gradually increases the amount of English used over the years while maintaining and developing the student's primary language. Parents interested in the DLI Program may submit a interest form during the open window. Placement is dependent on space availability and alignment with program guidelines.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a]) Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact your child's school to ask about the process.

Parents of English learners have a right to decline, opt their children out of the school district's language acquisition program, or opt out of a particular English learner service within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, the school district remains obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.(EC Section 310[a])

AMERICAN INDIAN PROGRAM

The Visalia Unified School District is currently funded by the United States Department of Education to operate a supplementary educational program for children of American Indian descent under the auspices of Title VI of the Indian Education Act. Funding for this program is based upon the total number of students within our district who are known to be of American Indian descent.

If you are aware of ANY American Indian ancestry in your family background, your student(s) may be eligible for additional educational opportunities. If you feel you qualify for services, please contact the American Indian Office at 730-7563 for any additional information.

HEALTH INFORMATION

COMMUNICABLE DISEASE & IMMUNIZATIONS

(Health and Safety Code Sections 3380-3381) (Calif. Adm. Code, Title 17, Sections 6000-6075)

Every pupil below the age of 18 years is required to be fully immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles (rubeola), mumps, rubella (German measles), hepatitis B, and varicella (chicken pox). Additionally, a TB skin test with results is required before admission to school in Tulare County. All students entering grades 7-12 must receive a Tdap booster at age 7 or older to continue with their educational program. Exemptions based on personal beliefs, including religious, are no longer an option in CA. Students who had a signed waiver based on religious or personal beliefs on file by January 1, 2016, will be exempt from the immunizations requirement until they complete the "grade span" they were in as of January 1, 2016. Grade spans are: (1) birth through preschool, (2) Kindergarten through 6th grade, and (3) 7th through 12th grade. Students entering the District for the first time or advancing to 7th grade after January 1, 2016 will no longer be exempt from immunizations based on their religious or personal beliefs. A medical exemption issued before January 1, 2021 remains valid and the student is allowed continued enrollment until the child enrolls in the next grade span (TK/K-6th grade, 7th-12th grade), the

expiration date specified in a temporary medical exemption, or the revocation of the exemption because the issuing physician has been subject to disciplinary action from the physician's licensing entity. As of January 1, 2021, all new medical exemptions for schools and child care entry must be issued through the California Immunization Registry- Medical Exemption website (CAIR-ME). Medical exemptions can only be issued by MDs or DOs licensed in California.

Cancer Prevention Act/Human Papillomavirus Immunization (Ed. Code 48980.4; H. & S. Code § 120336)

HPV, or human papillomavirus, is a common virus that can cause cancers later in life. California law requires that students be advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full HPV immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Per the CDC, children ages 11-12 years should get two doses of HPV vaccine, given 6 to 12 months apart. HPV vaccines can be given starting at age 9. Children who get the first dose before their 15th birthday only need two doses. Teens who get the first dose on or after their 15th birthday need three doses. The HPV vaccine series is most effective when given before a person is exposed to the virus. More information may be found on the CDC's webpage: <https://www.cdc.gov/hpv/parents/vaccine-for-hpv.html>. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

HEALTH CARE AND EMERGENCIES

Mandatory Emergency Information

Parent/guardians shall furnish the school with the current information specified below:

1. Home address and telephone number.
2. Parent/guardian's business address and telephone number.
3. Name, address and telephone number of a relative or friend who is authorized by the parent/guardian to care for the student in case of emergency when the parent/guardian cannot be reached.
4. Local physician to call in case of emergency.
5. Pertinent medical information that staff should know for the safety of students at school including continuing medication (E.C. 49423). Under Education Code (49407), no school district shall be held liable for the reasonable treatment of a student without the consent of the parent/guardian when the student requires medical treatment, and the parent/guardian cannot be reached unless a written objection to medical treatment has been filed with the school district.

STUDENT ACCIDENT INSURANCE

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. The insurance requirement can be met by the school district offering insurance or other health benefits that cover medical expenses and hospital expenses. Some students may qualify to enroll in no cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling 1(800) 300-1506.

Visalia Unified School District offers low-cost accident insurance intended to defray the cost of medical and hospital services resulting from injuries sustained while attending school, and it is available to students on a voluntary subscription basis. Parents are not required to purchase the insurance. The district is not liable for the payment of expenses incurred as the result of injury at school. The district may be responsible only when parents can prove the district and/or its employees have been guilty of negligence. Charges for non-covered procedures and above the schedule of benefits are the responsibility of the parent (E.C. 49472).

VISION, HEARING, & SCOLIOSIS SCREENING

(Health and Safety Code Section 321.2, 323.5) (Ed. Code Sections 49451, 49452.5)

Students shall have their vision and hearing tested by qualified personnel authorized by the district. (Ed. Code 49452). The school district may also screen every 7th grade girl and 8th grade boy for scoliosis (curvature of the spine). The parent/guardian has the right to submit to the school a written request that the pupil not participate in any of these screening programs. The parent/guardian has the right to sign an affidavit of personal beliefs exempting his or her child from a physical examination, including vision, hearing, dental, height and weight, asthma, and scoliosis screening.

EXEMPTION FROM PHYSICAL EXAMINATIONS

A child may be exempt from a physical examination if the parent files a written statement with the school principal stating that he/she will not consent to a routine physical examination of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious or infectious disease, the child will be excluded from school attendance (Education Code 49451).

HOME AND HOSPITAL INSTRUCTION

A student with a temporary disability, defined as a physical or mental disability, which makes school attendance inadvisable, shall be entitled to individual instruction at home, in a hospital, or residential health facility, excluding state hospitals. The temporary disability does not include a disability that would qualify a student for special education pursuant to Ed Code 56026 (Ed Code 48206.3) Home and hospital instruction is provided by credentialed teachers. A licensed health care provider must complete an application stating the need and duration for home and hospital instruction. Instruction shall begin within five days after eligibility is determined. Forms for this program may be obtained from VUSD Health Services.

HEAD LICE

To prevent the spread of head lice infestations, school employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse or designee shall examine the student with symptoms for the presence of live lice. If live lice are found, the student may be excluded from attendance and parents/guardians informed regarding recommended treatment procedures. Students must be treated before returning to school. A student will be excused a maximum of three consecutive days for head lice. Parents will be notified should 2 or more students in the class have a lice occurrence, so that they may thoroughly inspect their own child.

PRESCRIPTION MEDICATION AT SCHOOL

(Education Code Section 49423)

If during the regular school day a pupil is required to take prescription and nonprescription medication prescribed for him or her by a physician, the pupil may be assisted by the school nurse or designee if the school receives both: (a) a written statement from the pupil's physician detailing the method, amount, and time schedules by which the medication is to be taken, and (b) a written statement from the parent/guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician's statement. The medication must be sent to school in the original prescription bottle. Some common situations where it is necessary for a student to take medication at school are asthma, ADHD, seizure disorders, diabetes, frequent headaches, or menstrual pain. If your child needs to take any medication at school, please have your physician complete the "Medication in School" form. The parent must sign this form and return it to the school nurse with the medication in the original container. Students may carry their medication, such as an inhaler for asthma, if the physician writes this specifically on the order, and the school nurse is notified. Parents must ensure that their child always brings their medication to school. Medication orders must be updated annually or more often as ordered by a health care provider.

PERMISSION FOR OVER THE COUNTER MEDICATION

(COMPREHENSIVE HIGH SCHOOLS ONLY)

Occasionally students will complain of non-injury or non-fever related headaches and /or menstrual pain. Parents or guardians may provide written permission on the student emergency card for the high school credentialed nurse to provide their child with the following over the counter medications. After assessment, the school nurse may provide 1 to 2 tablets Acetaminophen 325 mg. every 4 hours as needed or Ibuprofen 200 mg. 1 to 2 tablets every 6 hours as needed for headache and/or menstrual pain within the physician approved Nursing Standardized Procedures. Parents will be requested to state that their child has no known health problems that would contraindicate them to receive these medications.

TREATMENT FOR ANAPHYLAXIS

(Education Code 49414)

Anaphylaxis is a potentially life-threatening severe allergic reaction to a substance. Epinephrine is a drug that may be successfully utilized to counteract anaphylaxis. The Visalia Unified School District provides emergency epinephrine auto-injectors to trained personnel. "School districts shall provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered, and school nurses or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction."

TYPE 1 DIABETES

In accordance with CA Education Code Section 49452.6 we are required to provide all new elementary students/families with this important information.

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided sheet is intended to raise awareness about this disease.

Type 1 diabetes usually develops in children and young adults but can occur at any age

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

Type 1 diabetes affects insulin production

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

Risk Factors Associated with Type 1 Diabetes

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

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

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

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

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

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

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains

- Trouble breathing
- Confusion

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 1 Diabetes Treatments

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

You can go to our VUSD Health Services website for more Type 1 Diabetes resources.

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

CONFIDENTIAL MEDICAL SERVICES

(Education Code Section 46014)

Students in grades K-12 shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointments.

School authorities may excuse any student in grades 7-12 from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1) (cf. 5145.6 - Parental Notifications)

PREGNANT AND PARENTING ACCOMMODATIONS (AB 2289)

[BP 5146](#)

Pregnancy, childbirth and recovery is treated the same as other temporary disabilities; a student may be required to provide a doctor note indicating that they are physically and emotionally fit to continue participation in the regular education program. Pregnant and parenting students are not required to participate in pregnant minor programs or alternative education programs, but may do so voluntarily. Participation in school activities and courses shall not be denied solely based on a pupil's pregnancy, childbirth or recovery. A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. Parental leave is considered an excused absence and there is no requirement to complete academic work during the course of this absence. Upon return from parental leave, the pupil may resume their prior course of study and is allowed to make up work missed during their leave. Alternative education programs or a fifth year of high school instruction may be utilized in lieu of returning to a regular education program. Absences to care for a pupil's sick child will be excused without proof of a doctor's note.

LACTATION ACCOMMODATIONS FOR PARENTING STUDENTS

(Ed. Code § 222)

A school operated by a school district or a county office of education, the California School for the Deaf, the California School for the Blind, and a charter school must provide reasonable accommodations to a lactating student on a school campus to express milk, breast-feed an infant child, or address other needs related to breastfeeding. Reasonable accommodations under this section include, but are not limited to, all of the following:

- Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
- Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
- Access to a power source for a breast pump or any other equipment used to express breast milk.
- Access to a place to store expressed breast milk safely.
- A reasonable amount of time to accommodate the need to express breast milk or breast-feed an infant child. A student may not incur an academic penalty as a result of her use of reasonable lactation accommodations and must be provided an opportunity to make up any work missed due to such use.

A complaint of noncompliance with the requirements of this provision may be filed under the District's Uniform Complaint Procedures. Complainants not satisfied with the District's decision may appeal the decision to the California Department of Education and receive a written decision within 60 days. If the District finds merit in a complaint, or if the Superintendent finds merit in an appeal, the District will provide a remedy to the affected student.

