

Corcoran Joint Unified School District  
TK-5th Grade Handbook



Parent/Guardian & Student Handbook  
2024-2025

## **FAMILIES:**

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

### **Bret Harte**

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

### **Fremont**

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

### **Mark Twain**

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

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# **Bret Harte Elementary School Policies**

## **Arrival and Dismissal**

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

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

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

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

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

## **Books and School Equipment**

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

## **Bus Policy**

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

The bus driver is in charge of the bus and has the authority to restrict any student from riding should their behavior be poor. Bus drivers have referrals that they will issue to students who misbehave. Three referrals may lead to your child losing all privileges to ride the bus. Students in grades K-3 living beyond  $\frac{3}{4}$  of a mile from the nearest school are entitled to bus transportation to and from school.

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

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

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

**IMPORTANT:** A parent or adult is required to be present at the bus stop for children to be released from the bus. Parents/adults should stand no more than 20 feet away so that the bus driver can ensure every child makes it to an adult safely. If a parent/adult is not there to meet their child, they will be returned to Bret Harte where parents will be required to pick them up. If this happens more than two times, all bus privileges may be revoked for the remainder of the year. Riding the bus is a privilege for both students and parents. Any issue, whether it be behavior or safety to any child on the bus, can and may result in all bus privileges revoked for the year. Parents can help ensure the safety of their child and all bus riders by reviewing the bus rules outlined in the District Parent Handbook. Your support in reviewing the rules and etiquette will help make your child's bus ride safe, orderly and pleasant.

### **Class Celebrations/Food**

Likewise, students or parents are not allowed to bring homemade food (cupcakes, cookies, etc.) for other students to consume. (Packaged, store-bought food is okay. Bakery items must have ingredient labels.) Please make arrangements with the teacher before bringing any food items to school. Food items to share with your child's class may not be brought to school during our lunch time, which is from 11:00 AM-12:45 PM. Families are encouraged to bring healthy food, or non-food items to share with the class.

### **Deliveries to Students**

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

### **Field Trips**

The purpose of any field trip is to expand on the students' academic experience. All students are to have equal access to the field trips as a part of the curriculum. Parents who do not wish for their child to attend a particular trip should discuss their reasons with the teacher and/or the principal. Any child not participating in a field trip must attend school that day. The teacher will arrange for the child to do their work in another classroom. Students participating in field trips are expected to conform to the same standards of behavior as outlined in the Code of Conduct.

### **Freeze Bell**

When the bell rings at the end of each recess, students are to stop playing, hold the equipment, climb down from the playground equipment, or stop swinging and get off the swings. They will not be dismissed until the supervisor on blacktop duty verbally dismisses their area (grass and sand, four-square, basketball). After being dismissed, students will walk to their classroom lines.

### **Lost and Found**

We encourage families to write their child's name on all items brought to school, so that we can return them to the rightful owner. This includes: jackets, sweaters, hats, gloves, backpacks, lunchboxes, etc. Found items should be turned into the office. Items without names in them will be placed in "Lost and Found", which is near the front of the school for students and families to check.

### **School Contact & Communication**

For questions or concerns regarding your child's academic or behavioral progress, please contact your child's classroom teacher for information. If you need additional support in communicating with your child's teacher, you may contact administration through the school's office.

We utilize Parent Square for the majority of our communications, reminders, and school updates. Please make sure you are connected and are receiving notifications. If you require assistance, please contact our school office. Additionally, you may access our school calendar with all important dates and events at our [school's website](#). You can also find other information regarding our staff and helpful information on our website.

### **Visitors and Volunteers**

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

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

Question: What does it mean to be fully potty trained?

Answer: Fully potty trained students may have an occasional accident. Fully potty trained means that the pupil:

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

Question: What happens if my student has an accident at school?

Answer: Students will be sent to the office to change if they are wet or wait for their parents to pick them up if they have had a bowel movement.

### **Helpful Resources**

[Toileting Picture Cards](#)

[Potty Training Reward Cards](#)

[Potty Training Guidance](#)

[Toileting Visual Schedule Cards](#)

## Daily Schedule

**2024 - 2025**

**Monday, Tuesday, Thursday, Friday**

### ***TK/Kindergarten***

8:03	Warning Bell
8:05	Start of School
8:05 – 8:20	Opening Routines
8:20 – 9:25/9:40	Instructional Time
9:25 – 9:40      Group A 9:45 – 10:00      Group B	TK/Kindergarten Recess
9:40 – 11:00	Instructional Time
11:00 – 11:45      Group A/B	TK/Kindergarten Lunch
11:45 – 1:40	Instructional Time
1:40-2:10	<b>ELD</b>
2:15	Dismissal – End of School Day