PREGNANT AND PARENTING STUDENT RIGHTS (Ed. Code §§ 221.51, 46015)

The District cannot apply any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. The District cannot exclude or deny any student from any educational program or activity, including class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

The District may require any student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity.

Pregnant or parenting students cannot be required to participate in pregnant minor programs or alternative education programs. Pregnant or parenting students who voluntarily participate in alternative education programs will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.

The District must treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disabling condition.

Pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise this right. Failure to notify the school shall not reduce these rights. A pregnant or parenting student who does not wish to take all or part of the parental leave to which he or she is entitled shall not be required to do so. A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician.

When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program. During parental leave, the District shall not require a pregnant or parenting student to complete academic work or other school requirements.

A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and re enrollment in courses.

Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when it is necessary in order for the student to be able to complete state and any local graduation requirements, unless the District makes a finding that the student is reasonably able to complete the District's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the District. A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.

A student shall not incur an academic penalty as a result of his or her use of these accommodations. A complaint of noncompliance with these requirements can be filed with the District under its UCP.

MEDICAID REIMBURSEMENT FUNDING PROGRAM

Visalia Unified School District, in cooperation with the California Department of Health services, has a program which allows the district to be reimbursed with federal Medicaid dollars for health services provided to students at school. In accordance with program policy to receive the federal dollars, the district must make an attempt to bill through private insurance companies by asking parents/guardians for consent to bill, as well as authorization to share health screening information for this purpose with the district's billing agency. Revenue generated through this program is utilized for health related services for all students. Parents/Guardians will

never be billed for these services.

SOCIAL AND EMOTIONAL WELL BEING

Visalia Unified School District is committed to the health and well-being of all students. We acknowledge that students learn best when their social and emotional health is tended to. With this in mind, we encourage parents to partner with us in promoting student well-being and supporting suicide prevention.

Talking to your children about their social and emotional well-being, including thoughts and/or behaviors related to suicide is something you can and should do. Contrary to myth, talking about suicide doesn't plant the idea in someone's head. It actually can open up communication about a topic that is often kept quiet. By talking to your children about suicide or other at-risk thoughts or behavior, you give your child permission to bring up the subject again in the future.

If not prompted by a concern about your child's behavior, approach this topic in the same way as other subjects that are important to you, but may or may not be important to your child:

- Timing is everything! Pick a time when you have the best chance of getting your child's attention. Sometimes a car ride, for example, assures you of a captive, attentive audience. Or a suicide that has received media attention can provide the perfect opportunity to bring up the topic.
- Think about what you want to say ahead of time and rehearse a script if necessary. It always helps to have a reference point: ("I was reading in the paper that youth suicide has been increasing..." or "I saw that your school is having a training for teachers on suicide prevention.")
- Be honest. If this is a hard subject for you to talk about, admit it! ("You know, I never thought this was something I'd be talking with you about, but I think it's really important"). By acknowledging your discomfort, you give your child permission to acknowledge his/ her discomfort too.
- Ask for your child's response. Be direct! ("What do you think about suicide?"; "Is it something that any of your friends talk about?", "Have you ever thought about it? What about your friends?")
- Listen to what your child has to say. You've asked the questions, so simply consider your child's answers. If you hear something that worries you, be honest about that too. "What you're telling me has really gotten my attention and I need to think about it some more. Let's talk about this again, okay?"
- Don't overreact or underreact. Overreaction will close off any future communication on the subject. Underreacting, especially in relation to suicide, is often just a way to make ourselves feel better. ANY thoughts or talk of suicide ("I felt that way a while ago but don't any more") should ALWAYS be revisited. Remember that suicide is an attempt to solve a problem that seems impossible to solve in any other way. Ask about the problem that created the suicidal thoughts. This can make it easier to bring up again in the future ("I wanted to ask you again about the situation you were telling me about...")
- Be careful to not cast judgment about what your child might say or how they respond to the conversation about suicide. Making a statement such as, "You shouldn't think that way," can make your child shut down and stop talking. It can also lead to them not sharing potentially important information and feelings. Being careful to avoid judgment can save a life.

If your child gives signs or directly shares that they may be considering suicide, the following actions should be taken:

- Remain calm.
- Ask directly if he or she is thinking about suicide (e.g., "Are you thinking of suicide?").
- Focus on your concern for their well-being and avoid being accusatory.
- Listen.
- Reassure them that there is help and they will not feel like this forever.
- Do not judge.
- Provide constant supervision. Do not leave the child or youth alone.
- Remove means for self-harm.
- **Get help:** No one should ever agree to keep a child's suicidal thoughts a secret or feel that they need to handle things alone. Instead, parents should seek help from school or community mental health resources as soon as possible.

Possible suicide warning signs can be organized around the word "FACTS":

FEELINGS that, again, seem different from the past, like hopelessness; fear of losing control; helplessness; worthlessness; feeling anxious, worried or angry often.

ACCTIONS that are different from the way your child acted in the past, especially things like talking about death or suicide, taking dangerous risks, withdrawing from activities or sports or using alcohol or drugs.

CHANGES in personality, behavior, sleeping patterns, eating habits; loss of interest in friends or activities or sudden improvement after a period of being down or withdrawn.

THREATS that convey a sense of hopelessness, worthlessness, or preoccupation with death ("Life doesn't seem worth it sometimes"; "I wish I were dead"; "Heaven's got to be better than this"); plans like giving away favorite things, studying ways to die, obtaining a weapon or stash of pills; suicide attempts like overdosing or cutting.

SITUATIONS that can serve as "trigger points" for suicidal behaviors. These include things like loss or death; humiliations, rejections, or failures, getting in trouble at home, in school or with the law; a break-up; or impending changes for which your child feels scared or unprepared.

Just like possible warning signs indicate the risk of suicide, the presence of resiliency factors can lessen the potential of risk factors to lead to suicidal ideation and behaviors. If you have concerns about your children's social and emotional well-being or you've learned that your child may be at risk of suicide, communicate with your child's school and work with staff, friends, and family to build these factors in and around your children:

- Family support and cohesion, including good communication.
- Peer support and close social networks.
- School and community connectedness.
- Cultural or religious beliefs that discourage suicide and promote healthy living.
- Adaptive coping and problem-solving skills, including conflict-resolution.
- General life satisfaction, good self-esteem, sense of purpose.
- Easy access to effective medical and mental health resources.

LOCAL COMMUNITY RESOURCES

988- Suicide and Crisis Lifeline

(559) 623-0900 (Local Non-Crisis) Tulare County Suicide Prevention Task Force (www.sptf.org)

(559) 627-1490 Visalia Youth Services

(559) 635-4252 Synchrony of Visalia

(559) 784-0192 Central California Family Crisis Center

(800)999-7222 Anthem Blue Cross Employee Assistance Program (EAP)

(559) 261-9053 Avante Behavioral Health

NATIONAL SUICIDE PREVENTION LIFELINE

988

LOCAL CALL LINES

(559) 627-1490 Visalia Youth Crisis Line (8:00am-5:00pm)

(559) 730-9922 Visalia Crisis Line (after hours and weekends)

1-877-306-2413 Tulare County Warmline (24/7)

1-866-488-7386 Trevor Helpline/LGBTQ+ (or text "start" to 678678)

* If you need immediate crisis support, call 911 or 988

Adapted from: National Association of School Psychologists (NASP), www.nasponline.org and the Suicide Prevention Resource Center (SPRC), www.sprc.org

GROWTH AND DEVELOPMENT, SEXUAL HEALTH EDUCATION

(Including Health, Growth and Development, Sexual Health, and Sexually Transmitted Diseases)

(Ed. Code Sections 51240, 51550, 51820)

The parent/guardian has the right to exempt his or her child from instruction in growth and development (Grades 4-6) and comprehensive sexual health education, including pregnancy prevention and sexually transmitted infection (HIV/ AIDS) prevention instruction (Grades 7 and 9). The parent/guardian shall be notified in writing at least fifteen days prior to commencement of instruction. The parent/guardian shall have the opportunity to inspect the materials used in growth, development or comprehensive sexual health instruction and may request in writing that his/her child not participate in instruction. The written request is only valid for the school year submitted. This notification does not pertain to descriptions and/or illustrations of human reproductive organs that appear in science or health textbooks when the textbooks have been adopted pursuant to law.

SCHOOL SAFETY

DRUG AND TOBACCO FREE SCHOOLS

In an effort to keep the schools free of tobacco and drugs, the district has implemented policies and programs to prohibit the possession and use of drugs, tobacco, and electronic smoking devices on all school sites and school related activities both on and off school district properties. Signs declaring school sites and all district properties Tobacco Free Zones have been posted throughout the district. Educational anti-tobacco and anti-drug programs are provided at all grade levels. In an effort to inhibit drug use, the district may use a specially trained dog to alert staff to the presence of substances prohibited by law or district policy.

VIDEOTAPING

The Board recognizes the District's continuing responsibility to maintain and improve student discipline, to ensure the health, welfare and safety of its staff and students when on school grounds, and to protect school property from burglary and vandalism. Because the District has found that there is an ongoing or escalating problem with student behavior and vandalism/theft on school campuses, the District may use video surveillance equipment in public areas of the school campus to monitor student behavior, unauthorized persons on campus, and property burglary/vandalism activity. (BP 3515.8) Recordings may be used in disciplinary proceedings, and matters captured by the camera may be referred to local law enforcement, as appropriate. To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining

SEARCH AND SEIZURE

[BP 5145.12](#)

The Board of Education is committed to maintaining a safe and orderly environment that is conducive to learning and working for all students and staff. The Board recognizes that situations may arise in which the health, safety, and welfare of students or staff are jeopardized and may require school officials to conduct searches of students, their property, or school property assigned to students.

School officials are authorized to conduct searches when there is reasonable suspicion that the search will uncover evidence that a student is violating the law, district policy, or school rules. Searches may include student belongings, lockers, desks, vehicles parked on school property, and electronic devices, as permitted by law. The district may also use metal detectors and specially trained contraband detection dogs to help maintain a safe school environment.

The Board expects that discretion and good judgment will be exercised in all cases involving search and seizure. All searches shall be conducted in accordance with applicable laws and district policies. Parents/guardians will be notified as soon as practical following an individualized search of their student.

LOSS OR DAMAGE OF PROPERTY

Visalia Unified School District is not responsible for the loss or damage of personal property, including textbooks, bicycles, e-bikes, or mobile devices, because of vandalism or theft. Students are responsible for all of their personal belongings, including textbooks, or mobile devices that are left in school lockers.

STUDENT HARASSMENT AND DISCRIMINATION

(Prohibited by Law and by Visalia Unified School District's Board Policy [BP 5145.3](#), [BP 5145.7](#), [BP 5145.9](#))

The Board of Education will not tolerate harassment or discrimination and will make efforts to maintain schools free from this type of behavior. Any and all forms of harassment or discrimination based on race, ethnic group, religion, gender, color, race, ancestry, national origin, and physical or mental disability, age or actual or perceived sexual orientation which includes perceptions of a person's identity, appearance or behavior or immigration status is expressly prohibited.

VISALIA UNIFIED SCHOOL DISTRICT'S BOARD POLICIES

1. Prohibits harassment/discrimination of any student by any employee, student, or other person in, or from the District.
2. Expects students or staff to immediately report incidents of harassment or discrimination to a site administrator or to another District administrator.
3. Each site administrator has the responsibility of maintaining an educational and work environment free of harassment and discrimination.
4. Each harassment complaint shall be promptly investigated in a way designed to respect the privacy of all parties concerned. This responsibility includes discussing this policy with his/her students and employees and assuring them that they NEED NOT endure sexually insulting, degrading, or exploitative treatment or any other form of sexual harassment or discrimination.

WHAT IS SEXUAL HARASSMENT?

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from, or in, the work or educational setting under any of the following conditions:

1. When submission to the conduct is explicitly or implicitly made a term or condition of an individual’s employment, academic status, or progress.
2. When submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
3. When the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive educational environment.
4. When submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at, or through, the educational institution.

SEXUAL ORIENTATION HARASSMENT AND DISCRIMINATION

Harassment or discrimination based on sexual orientation and gender, which includes perceptions of a person’s identity, appearance or behavior, is expressly prohibited under VUSD policies and State law, including Education Code Section 220 and Penal Code Sections 422.6 and 422.76. The prohibition on retaliation, the consequences for sexual harassment and the grievance complaint procedures applicable to sexual harassment are equally applicable to harassment or discrimination based on sexual orientation.

Further, counselors have been designated at each school site whose role will include accepting complaints of sexual orientation harassment or discrimination. It is their responsibility to promptly and appropriately respond to and report on verbal and written complaints of harassment or discrimination of students on the basis of actual or perceived sexual orientation. Contact your student’s middle or high school for the name of their counselor. For elementary schools, the designated person is the principal.

Student training programs will be provided at all VUSD high schools, continuation schools, and middle schools on addressing school safety issues. This will involve addressing forms of harassment and discrimination, including preventing harassment and discrimination, on the basis of actual or perceived sexual orientation.

TRANSGENDER STUDENTS

Assembly Bill 1266 amended Education Code Section 221.5 to require that a student be permitted to participate in sex segregated school programs, activities and facilities including athletic teams and competitions, consistent with his or her gender identity, irrespective of the gender listed on the student’s records. Pursuant to state law, students may access sex segregated programs and facilities including locker room and restroom facilities consistent with their gender identity. Any student may request the use of private or unisex restroom facilities for increased privacy. VUSD endeavors to protect the privacy of all students.

EXAMPLES OF HARASSMENT

Harassment may occur as a pattern of degrading sexual speech, or action ranging from verbal or physical annoyances, or distractions to deliberate intimidations and frank threats or sexual demands.

Forms of harassment include, but are not limited to the following:

1. **Verbal Harassment** - Derogatory comments, jokes, or slurs; graphic verbal abuse of a racial or sexual nature; comments about an individual’s body/dress, sexual preferences, sexual conduct, sexual orientation or gender preference; racial/sexual degrading words used to demean, label, or describe an individual; or, spreading sexual rumors.
2. **Physical Harassment** - Unnecessary or offensive touching, or impeding or blocking movement.
3. **Visual Harassment** - Derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; suggestive or obscene letters, notes or invitations; the display in the educational environment of or sexually suggestive objects or racially derogatory pictures.
4. **Sexual Favors** - Unwelcome sexual advances, requests for sexual favors, unwelcome sexual flirtations, or propositions.

PREVENTION OF HARASSMENT

It is the Board of Education’s Intent to maintain an academic and work environment which protects the dignity and promotes the mutual respect of all employees and pupils. Student training programs will be provided at all VUSD high schools, continuation school and middle schools on addressing school safety issues. These trainings will involve addressing various forms of harassment and discrimination including prevention of harassment based on race or on the basis of actual or perceived sexual orientation.

Counselors have been identified for each school site who are familiar with proper investigation and remedies for allegations of harassment or discrimination and how to work with other staff concerning these matters. It is their responsibility to promptly and appropriately respond to and report on verbal and written complaints of harassment or discrimination of students. Contact your student’s middle or high school for the name of their counselor. For elementary schools, the designated person is the principal.

RETALIATION

The District prohibits retaliatory behavior against any complainant as a result of a negative response to sexual advances or the making of an informal or formal complaint alleging sexual harassment.

CONSEQUENCES FOR SEXUAL HARASSMENT

Any student who engages in sexual harassment is subject to disciplinary action according to the Student Conduct Code, Board Policies 5145.7 and 5131, and in accordance with the Education Code. (Employees are subject to disciplinary action according to Board policies and in accordance with the Education Code.)

GRIEVANCE (COMPLAINT) PROCEDURES

1. Any student who feels that he/she is being sexually harassed should immediately contact a school site administrator.
2. Staff members who receive complaints of sexual harassment from students should refer such complaints to the site or other District administrator.
3. If the site or District administrator is notified that an allegation of sexual harassment was not addressed to the complainant's satisfaction, that administrator should provide the student and/or the student's parent/guardian with a copy of the District's sexual harassment policy and grievance (complaint) procedures.
4. Nothing in the District's grievance (complaint) procedures shall affect the right of the complainant to pursue the matter with any state or federal enforcement agency.
5. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process.

BULLYING POLICY

[BP 5131.2](#)

In its continuing efforts to provide safe and supportive climates in all schools, Visalia Unified School District has adopted a policy expanding on its current policy prohibiting acts of discrimination, harassment, and intimidation by including bullying based on the actual or perceived characteristics described in section 422.55 of the Penal Code and section 220. The characteristics are as follows; disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. *Bullying is when someone repeatedly and intentionally says or does mean or hurtful things to another person who is unable to stop the behavior on their own.*

Bullying as defined by Education Code section 48900 subdivision (r) is:

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

- (A) Placing a reasonable pupil/s in fear of harm to that pupil's or those pupils' person or property;
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance or
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

School personnel receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics as noted above must adhere to the following guidelines:

- School Personnel who witness such acts take immediate steps to intervene when safe to do so
- Set a reasonable timeline to investigate and resolve complaints; and
- Provide an appeal process for the complainant if the complainant disagrees with resolution.

VUSD personnel will respond to bullying by providing on the spot interventions by adults including (1) stopping the bullying (2) support the student who has been bullied (3) name the bullying behavior and refer to school rules (4) engage the participants including bystanders (5) take steps to ensure bullied student will be protected from future bullying (6) site administration and other adults at the school will work with students with bully behavior to assist in stopping bullying incidents.

This policy shall apply to all acts related to school activity or school attendance occurring within a school or a school activity under the jurisdiction of the superintendent of the school district.

Reporting Threats or Perceived Threats

Under Senate Bill 906 it requires school officials to immediately report threats or perceived threats made by pupils to law enforcement. The bill did limit the reporting requirement to LEAs serving pupils in any grades 6 to 12, as part of middle school or high school. Furthermore, school officials have been defined to any certificated or classified employee whose official duties bring the individual in contact with pupils in any of the grades of 6 to 12. As such, threats or perceived threats, are defined as writings or actions of a pupil that creates a reasonable suspicion that a pupil is preparing to commit a homicidal act related to school or school activity. Reasonable suspicions are defined as rational inferences from articulable facts, warranting an objective suspicion. In other words, an official's report must stem from actual facts that warrant an objective suspicion. The facts can include writings, pictures, journal entries, social media posts, or warnings by a parent, another student, or individual. The school official must include copies of documentary evidence associated with the threat or perceived threat. The need to include evidence in the report to law enforcement seems to further prove that facts are needed to report the threats. SB 906 specifically, references threats to commit homicidal acts.

The District will work with and coordinate its continued investigation of the matter alongside law enforcement's investigation.

SB 906 does indicate what a homicidal act looks like, in which the pupils act or writings involve the depiction of firearms, ammunition, shootings, or targets associated with the infliction of physical harm, destruction, or death. This definition is important as it gives guidance to the school official as to what a reportable threat will look like.

Students, parents/guardians, and community members are encouraged to report suspicious behavior or potential threats. If you see something, hear something, or know something that may impact the safety of a school community, please report it to school officials, the Visalia Police Department, or through the District's Say Something Anonymous Reporting System, as described earlier in this handbook.

Safe Transportation

GETTING YOUR CHILD TO AND FROM SCHOOL SAFELY

Visalia Unified School District seeks to ensure a safe learning environment for all students. Parents can help to make the school experience safe. **If your child rides a bicycle or walks to school, please make certain they:**

- Takes the safest route to school and NEVER TAKES SHORTCUTS
- Watches for cars or other vehicles backing out of driveways
- Crosses the fewest busy streets as possible
- Walks to school with other responsible students;

If your child rides a bike to school, please make certain they wear a bicycle helmet. All cyclists under the age of 18 must wear protective helmets whenever they are riding on public streets or trails

- Rides on the right side of the roadway
- Uses reflectors on his or her, bike
- Walks his or her bike across busy streets
- Stops at all traffic signals and uses bike lanes whenever possible
- Uses a bike lock

If your student plans to ride an electric scooter (e-scooter) or electric bicycle (e-bike) to and from school, please take time to review and understand the applicable laws and safety requirements together. The safety and well-being of our students is a top priority. Visalia Unified School District recognizes that these laws are designed to promote safe operation, reduce risks, and help prevent traffic collisions and injuries. By understanding and following these requirements, students can contribute to a safer environment for themselves and others on our roadways and school campuses.

THE VISALIA UNIFIED SCHOOL DISTRICT IS NOT RESPONSIBLE FOR THE LOSS OR THEFT OF ANY BICYCLE, E-BIKE, E-SCOOTER, ROLLERBLADE SKATES, OR SKATEBOARDS FROM SCHOOL GROUNDS INCLUDING BIKE COMPOUNDS AND STORAGE RACKS.

Don't allow your child to arrive at school too early. Your child's school principal can tell you what time is best for your child to arrive at school. Instruct your child to come home immediately after school unless you know in advance where your child will be and arrangements have been made for his/her care.

TRAFFIC CONGESTION AROUND THE SCHOOLS

Visalia Unified School District and the Visalia Police Department are working together to help ensure your child's safety at school. You can help. Traffic congestion around school campuses poses a potential danger to all students. To help avoid accidents that can occur, please:

1. Teach your child that being safe means obeying all traffic rules, whether your child:
 - Rides the school bus to and from school

- Walks to school
 - Is transported to school by a parent or other driver
 - Drives a car
 - Rides a bicycle (including e-scooter, e-bike, etc.)
2. Use the specially designated areas at your child's school for dropping your child off or picking him/her up before and after school. (Each school has an area at, or near, the school for this purpose). Please:
- Do not park in a NO PARKING ZONE
 - Do not park in a bus zone
 - Do not double park when you drop your child off or pick your child up
 - Do not block driveways or parking spaces
 - Do not drive through school parking lots to enter or leave the school grounds
 - Do not park across the street from the school and call your child to you
 - Do not allow your child to cut between vehicles or jaywalk to reach your vehicle

Our staff monitors the safe operation of motor vehicles on District property to keep fire lanes, bus zones, reserved spaces and handicapped parking areas clear for use only by those authorized. Parking citations may be issued for illegally parked vehicles on school campuses.