### ***K/First Grade***

8:03	Warning Bell
8:05	Start of School
8:05 – 8:20	Opening Routines
8:20 – 10:05/10:30	Instructional Time
10:05 – 10:20      Group C 10:30 – 10:45      Group D	K/First Grade Recess
10:20 – 12:15      (Depending on Wing)	Instructional Time
11:50 – 12:35      Group C/D	K/First Grade Lunch
12:30 – 2:15	Instructional Time
1:15 – 1:45	<b>ELD</b>
2:15	Dismissal – End of School Day

**Group A:** A1, A2, A4, A5, H3, H4, H6

**Group B:** B2, B3, H5, C1, C2, C3

**Group C:** C4, D2, D3, D4, E1, H2

**Group D:** E2, E3, E4, F1, F2, F3

Bret Harte Elementary School



Daily Schedule  
**2024 - 2025**  
**Wednesday**

***TK/Kindergarten***

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

***K/First Grade***

8:03	Warning Bell
8:05	Start of School
8:05 – 8:20	Opening Routines
8:20 – 10:05/10:30	Instructional Time
10:05 – 10:20      Group C 10:30 – 10:45      Group D	K/First Grade Recess
10:15 – 12:15      (Depending on Wing)	Instructional Time
11:50 – 12:35      Group C/D	K/First Grade Lunch
12:30 – 1:15 9:30 - 10:00	Instructional Time <b>ELD</b>
1:15	Dismissal – End of School Day

***Group A: A1, A2, A4, A5, H3, H4, H6***

***Group B: B2, B3, H5, C1, C2, C3***

***Group C: C4, D2, D3, D4, E1, H2***

***Group D: E2, E3, E4, F1, F2, F3***

Bret Harte Elementary  
Minimum Daily Schedule  
**2024-2025**

***TK/Kindergarten***      ***Minimum Day Schedule***

8:03	Warning Bell
8:05	Start of School
8:05 – 8:10	Opening Routines
8:10 – 9:10/9:35 8:15 – 8:45 <b><u>ELD</u></b>	Instructional Time <b>(ELD)</b>
9:10 – 9:25      A1, A2, A4, A5, H3, H4, H6 9:35 – 9:50      B2, B3, H5, C1, C2, C3	TK/Kindergarten Recess (Group A/B)
9:25 – 11:00 9:35 – 11:25	Instructional Time
10:45 – 11:15      A1, A2, A4, A5, H3, H4, H6 11:10 – 11:40      B2, B3, H5, C1, C2, C3	TK/Kindergarten Lunch (Group A/B)
11:30 – 12:30 11:55 – 12:30	Instructional Time
12:30	Dismissal – End of School Day

***K/First Grade***

8:03	Warning Bell
8:05	Start of School
8:05 – 8:10	Opening Routines
8:10 – 9:10/9:35 8:15 – 8:45 <b><u>ELD</u></b>	Instructional Time <b>(ELD)</b>
10:00 – 10:15      C4, D2, D3, D4, E1, H2 10:25 – 10:40      E2, E3, E4, F1, F2, F3	K/First Grade Recess (Group C/D)
10:15 – 11:50 10:40 – 12:15	Instructional Time
11:35 – 12:05      C4, D2, D3, D4, E1, H2 12:00 – 12:30      E2, E3, E4, F1, F2, F3	K/First Grade Lunch (Group C/D)
11:50 – 12:30 12:20 – 12:30	Instructional Time
12:30	Dismissal – End of School Day