To help avoid citations from the Visalia Police Department, remember the following curb colors and their meaning:

- Red Curb: No stopping or parking, whether the vehicle is attended or unattended. This is typically reserved for fire lanes and other emergency zones where stopping or parking could impede emergency services.
- Yellow Curb: Indicates loading or unloading zones. You can stop briefly to load or unload passengers or goods.
- White Curb: Loading or unloading of passengers. You can typically stop briefly to pick up or drop off passengers, but it's not intended for long-term parking.
- Blue Curb: Reserved for disabled parking. Only vehicles with valid disabled parking permits or plates can park here.
- Green Curb: May indicate limited-time parking or parking zones with specific restrictions. Be sure to check for any signs nearby that provide more information.

SCOOTERS, BICYCLES AND OTHER SIMILAR ITEMS

- Parents will be accepting the responsibility for permitting their child to ride scooters, bicycles, motorcycles, e-scooters, e-bikes, and other similar items to school.
- Each site will determine parking locations for these items while the student is in school.
- These items may not be ridden on any campus.

ROLLER BLADES, SKATES AND SKATEBOARDS

- Students may use roller blades, skates and skateboards as a mode of transportation to and from school.
- Roller blades, skates, and skateboards may not be ridden on any campus.
- Roller blades, skates and skateboards are not allowed on any school bus
- Schools should advise parents that roller blades, skates, and skateboards will be the responsibility of the student.
- Each site will determine a procedure as to how the student will be responsible for roller blades, skates, and skateboards while the student is in school.
- Although parents will be accepting the responsibility for permitting their child to ride roller blades, skates, or skateboards to school, each site should stress the importance of safety as is done for students riding bicycles.

EMERGENCY PROCEDURES

EMERGENCY INFORMATION

State law requires that all California public schools develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process in cooperation with local law enforcement agencies, community leaders, parents, students, teachers, administrators, classified staff, and other persons who may be interested in the prevention of campus crime and violence. It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan. These plans are reviewed annually by the VUSD School Board.

Training is the most effective way to help ensure a proper response to emergencies. All site staff are oriented to this plan by their site principal and/or designee at the beginning of each school year to help become familiar with these plans. Training extends out to after school staff (e.g. ProYouth and Elevo) and others employed through TCOE who provide a service to our students outside of school hours on our campuses. Part of the training is emergency safety drills. They are practice methods to help prepare individuals for an

actual emergency. It is a mandatory and repetitive practice of basic campus emergencies such as building evacuations (fire drills), earthquake (shelter), shelter in place (switching this year to secure), or lockdown.

Your children should be instructed to obey the directions of their teachers and bus drivers.

Your cooperation is asked in an emergency:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Please do not drive to school. Streets should be as open as possible for emergency vehicles.
- Your children should know the safest and quickest route home in the event that buses are unable to proceed as planned, making it necessary for students to walk home from school.
- If early dismissal of school was to occur the school will need current phone numbers in order to contact parents/guardians.
- You should review the above procedures with your children regularly and emphasize that the regular means of getting home from school will be used except in an extreme emergency.

We assure you that our school district will continue to work closely with our law enforcement partners, Tulare County Office of Education, and community partners to adjust our plans should changes be necessary.

In the event of an emergency, students may be relocated from their school campus if it is determined that the school environment is no longer safe or appropriate for occupancy. The safety of students and staff will remain the District's highest priority during any emergency response. If relocation is necessary, the District will communicate with parents/guardians as soon as possible regarding the reunification location and the procedures for picking up their student. Every effort will be made to provide timely and accurate information to ensure the safe and orderly reunification of students with their families.

ANNUAL ENVIRONMENTAL PROTECTION AGENCY NOTICE

This message provides annual notification to District parents and guardians that is required by the Environmental Protection Agency (EPA) through the "Asbestos Hazard Emergency Response Act." The Act requires that notice be given documenting the original asbestos inspections and asbestos-related activities that have occurred since the last annual notice.

The original inspections were completed during the 1988/89 school year. Visalia Unified School District personnel conducted the inspections and prepared the Management Plans which were subsequently submitted to and approved by the State's Office of Local Assistance. Copies of the inspection and management plan for your child's school are maintained in the school's front office and in the Maintenance and Facilities offices located at 801 North Mooney Blvd., Visalia, California.

UPDATED INFORMATION

Surveillance of asbestos containing materials is conducted every six months at each school district site. Trained Visalia Unified School District personnel conduct the six-month surveillance, and the results are added to the District's management plan for each site. The next three year re-inspection completed for all sites is due to be in 2017. Recent asbestos work includes the removal and handling of asbestos at Mt. Whitney and Divisadero. Work planned for the next fiscal year may include asbestos work due to flooring replacement at various sites.

If you have any questions, please call the Coordinator of Safety and Environmental at 931-8092.

PEST AND WEED MANAGEMENT PROGRAM

Assembly Bill 2260 establishes the Healthy Schools Act of 2000 and promotes the least-toxic pest management programs for school districts. Part of routine sanitation and maintenance involves the control of unwanted pests and weeds. After carefully considering non-poisonous alternatives, Visalia Unified School District has determined that the best action to control this problem is to treat the pest infestation with EPA and State of California approved materials. The materials will be applied in strict accordance with the law and every safety precaution will be taken.

Below is a list of products that are used by the District as part of our Pest Management Program:

Maxforce D-Force H.P.X Wilco Gopher getter Type 1
Ant Bait Stations Suspend Polyzone Weevil-Cide Tabs
Ant Killer Granular Bait Suspend CS Termidor
Roach Bait Stations Gentrol Aerosol Cykick
Roach Killer Bait Gentrol P.T. 565
Demon Max Arilon Nyguard plus

Below is a list of products that are used by the District as part of our weed and grass management program:

Activator 80 Lifeline Dimension
Fusilade II SedgeHammer Cheetah
Goal 2XL Speedzone Southern Revolver
Pendulum 3.3 ec No Foam
Bulls-Eye (Dye) Surflan AS Dithiopyr

Please contact your student(s) school immediately if your student(s) is/are allergic or has/have any kind of reaction to any of the above materials. You can also contact the Visalia Unified School District office at 559-730-7300. You can request and complete the "Pest Notification Form" that the school will provide. By completing this form, you will be informed at least 72 hours prior to any product application.

REPORTING OF WEAPONS AND DANGEROUS OBJECTS

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law. (BP 5131.7 (b), Ed. Code 49335)

Students may use the following reporting strategies:

- a. Write to school officials
- b. E-mail school officials
- c. Call school officials
- d. Use the Say Something Anonymous Reporting System

SAFE FIREARMS STORAGE

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

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.¹

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

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.²

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions

from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.³

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.⁴

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

Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

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

² See California Penal Code section 25100(c).

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

CORPORAL PUNISHMENT

Corporal punishment is not permitted in California's public schools. "Corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a student. An amount of force reasonable for a person employed by, or engaged in, a public school to subdue a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the student, is not to be interpreted to be corporal punishment within the meaning and intent of this Education Code section (E.C. 49001).

SCHOOL ATTENDANCE

REGULAR SCHOOL ATTENDANCE IS IMPORTANT

Students must attend school regularly to achieve in the classroom. Parents/guardians who make regular school attendance a top priority help their children become dependable and responsible. The importance of being in school every school day applies to students at all grade levels. Students in the primary grades (K-3rd) should set a pattern of regular attendance early in their school careers. The habit will carry over through high school and beyond.

ABSENTEEISM FROM SCHOOL HURTS THE STUDENT

Visalia Unified School District data shows that students who do not attend school regularly achieve at a lower level than their classmates. Poor school attendance is the most frequently identified symptom of the potential school dropout. The average number of absences for students who were "on track" to graduate with their classmates was 4 absences a semester or 8 days during the entire school year. On average, high school students who are not on track to graduate are absent 9 or more days a semester, or 17 days in a school year. **On average, students who are absent 1-2 days a month or more, are not on track to graduate with their classmates regardless of the school they attend, their grade level, or the courses they take.**

ABSENTEEISM HURTS OTHER STUDENTS

When students who have been absent return to school, they need more individual attention from their teacher. They often deprive their classmates of the teacher's full attention.

GREAT ATTENDANCE IMPACTS YOUR CHILD'S SCHOOL

State funding to schools is linked to student attendance. The more your child is present, the more funding a school district receives from the state to continue to grow educational opportunities and programs for all Visalia Unified School District students.

EXCESSIVE ABSENTEEISM AND YOUR ABILITY TO GET A WORK PERMIT

If you have 5 or more absences without a doctor's note after being placed on Attendance Supervision, you will not be given a work permit, or the permit you have will be revoked until the end of the school year.

Your high school principal may waive these requirements if you are denied a work permit, and it is verified that a personal or family hardship exists regarding employment or because of medically related reasons.

GREAT ATTENDANCE IMPACTS OUR COMMUNITY

Students who attend school on a consistent basis are more likely to be prepared to join the workforce or continue their education beyond high school. Agencies in our community confirm that daytime criminal activity decreases when students are in school. Make sure your child attends school every school day!

KEY TERMS

Truancy: A student is truant if he or she is absent or tardy 30 minutes or more without a valid excuse on 3 occasions in a school year. **Habitual Truancy:** A student is a habitual truant when he or she has been reported as truant on three or more occasions during the school year. **Chronic Truancy:** A student is considered a chronic truant when he or she has been absent without a valid excuse for 10 % or more of the school year.

Chronic Absentee: A student is chronically absent when he or she is absent regardless of excused or unexcused reason for 10% or more of the school year.

VISALIA UNIFIED SCHOOL DISTRICT ATTENDANCE STANDARDS

California Attendance Laws

Education Code 48200

Each person between the ages of 6 and 18 years not exempted under the provisions of this chapter or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuing education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Education Code 48263

If any minor pupil in any district of a county is a habitual truant, or is a chronic absentee, as defined in Section 60901, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a school attendance review board or to the probation department for services if the probation department has elected to receive these referrals. The supervisor of attendance, or any other persons the governing board of the school district or county may designate, making the referral shall notify the minor and parents or guardians of the minor, in writing, of the name and address of the board or probation department to which the matter has been referred and of the reason for the referral. The notice shall indicate that the pupil and parents or guardians of the pupil will be required, along with the referring person, to meet with the school attendance review board or probation officer to consider a proper disposition of the referral.

If the school attendance review board or probation officer determines that available community services can resolve the problem of the truant or insubordinate pupil, then the board or probation officer shall direct the pupil or the pupil's parents or guardians, or both, to make use of those community services. The school attendance review board or probation officer may require, at any time, that it determines proper, the pupil or parents or guardians of the pupil, or both, to furnish satisfactory evidence of participation in the available community services.

If the school attendance review board or probation officer determines that available community services cannot resolve the problem of the truant or insubordinate pupil or if the pupil or the parents or guardians of the pupil, or both, have failed to respond to directives of the school attendance review board or probation officer or to services provided, the school attendance review board may, pursuant to Section 48263.5, notify the district attorney or the probation officer, or both, of the county in which the school district is located, or the probation officer may, pursuant to Section 48263.5, notify the district attorney, if the district attorney or the probation officer has elected to participate in the truancy mediation program described in that section. If the district attorney or the probation officer has not elected to participate in the truancy mediation program described in Section 48263.5, the school attendance review board or probation officer may direct the county superintendent of schools to, and, thereupon, the county superintendent of schools shall, request a petition on behalf of the pupil in the juvenile court of the county.

Education Code 48293

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

- (1) Upon a first conviction, by a fine of not more than one hundred dollars (\$100).
- (2) Upon a second conviction, by a fine of not more than two hundred fifty dollars (\$250).
- (3) Upon a third or subsequent conviction, if the person has willfully refused to comply with this section, by a fine of not more than five hundred dollars (\$500).

In lieu of imposing the fines prescribed in paragraphs (1), (2), and (3), the court may order the person to be placed in a parent education and counseling program.

(b) A judgment that a person convicted of an infraction be punished as prescribed in subdivision (a) may also provide for the payment of the fine within a specified time or in specified installments, or for participation in the program. A judgment granting a defendant time to pay the fine or prescribing the days of attendance in a program shall order that if the defendant fails to pay the fine, or any installment thereof, on the date that it is due, or fails to attend a program on a prescribed date, he or she shall appear in court on that date for further proceedings. Willful violation of the order is punishable as contempt.

(c) The court may also order that the person convicted of the violation of subdivision (a) immediately enroll or reenroll the pupil in

the appropriate school or educational program and provide proof of enrollment to the court. Willful violation of an order under this subdivision is punishable as civil contempt with a fine of up to one thousand dollars (\$1,000). An order of contempt under this subdivision shall not include imprisonment.

EDUCATION ASSISTANCE FOR HOMELESS STUDENTS MCKINNEY-VENTO ACT /RIGHTS AND OPPORTUNITIES

The McKinney-Vento Act helps ensure that children and youth experiencing homelessness have access to a free and appropriate public education. A student may qualify for support if they do not have a fixed, regular and adequate place to live at night. This may include children and youth who are:

- Living with relatives or friends because they lost housing, are experiencing financial hardship or a similar reason
- Staying in a motel, hotel, trailer park, or emergency shelter
- Living in a car, park, campground, public space, abandoned building, bus or train station, or another place not intended for regular housing
- Migratory children living in any of the situations listed above
- Unaccompanied homeless youth (not in physical care of their parent or guardian) and living in any of the situations listed above

Children and youth who qualify under McKinney-Vento may have the right to:

- Enroll in school immediately even without the documents normally required for enrollment, such as proof of residency, immunization records, school records or legal guardianship documents
- Participate fully in all school activities and programs for which he/she is eligible
- Receive assistance with transportation to and from the school of origin, if you request it
- Remain enrolled in their school of origin (the school they last attended before losing housing or moving), when it is in the student's best interest
- Automatically qualify for free school meals.

When you move, you should do the following:

- Contact the school district's local McKinney-Vento liaison for (see phone number below) for help in enrolling your child in a new school or arranging for your child to continue in his or her school of origin.
- Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.

Local Area contacts:

If you have further questions contact: Homeless Liaison: **Vanessa Alvarado 730-7566**. If you need further assistance, call the National Center for Homeless Education at the toll-free Help Line number 1-800-308-2145

GRADUATION CREDITS & WORK PERMITS

A student must be ON TRACK to graduate with your classmates before you can obtain a WORK PERMIT. This means that a STUDENT MUST EARN THE FOLLOWING NUMBER OF UNITS BY THE END OF EACH SCHOOL YEAR:

9TH GRADERS 50 CREDITS 10TH GRADERS 100 CREDITS

(Class of 2027) (Class of 2026)

11TH GRADERS 160 CREDITS 12TH GRADERS 220 CREDITS

(Class of 2025) (Class of 2024)

In addition to the on-track requirement mentioned above, a student applying for a work permit shall achieve a grade point average of 2.0 with no more than one "F" in the grading period preceding the date in which the work permit is to be issued.

Should an individual fall below the above requirement after receiving a work permit, a 6 week probationary period will be provided to allow the student to bring up his/her grades. If unsuccessful in bringing the grades up to the standard required, the student's work permit will be revoked during the next 6 weeks and the student will not be able to obtain another work permit until his/her grades meet the academic standards at the conclusion of a regular grade reporting period.

Students who are transferring into Visalia Unified School District Schools from other school districts and who are NOT ON TRACK to graduate may gain a work permit ONLY IF they earned no "F"(failing) grades at the end of the previous semester and are

enrolled in more than 30 units during the current semester.

Your high school principal may waive these requirements if you are denied a work permit, and it is verified that a personal or family hardship exists regarding employment or because of medically related reasons. If you want more information on whether you are eligible for a work permit, contact your high school counselor.

Graduation Requirements under AB 1330

On April 10, 2012, the Visalia Unified School District Board of Trustees adopted the provisions contained within AB 1330. These provisions allow a student to use a Career Technical Education (CTE) course to satisfy the one-course Foreign Language or Visual and Performing Arts district requirement for graduation. In Visalia Unified, CTE courses are associated generally with the Agriculture, Business, Consumer and Family Studies, and Industrial Education departments. Current lists of these courses may be found in the course catalog or program planning guides for each high school.

It is important to note that this legislation does not change California State University or University of California entrance requirements which do not allow for the substitution of a CTE course for a foreign language or visual and performing arts course.

STATE TESTING AND ASSESSMENTS

Each year Visalia Unified School District students participate in the following state tests:

Test	Participants	Grades
Smarter Balanced Summative Assessments OR California Alternate Assessments in English Language Arts (ELA) and Mathematics	All students at designated grade levels Exception: For ELA only, English Learners who are in their first 12 months of attending school in the US.	Grades 3-8 and 11
California Science Test OR California Alternate Assessment for Science	All students in designated grade levels	Grades 5, 8, and once in grade 10,11, or 12
California Spanish Assessment	All students in designated grade levels enrolled in the Dual Language Immersion (DLI) program.	Grades 3-6
Initial ELPAC OR Initial Alternate ELPAC	All students whose primary language is not English as indicated on the Home Language Survey (HLS) enrolling in a California public school for the first time	Grades K-12
Summative ELPAC OR Summative Alternate ELPAC	Identified English learners until they are re-designated as fluent English proficient	Grades K-12
Physical Fitness Test (PFT)	All students in designated grade levels	Grades 5, 7, and 9

Parents are hereby notified that exempting their student from participating in said test(s) will be honored following a submission of the written request that must be presented annually in accordance with Education Code Section 60615. This written request can be submitted directly to the student's site administration office.

Families are provided their child's test results through Student Score Reports (SSR) for each state test, except the PFT. Student Score Reports (SSR) are made available in the PowerSchool parent portal.

SCHOOL RESIDENCY

ENROLLMENT OPTIONS AND OPTIONS FOR MEETING RESIDENCY REQUIREMENTS

Each student shall be enrolled in the particular school designated by attendance area boundaries for the school; however, the Board of Education desires to provide options that meet diverse needs and interests of district students. Students who reside within district boundaries may apply for an intra-district transfer during the designated transfer window to attend a school other than their assigned school of residence. Transfers are not guaranteed and availability is based on school and grade-level

capacity; therefore, not all schools may be open to transfers.

The district shall admit only those students who provide proof of residency in the Visalia Unified School District. Such proof (i.e., utility service payment receipts, rent payment receipts, property tax payment receipt, or a residency visit by a district official) shall be required prior to enrollment. [BP 5111.1\(a\)](#) As part of our ongoing commitment to maintaining accurate student records and ensuring fair enrollment and residency verification practices, Visalia Unified School District will be using an electronic address verification system. .

Families who are living with another family or household and do not have proof of residency documents in their own name may be eligible to complete a Residency Affidavit. The primary resident and the family residing with them should contact the Family & Community Resource Center (559-730-7566) for information about the Residency Affidavit process and required documentation.

Criteria for Residency:

- Student lives with parent/guardian within district boundaries. (Education Code 48200).
- Student is in a licensed foster home, family home pursuant to a court-ordered commitment or placement, or children's institution within the district.
- Student lives in the home of a "caregiving adult" located within the district.
- Student is confined to a district area hospital or residential care facility for treatment of a temporary disability.
- Student has a current inter district transfer agreement.
- Student's parent/guardian works within the district boundaries and a current inter district agreement is in effect.
- Student is an emancipated minor living in the district.
- Student's parent/guardian while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state.

PROGRAM OPTIONS THAT MAY NOT BE OFFERED AT YOUR CHILD'S SCHOOL

There are program options offered within local attendance areas or available through intra district or inter district transfers. These options are listed below. To obtain more information regarding eligibility standards and programmatic offerings, contact your child's teacher, counselor, or site administrator.

If further explanation of attendance options under California law is desired, please contact the Student Services Division at 730-7588 or the Curriculum/Educational Division at 730-7555, or the Special Education Division at 730-7581.

Gifted and Talented Education (GATE) Specialized High School Classes
Special Education Classes Regional Occupation Program (TCOVE)
Homeschooling Advanced Via Individual Determination (AVID)
Independent Study Bilingual Programs

CHOOSING YOUR CHILD'S SCHOOL

A Summary of School Attendance Alternatives in California

California law (Education Code Section 48980(j)) requires all school boards to inform each student's parents/guardians at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students that attend schools other than those assigned by the district are referred to as "transfer students" throughout this notification. There is one process for choosing a school within the district in which the parents/guardians live (Intra district transfer), and two separate processes for selecting schools in other districts (Inter district transfer). The general requirements and limitations of each process are described below.

SCHOOL TRANSFERS

INTRADISTRICT TRANSFER PROCEDURES (Transfers between VUSD schools)

CHOOSING A SCHOOL WITHIN THE DISTRICT IN WHICH PARENTS/ GUARDIANS LIVE

The law (Education Code Section 35160.5(b) requires the school board of each district to establish a policy that allows parents/guardians to apply to the school of their choice, regardless of where the parents/guardians live in the district. **The law limits** “school choice” within a school district as follows:

- Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school’s attendance area. Each district must decide the number of openings at each school which can be filled by transfer students and transfers are based on **space availability**.
- In cases in which there are more requests to attend a school than there are openings, the selection process must be “random and unbiased” which generally means students must be selected through a lottery process rather than on a first-come, first serve basis. A district cannot use a student’s academic or athletic performance as a reason to accept or reject a transfer.
- A district is not required to provide transportation assistance to a student that transfers to another school in the district under these provisions.
- If a transfer is denied, a parent/guardian does not have an automatic right to appeal the decision. A district **may**, however, voluntarily decide to put in place a process for parents/guardians to appeal a decision.

State law requires that California school districts offer intra-district transfer opportunities to parents within certain guidelines. The information below reflects the transfer procedures, within the law, that allows parents to request enrollment of children in District schools which have available space, so long as certain requirements are met.

Q: What is an intra-district transfer?

A: An intra-district transfer refers to a student who is desiring to transfer from one school within the district to another school within the district. State law provides the parents(guardians) of each school-age child, who is a resident of the school district, the opportunity to transfer to a school which has “space available” at designated times during the school year.

Q: Which schools are allowed intra-district transfer?

A: Schools are determined according to individual school capacities. **Space availability** depends upon but not limited to:

- District growth patterns
- The physical capacity of the school (based on the number of classrooms and seats at standard capacity)
- Staffing allocations at the school (the law does not require that school districts add teachers to accommodate intra district transfers)

Q: Who can participate in the intra district transfer program?

A: Any student **who lives** within District boundaries and has provided a proof of residency.

Q: How do parents apply to take part in the intra-district transfer process?

A: Interested parents can complete an application form online. (Please see the intra district transfer calendar for the 2026-2027 school year).

Q: How are students selected for intra-district transfers?

A: **Except when capacity exists for priorities listed in Board Policy 5116.1**, a lottery drawing is held from the applicant pool, a random, unbiased process that prohibits an evaluation of whether a student should be enrolled based upon academic, athletic, or any other performance.

Q: Do students selected for intra-district transfers need to apply to stay at their school every year?

A: No. Once accepted, students are considered residents of the new school regardless of where they reside within the school district. Once a transfer is approved at a school, the student can remain at the school until the last grade level. Once they are promoted out of the elementary, the transferred student is not automatically transferred to that school’s middle school feeder. If a student would like to continue in the middle school feeder for that elementary, they must apply for a transfer and the application must be selected in the lottery. Similarly, if students would like to continue into the high school feeder, parents would need to request the intradistrict transfer and the application must be selected in the lottery.

Q: Will transportation be provided for intra-district transfer students?

A: No. A parent who transfers a child through the intra district transfer process is responsible for transportation.

Q: Can students return to their home school after transferring to an Open Enrollment School?

A: Only if there is space available and proof of residency is provided. Once a parent enrolls their student at another school, the transfer becomes void.

Q: What about special education students?

A: It is recommended that when special education students are attending special classes and/or receiving specialized services that their families consult with the student’s IEP team or Program Specialist before applying for an intra district transfer.

CALENDAR FOR THE 2026-2027 SCHOOL YEAR

Students must attend their school of residence unless they have an approved Intradistrict transfer.

Lottery Application TimeLines:

(Grades Tk - 12th)
December 1, 2026 - March 1, 2027

Notification for all transfer requests will be sent by the end of April 2027.

Applications for Transfer:

Transfer applications are available on our website at www.vusd.org. If you are unable to access from the website, please contact VUSD Family Community Resource Center at 559-730-7566 for further assistance.

Reasons for Transfer:

Transfers granted on **space available** basis only. When applications exceed the amount of space available, then a lottery occurs. Space at each school and each grade level may vary. Transfer applications are submitted during the transfer window. Please complete and turn in at our website www.vusd.org.

Sibling Preference:

In order to keep families together, there will be a preference given to requests where an older sibling will continue to be enrolled at the school being requested. The request is contingent upon space availability. It is important to note that this consideration is only applicable when there is available space at that respective grade level. It is important to note that consideration does not guarantee an approval.

Moving to middle/high school:

Important notice for parents: If your student is moving on to middle school they will be expected to attend their school of residence unless they apply for and receive an intra district transfer. Approved transfers to middle school will be valid for grades 7-8 ONLY.

SCHOOL PLACEMENT OPTIONS

If your child received an intra-district transfer allowing him/her to attend a school other than the school of residence, you need to be aware that there are options available to you.

1. Your child can continue to exercise his/her transfer and remain at the current school until the highest grade of that school. If you want to exercise your option to keep your child in the current school, please let the staff at your school know that your child will be remaining with them. If you choose to have your child return to their school of residence, then the transfer becomes null and void.
2. Your child can return to the home school (school of residence) based on space availability. Space must be available in order for a student to return to the school of residence. Please note, once the student enrolls in another school, the transfer is no longer valid.
3. If you want another intra district transfer and want your child to attend yet another school, you must fill out and submit a transfer form by March 1, 2027, to qualify for the lottery selection process. You may apply for a transfer request form online at www.vusd.org starting December 1, 2026.
4. If your child is attending the approved school this year, they will not need to submit a new transfer. If your child is moving on to a middle school or high school next year (2026-2027), he/she **will be expected to attend the school of residence**, unless you apply for and receive another intradistrict transfer approval.

Please assist the schools involved by letting them know your plans for next year. This will help with teacher staffing and ensure that optimum space is available for all students, including your child, and provide the best learning environment for all.

If you have any questions about this process, direct those questions to the Family Community Resource Center 559-730-7566.

INTERDISTRICT TRANSFER INFORMATION

Students living outside of VUSD district boundaries requesting to attend a VUSD

school, or VUSD students who reside within district boundaries requesting to attend a school in another district)

These transfers are processed on a continuing basis. They are only approved for one year at a time and will be honored if space permits. If you are interested in applying for a transfer out of the district for next year, applications can be done online and found on our website www.vusd.org. Applicants must apply through their home district. The enclosed information will further assist you in understanding your options and the procedures related to student transfers. If you have any questions, please contact the Family Community Resource Center 559-730-7566.

INTERDISTRICT TRANSFER PROCEDURES

INCOMING STUDENTS (Student living outside of VUSD district boundaries requesting to attend a VUSD school):

Parents/guardians wishing to enter into an interdistrict agreement should contact the Family Community Resource Center 559-730-7566. When a request for an incoming inter district agreement is made, it will be determined by the district as to which school the student may be assigned on a space available basis. The parent/guardian will be asked to apply for an inter district agreement from the district in which they reside.

Parents applying for inter-district agreements should be cautioned that when receiving permission to enroll their child under an inter-district agreement, there is no guarantee of attendance at the same school for succeeding years. An alternative site will be offered.

OUTGOING STUDENTS (Student living within VUSD district boundaries requesting to attend a school in another school district):

Parents/guardians of a child residing in the Visalia Unified School District and applying for an interdistrict agreement to attend school in another district fill out the online application at www.vusd.org or call the Family Community Resource Center 559-730-7566. Their request will be processed. Such agreements must be renewed annually.

INTER-DISTRICT OPTIONS

Parents/guardians have two different options for application to a school outside the district in which they live. The two options are described below:

1. INTER DISTRICT TRANSFERS

The law (Education Code Section 46600) allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. There are no statutory limitations on the kind of terms and conditions districts are allowed to place on transfers. The law on Inter district transfers also provides for the following:

- Both of the school districts a parent/guardian is requesting a transfer to and the one a parent/guardian is transferring from give consideration to the childcare needs of the pupil. If the transfer is approved based on childcare needs, the student may be allowed to stay in the new district or the high school district through the 12th grade, subject to certain conditions.
- If either district denies a “new” transfer request a parent/guardian may appeal that decision to the county board of education. There are specified time lines in the law for filing an appeal and for the county board of education to make a decision.
- The Superintendent or designee may deny a transfer into the district for reasons that are not arbitrary or discriminatory (Education Code 46600 (a). A transfer may be denied to Visalia Unified, per AR 5117.1 (b), for the following reasons:
 1. Overcrowding, lack of space.
 2. The cost of educating the student will exceed the increase in state revenue.
 3. The request is based solely on a desire to participate in athletics or extra-curricular activities.
 4. The student has a history of failure to meet reasonable standards of behavior, attendance or diligence to studies.

*** No district is required to provide transportation to a student who transfers into the district.**

2. PARENTAL EMPLOYMENT IN LIEU OF RESIDENCY TRANSFERS (“ALLEN BILL TRANSFERS”)

The law (Education Code Section 48204 (f) provides that if one or both parents/guardians of an elementary school student are employed in the boundaries of a school district other than the one in which they live, the student may be considered a resident of the school district in which his/her parents or guardians work. This code section does not require that a school district automatically accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race/ethnicity, sex, parental

income, academic achievement, or any other “arbitrary” consideration. Other provisions of Education Code Section 48204(f):

Either the district in which the parent/guardian lives or the district in which the parent/guardian works may prohibit the transfer if it determines there would be a negative impact on its court ordered or voluntary desegregation plan. The district in which the parent/guardian works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student. The limitation might particularly apply to any special needs student that would require extra services from the district for which the district believes the state aid it would receive would not fully pay. There are limits (based on total enrollment) on the net number of students that may transfer out of the district under this law, unless the district approves a greater number of transfers.

There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent/ guardian the specific reason for denying the transfer.

The above summary of the attendance alternatives available to parent/guardian and their children is intended to provide them with an overview of the laws applying to each alternative. Any parents/guardians who are interested in finding out more about these options should contact their own school district, or the district they may be thinking about transferring into for more information on district policies, procedures, and timeline for applying for transfers.

TRANSFER REVOCATION

According to California Education Code Section 35160(b), VUSD reserves the right to establish reasonable criteria by which a student’s approved transfer may be revoked if these criteria are not met. The following policy and process outlines these criteria and conditions by which a student’s transfer may be revoked within Visalia Unified School District.

Visalia Unified School District Transfer Revocation Policy and Process Statement:

Visalia Unified School District seeks to provide a reasonable transfer revocation process that takes into consideration the reasons by which a transfer may be requested and approved while also maintaining a safe and supportive learning environment for all students and at all schools who may be impacted by an approved transfer.

A. Elementary Transfer Revocation Policy Criteria:

Students who have been approved on an INTRAdistrict Transfer within Visalia Unified School District at elementary grade levels (TK-6th) must adhere to the following criteria or risk their transfer being revoked:

Attendance Criteria:

- Must not fall below an average daily attendance rate of 90% at any point during the academic year
- Must not exceed 10% unexcused absences at any point during the academic year
- Must not exceed 10% of “late arrivals” or “early departures” during any one semester of the academic year

Behavior Criteria:

- Must not exceed 2 suspensions (regardless of number of days) at any point during the academic year
- Must not incur an expulsion at any point during the academic year

Revocation Requirements:

- Reasonable efforts to provide a Student Success Team (SST) meeting should be conducted prior to revoking a student transfer at the elementary grade level.
- A reasonable number of interventions (attendance, behavior, academic or otherwise) should be attempted prior to revoking a student transfer at the elementary level. The number and type of interventions attempted should be based on a student-by-student case-by-case basis.

Revocation Timeline:

Visalia Unified School District elementary schools reserve the right to determine the best point in the academic year by which a revocation should go into effect; however, this is limited to either at the mid-year semester break or at the end of the academic year. This decision lies solely with the school and the District, not the student and/or parent, and should consider the best interest of all students as well as any other variables that may be applicable.

B. Secondary Transfer Revocation Policy Criteria:

Students who have been approved on an INTRAdistrict Transfer within Visalia Unified School District at the secondary level (7th-12th) must adhere to the following criteria or risk their transfer being revoked:

Attendance Criteria:

- Must not fall below an average daily attendance rate of 90% at any point during the academic year
- Must not exceed 10% unexcused absences at any point during the academic year
- Must not exceed 20 classroom tardies for (two consecutive marking periods OR any one semester) during the academic year

Behavior Criteria:

- Must not exceed 2 suspensions (regardless of number of days) at any point during the academic year
- Must not incur an expulsion at any point during the academic year
- Must not exceed more than 5 “office-managed” incidents in anyone semester during the academic year
- Must participate in any/all proposed behavior interventions by school administration that is deemed reasonable based on function of behavior (District Office will determine reasonability)

Academic Criteria:

- Must not fall below a 2.0 GPA at the end of any one semester (Fall/Spring)
- Must not exceed two or more class failures in any one semester during the academic year.
- Must participate in any/all proposed academic interventions by school administration that is deemed reasonable based on academic need (District Office will determine reasonability)

Revocation Requirements:

- A reasonable number of interventions (attendance, behavior, academic or otherwise) should be attempted prior to revoking a student transfer at the secondary level. The number and type of interventions attempted should be applicable and based on a student-by-student case-by-case basis.

Revocation Timeline:

Visalia Unified School District secondary schools reserve the right to determine the best point in the academic year by which a revocation should go into effect; however, this is limited to the mid-year semester break or at the end of the academic year. This decision lies solely with the school and the District, not the student and/or parent, and should consider the best interest of all students as well as any other variables that may be applicable.

Transfer Revocation Communication:

- Visalia Unified School District shall make accessible the Transfer Revocation Policy and Process to all parents of students approved on an INTRAdistrict Transfer via the Visalia Unified School District website.
- School staff shall seek to remind and provide courtesy notification to parents of students approved on an INTRAdistrict when a student is showing signs that may lead to their transfer being revoked.
- School staff shall seek to communicate with the parent of student who is on an INTRAdistrict Transfer regarding the revocation of the transfer due to not meeting the above criteria as soon as-is reasonably possible.
- School staff are encouraged to communicate with the staff of the school of residence to promote a warm hand off.
- School staff shall communicate with the Visalia Unified School District Transfer Department when the school is considering the revocation of an INTRAdistrict Transfer.

Contact Information: For any questions regarding the Visalia Unified School District Transfer Revocation Policy and Process, please contact the Family & Community Resource Center 559-730-7566.

TRANSPORTATION

BUS TRANSPORTATION

Administration Regulation (3541.a)

Foggy Day Information: 730-7594

A. Walking Distance to School

The district shall furnish transportation to those students involved at the various grade levels who live beyond the distances from the school as listed below. For grades Transitional Kindergarten through six, these distances shall be measured by using the most direct route from the student's residence to school. For grades seven through 12, these distances shall be measured by using a radius from the school.

1. All pupils in Transitional Kindergarten and grades 1 through 6..... one mile
2. All pupils in grades 7 through 12two and one-half miles, radius

Consideration for varying these distances may be given for those students with special medical reasons. This requires a statement from the family doctor with the need explained and the length of time this special transportation will be needed. Medical permits shall be renewed each school year. All other students living within the walking distance may also petition for transportation. Special consideration requests may be submitted and shall be renewed each school year by the parent or guardian.

B. Walking Distances to Meet the Bus on Routes

Bus routes shall be planned to give students the best possible service. Every effort shall be made to locate the bus stops at points where pupils can be loaded and discharged safely and conveniently. In areas where pupils live at considerable distances from each other, the school bus may need to stop at each point along the route that is nearest to the pupil's home rather than at central gathering points. In areas where students live close together, they may be required to walk to certain designated bus stops located at intervals along the route. The following is considered a reasonable walking distance to meet buses.

1. Students in kindergarten and grades 1 through 3.....1/2 mile
2. Students in grades 4 through 12.....3/4 mile

The above distances to be measured from the point of entry to privately owned property.

Consideration for varying these distances may be given for those students with special medical reasons. This requires a statement from the family doctor with the need explained and the length of time this special transportation will be needed. Medical permits shall be renewed each school year by the parent or guardian.

RULES OF CONDUCT ABOARD THE SCHOOL BUS

(Calif. Adm. Code, Title 5, Section 14103)

It is the purpose of the Visalia Unified School District Transportation Department to make school bus transportation a safe, pleasant experience for the students of our District. Conduct of students on the school buses is a serious matter. One misbehaving student can jeopardize the safety and welfare of many others by distracting the driver's attention away from traffic conditions.

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

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

- Refusing to obey the driver Failure to remain seated
- Throwing objects in, out, or at the bus Disobeying the bus monitor
- Eating, drinking, chewing gum on bus Lighting matches/lighters
- Bothering others, spitting, profanity Willfully destroying bus property
- Smoking on bus Hanging out of window
- Bringing animals on bus Bringing skateboard on bus
- Fighting Failure to wear a seat belt
- Exposing any body part outside the window or bus while in movement.

1st Offense: Warning to student and/or alternative consequences.

2nd Offense: Not allowed to ride the bus for 1-3 days (or alternative consequences K-6 only), parent conference.

3rd Offense: Not allowed to ride the bus for 3-5 days, parent conference.

4th Offense: Not allowed to ride the bus for 5-7 days, parent conference.

5th Offense: Possible loss of bus privileges for the remainder of the school year.

Note: Depending on the seriousness of the act, the student may lose bus privileges for the remainder of the school year on the first

or succeeding offense. Also, decisions about bus discipline will be a collaborative effort between transportation and school administration.

PROCEDURES TO FOLLOW WHILE WALKING TO AND FROM BUS STOPS

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

RULES OF CONDUCT AT SCHOOL BUS LOADING ZONES

1. Do not push or shove each other.
2. Stay clear of the roadway. Stand on the sidewalk or driveway if possible.
3. Do not throw objects.
4. While waiting at the bus stop, do not stand on private property and yards. Respect the property of others.
5. Wait for the bus in an orderly manner. No horseplay.
6. Do not use profane language.
7. Wait at least twelve feet from the edge of the roadway in a single file line until the bus has come to a complete stop. Do not approach the bus to load until the door of the bus opens.
8. Enter the bus in an orderly manner. Quickly find a seat and remain seated while the bus is in motion.

FOGGY DAY PROCEDURES

TV Channel 47 Radio Stations KJUG AM & FM

Posted on the VUSD website (<http://www.vusd.org>) <https://www.vusd.org/departments/operations-services/transportation> or call 730-7594 for a recorded message.

In accordance with the Vehicle Code Section 34501.6, Visalia Unified School District school buses shall not operate when atmospheric conditions reduce visibility to 200 feet or less.

In determining a foggy day transportation schedule, the following procedure shall be used. Foggy day transportation scheduling will be implemented when visibility is less than 200 feet in two or more of Visalia Unified School District's elementary school attendance areas.

Media will announce foggy day transportation scheduling for the Visalia Unified School District by indicating one of the plans listed below, using only the letter designation, such as Plan "A". **Parents and students should be familiar with these plans.** Parents are urged to use caution in determining how conditions affect their student's method of getting to and from school. Parents may opt to send Kindergarten - 12th grade students after the fog has lifted, causing them to be late to school. These students will not be penalized for being tardy or absent if an excuse is provided in writing or by telephone.

PLAN "A"

WHEN THIS ANNOUNCEMENT IS MADE, IT WILL INDICATE:

1. Bus transportation will be delayed by two (2) hours on designated bus routes.
2. Classes will start on a regular schedule.
3. Changes, if necessary, will be announced at approximately 8:30 AM.

PLAN “B”

WHEN THIS ANNOUNCEMENT IS MADE, IT WILL INDICATE:

1. All morning bus routes to school will be canceled.
2. Classes will start on the regular schedule.
3. Buses will be dispatched on all "school-to-home" routes on the regular day schedule.

INCLEMENT WEATHER PROCEDURES

School buses, charter buses and vehicles SHALL NOT operate when atmospheric conditions (fog, wind, rain, etc) reduce visibility to 200 feet or less. When the VUSD transportation department determines that visibility may be reduced to less than 200 feet, the trip will be canceled. While on the activity or athletic event, the driver is to continually monitor the weather conditions. When visibility becomes reduced, the driver shall communicate with their supervisor/coach/ teacher on the status or weather conditions. If the driver determines (after conferring with their supervisor) an earlier return is required, the coach or teacher will be notified of the revised time.

If at any time while in route the visibility is reduced to 200 feet or less, the driver shall find the nearest available lighted area so as to pull the bus or vehicle off the roadway and away from traffic. Drivers SHALL NOT stop on the shoulder of any highway under these conditions except for an emergency.

BUS EMERGENCY PROCEDURES

Upon registration, the appropriate school site will provide to the parents or guardians of all pupils in pre-kindergarten through grade 6 who have not previously been transported in a school bus or school pupil activity bus, written information on school bus safety. In accordance with Education Code section 39831.5, all students pre-k through the 8th grade that ride the bus shall receive safety instructions at least once each year during a scheduled bus evacuation drill.

Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to all of the following:

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

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

This Safety Plan shall include: Assembly Bill 1297 (which includes added Section 39831.3 of the Education Code) and amended Vehicle Code 22112.

This Safety Plan is effective January 1, 1998. It may be subject to revisions based on legislative changes and/or Board Policy amendments and/ or additions. Any revisions will be sent by District mail or E-mail to each school site to take the place of the current plan in use.

SAFETY RULES & PROCEDURES FOR SCHOOL BUS STOPS

Visalia Unified School District Board Regulations, in conjunction with the California Education and Vehicle Codes, requires the following:

1. 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.
2. Students shall be assigned a designated bus stop by the Transportation Department. Students are to board and exit the bus at their regular designated bus stop only. Drivers shall make every effort to ensure that students comply and will report non-compliance to the Department. Students requesting to exit the school bus at a stop other than their regular designated stop must obtain, and the driver shall be given, written permission from their parent, guardian or school official.
3. Upon stopping the school bus on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer, or official traffic control signal, the driver shall determine if there are students loading or unloading who must cross the highway or private road.
4. The school bus driver shall escort all pupils in pre-kindergarten, kindergarten, and any of grades 1 to 12, inclusive, needing to cross the highway or private road upon which the school bus is stopped. Escorted stops shall not be made on a divided highway. The driver shall use an approved hand-held “STOP” sign while escorting all pupils. All pupils are required to walk in front of the bus as they cross the road.

ESCORTED CROSSING PROCEDURES

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

1. Students shall remain seated until the bus comes to a complete stop. The driver will indicate when they should come forward to prepare to exit the bus.
2. The student's will follow the driver as he/she exits the bus. Once outside, the students shall stand beside the bus, off of the roadway. Students need to pay close attention to the driver and wait for the driver to tell them that it is safe to cross. Students should never assume traffic will stop nor should they cross without the protection of the school bus driver.
3. When the driver tells the students that it is safe to cross, they need to walk in FRONT of the bus, between the bus and the bus driver. Students should walk quickly, straight across to the other side of the street. Once the students have safely crossed the roadway, the driver will return to the bus. It is very important that the students do not re-enter the roadway as traffic will be ready to proceed and it would be extremely UNSAFE.

RULES OF THE ROAD FOR PARENTS

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

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

THE SCHOOL BUS DANGER ZONE

There is an area 12 feet around the school bus called the "Danger Zone." Parents and guardians should discuss with their students the hazards of being in this area. Please see the attached diagram. Students should stay clear of the danger zone and be at least 12 feet from the bus both before and after boarding the school bus. If a student drops something in the danger zone, they should notify the driver of the bus who will retrieve the item. **Under no circumstances** should a student ever reach or crawl under the bus.

PARENTS' GUIDE TO TECHNOLOGY

A high-quality education offers our students the best path to a rewarding career and quality living for a lifetime. As citizens of the 21st Century, we must include information and technology literacy among the elements of a good education.

It is important that our students receive guidance as they engage in the online world. Although children can use the internet to access the Library of Congress or download images of Mars, not all of the material on the Internet is appropriate for children. As a parent, you should monitor your child's Internet usage; you can guide and teach your child to ensure their Internet activity is safe and meaningful.

ESTABLISH RULES FOR INTERNET USE AT HOME

Like most parents, you probably have rules for how your children should deal with strangers; which TV shows, movies, and videos they watch; and even where and how far from home they're allowed to travel. It's important to make similar rules for your children's Internet use and to be aware of their online activity.

E-MAIL, TEXTS, AND SOCIAL MEDIA

Just as we tell our children to be wary of strangers they meet, we need to tell them to be wary of strangers on the Internet. Teach your children these few rules about online activity:

Never give out personal information (e.g.; name, age, address, etc.) or use a credit card online without your permission. Never share their password, even with friends.

- Never arrange a face-to-face meeting with someone they meet online unless you approve and accompany them.
- Never respond to a message that makes them feel confused or uncomfortable. If they receive such a message, they should tell you right away. Never use bad language or send mean or hurtful messages online.
- Never send negative or threatening messages online.
- Teach your children that people they meet online are not always who they say they are and that online information is not necessarily private, and they can get into a lot of trouble if they send “threats” online even if they send them in jest.

INAPPROPRIATE CONTENT ON THE INTERNET

Your children can come across material on the Internet that is obscene, pornographic, violent, hate filled, racist, or offensive in other ways. While offensive material is not illegal, there are steps you can take to keep it away from your children and out of your home.

- Make sure your children understand what you consider appropriate for them. Set clear, reasonable rules and consequences for breaking them.
- Make online exploration a family activity. Put the computer in the living room or family room. This arrangement involves everyone and helps you monitor what your children are doing.
- Pay attention to games your older child might play. Some are violent or contain sexual content.
- Check with your Internet service provider about services that filter out offensive materials and sites. These features or services are sometimes free to the subscriber.

ENCOURAGE INFORMATION LITERACY

Not all online information is reliable. Some individuals and organizations are very careful about the accuracy of the information they post, but others are not. Teach your children to view the information critically and to use common sense. Remind them not to plagiarize online material or to copy or share media without the publisher's permission.

TECHNOLOGY AT SCHOOL

Research has shown that technology can support and improve student performance. Students will frequently be encouraged to use technology tools to accomplish their schoolwork. As part of the new or returning student enrollment process, a parent must acknowledge the Student Technology User Agreement and Parent Authorization statement. A parent who wishes to withdraw their permission must contact their child's school.

DISTRICT TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

PART I | General Expectations

The Visalia Unified School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level Parental Involvement Plan meets the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide Parental Involvement Plan into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of

participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring...
 - A. that parents play an integral role in assisting their child's learning;
 - B. that parents are encouraged to be actively involved in their child's education at school;
 - C. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - D. the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. Description of how the district will implement required District Wide Parental Involvement Plan components

1. The **Visalia Unified School District** will take the following actions to involve parents in the joint development of its district wide Parental Involvement Plan under section 1112 of the ESEA:

- At each Title 1 school, through the School Site Council and other parental groups, will review and develop policies regarding Parental Involvement.
- The District English Learner Advisory Committee will review and provide input and suggestions during the annual Parental Involvement Plan revision process.
- Other district level parent committees, as appropriate, will annually review the Parental Involvement Plan.
- The Parental Involvement Plan will be developed, with input from other parent advisories, by the Visalia Unified District Advisory Council.

2. The **Visalia Unified School District** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- The District English Learner Advisory Committee will review and provide input and suggestions during the annual Parental Involvement Plan revision process.
- Other district level parent committees, as appropriate, will annually review the Parental Involvement Plan.
- District Advisory Council representatives will bring input regarding the Parental Involvement Plan from their school site councils.
- The Parental Involvement Plan will be annually reviewed and revised by the District Advisory Council.

3. The **Visalia Unified School District** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Annual Advisory member training
- Technical assistance for principals in planning for effective parent involvement
- Monitoring of parent involvement policies and plans
- Financial support of Title 1 schools specifically targeted for parent involvement
- Provide opportunity for parent training through the District's Parent University programs

4. The **Visalia Unified School District** will coordinate and integrate parental involvement strategies to State-operated preschool programs, by:

- Coordination of programs in the Single Plan for Student Achievement.
- Technical assistance and information provided to school principals and program coordinators to increase effective parental involvement strategies and activities.
- Through the district's Parent University program, parent education and training is offered through a variety of resources including Title I.
- Provide district level administrative support to coordinate and increase parental involvement activities.

5. The **Visalia Unified School District** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about the Parental Involvement Plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement plans.

- Parental involvement activities will be annually reviewed and evaluated by members of the school site council and other

site based parent advisories and organizations. This review and evaluation will be facilitated by each school principal. Information will be forwarded to the District Advisory Council.

- The district will facilitate an evaluation process as an annual activity of the District Advisory Council. The District Advisory Council is coordinated at the district level and is comprised of representatives from each school's site council. Additionally, other district level advisories will review the effectiveness of the district's parental involvement activities and provide input in the revision of parental involvement activities and policies.
- The above evaluation will culminate in the annual adoption of each school's Single Plan for Student Achievement and include parental involvement plans and activities.

6. The **Visalia Unified School District** will build the schools and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. Through the District's Parent University programs, the school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title 1, Part A,
- how to monitor their child's progress, and
- how to work with educators

B. Through the District's Parent University programs, the school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Support materials will be provided parents regarding grade level standards
- Annual training will be provided by specific school sites and/or VUSD to assist parents in supporting their children's educational needs

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Providing training to paraprofessionals who work with parents
- Providing training for principals in how to work with parents
- Providing parent friendly materials related to grade level expectations, etc.

D. Through the District's Parent University programs, the school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschool and other programs that encourage and support parents in more fully participating in the education of their children.

E. The school district will ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

For students, employees, parents/guardians of its students, school and district advisory committee members, private school officials, and other interested parties

The *Visalia Unified School District* has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as

identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Career Technical and Technical Education; Career Technical; Technical Training
- Career Technical Education
- Child Care and Development
- Compensatory Education
- Consolidated Categorical Programs
- Course Periods Without Educational Content
- Education of Students in Foster Care, Students Who Are Homeless, Former Juvenile Court Students Now Enrolled in a School District, and Children of Military Families
- Every Student Succeeds Act
- Local Control Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Student
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues
- Any other state or federal education program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.
- Discrimination related to the refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code sections 51204.5 and 60040, unless the study of the role and contributions violates Education Code section 51501 or 60044.

The Assistant Superintendent (e.g. Superintendent, Principal, or designee)] shall receive and investigate complaints submitted under the District's UCP and ensure District compliance with the law. For more information concerning the filing of uniform complaints, copies of the Board Policies and Administrative Regulations pertaining to the District's UCP are available free of charge upon request at the school office.

Except for complaints submitted under the District's Williams Complaint Procedures, a complainant may appeal a decision made under the District's UCP to the California Department of Education by filing a written appeal within 30 days of receiving the decision. The appeal must be accompanied by a copy of the complaint filed with the District and a copy of the District's decision.

A complainant may pursue available civil law remedies outside of the District's UCP. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

Uniform Complaint Procedures - Specific Complaints (Ed. Code §§ 48853, 48853.5, 49010, 49011, 49013, 49069.5, 51225.2, 52075; 5 C.C.R. § 4630)

Complaints alleging non-compliance with specific state laws identified below may be submitted under the District's UCP. If a complainant is not satisfied with the District's decision, the complainant may appeal to the California Department of Education and will receive a written decision within 60 days.

Pupil Fees. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following: (1) a fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit; (2) a security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment; and (3) a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. A complaint alleging the imposition of pupil fees for participation in educational activities may be filed with the school's principal under the UCP not later than one year from the date the alleged violation occurred. A complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Local Control Accountability Plan. School districts, charter schools and county offices of education are required to adopt and annually update their Local Control Accountability Plans ("LCAPs"). A complaint alleging noncompliance with the LCAP may be filed under the District's UCP and may be filed anonymously. A complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

Graduation and Coursework Requirements for Foster Youth, Homeless Students, Former Juvenile Court Students, Students Living in Active Duty Military Households, and Migratory and Newly Arrived Immigrant Students Participating in a "Newcomer Program." State law outlines the rights afforded to students in foster care, who are homeless, who are former juvenile court school students, students living in the household of a parent who is an active duty member of the military, and

migratory and newly arrived immigrant students participating in a “Newcomer Program,” which is a program designed to meet the academic and transitional needs of newly arrived immigrant students including, but not limited to, rights regarding a student’s school of origin, enrollment, credits, graduation, college, discipline, records, and/or certain non educational rights. A notice summarizing the rights of foster youth is available online through the California Department of Education at <http://www.cde.ca.gov/lsp/fy/documents/fosteryouthrights.pdf>.

Special Education Program Complaints (5 C.C.R. §§ 3200-3205)

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

Child Nutrition Program Complaints (5 C.C.R. §§ 15580-15584)

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

State Preschool Health and Safety Issues Complaints (Ed. Code § 8235.5; 5 C.C.R. §§ 4690-4694)

Complaints regarding state preschool health and safety issues in LEAs exempt from licensing are now processed exclusively via the procedures set forth in the California Code of Regulations, title 5, sections 4690 through 4694, and are no longer processed through the LEA’s Uniform Complaint Procedures. Complaints must be filed with the preschool program administrator, or his/her designee, and may be filed anonymously.

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

Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Name or title: Executive Director

Unit or office: Student Services

Address: 5000 W. Cypress, Visalia CA 93277

Phone: 559-730-7588

E-mail address: studentservices@vusd.org

A pupil fees complaint is filed with the Visalia Unified School District and/or the principal of a school.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee. Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621. The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. A copy of our UCP complaint policies and procedures is available free of charge.

VUSD Uniform Complaint Form