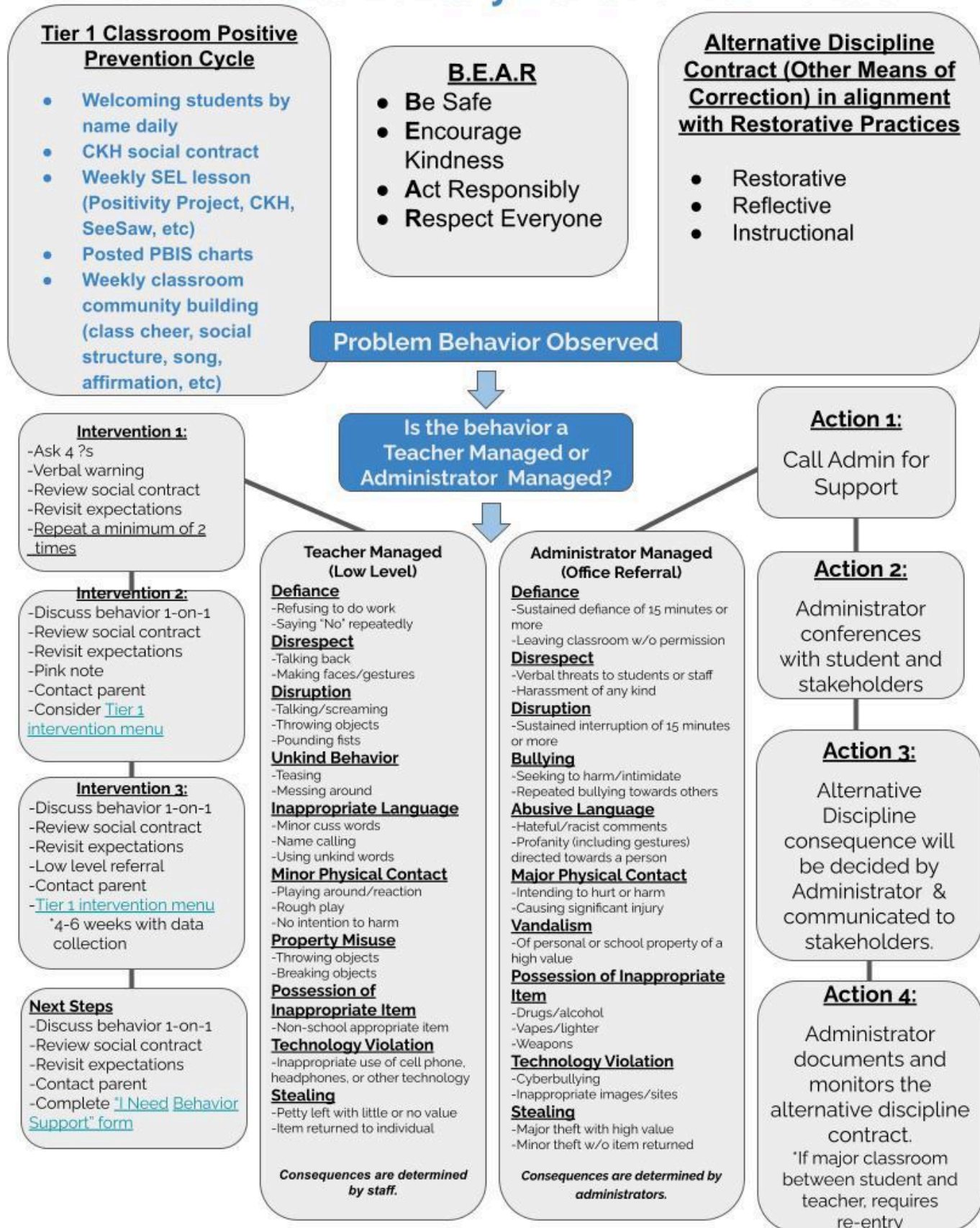
## Bret Harte's Positive Behavior Intervention System

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

#### Be Safe, Encourage Kindness, Act Responsibly, Respect Everyone

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

# Bret Harte Elementary Behavior Flowchart



## **Title I, Part A School-Parent Compact**

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

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

### **School Responsibilities**

We, the school, will support the students' learning by:

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

### **Parent Responsibilities**

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

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

### **Student Responsibilities**

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

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



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

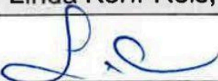
- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer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

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

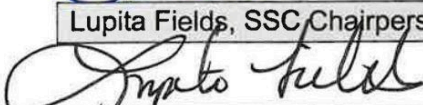
This Compact was established by Bret Harte Elementary School on April 8, 2024 and will be in effect for the period of school year 2024-2025. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: August 19, 2024.

#### Signature Page

Linda Korff-Reis, Principal

  
Lupita Fields, SSC Chairperson.

Elizabeth Castro, SSC Member/Parent

  
April 8, 2024

California Department of Education  
April 2020

## **Title I, Part A School-Level Parent and Family Engagement Policy**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

Bret Harte Elementary's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on April 8, 2024. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before October 1, 2024.

Signature Page

Linda Korff-Reis, Principal



**Name and Title of Authorized Official**

Lupita Fields, SSC Chairperson.

Elizabeth Castro, SSC Member/Parent

  
**Signature of Authorized Official**



April 8, 2024

**Date**

California Department of Education  
April 2020



# John C. Fremont School

## Bell Schedule 2024-2025



### Regular Day

<b>8:05</b>	<b>Warning bell</b>
<b>8:10</b>	<b>Start of school</b>
<b>10:05-10:20</b>	<b>2nd Grade Recess</b>
<b>10:35-10:50</b>	<b>3rd Grade Recess</b>
<b>11:20-12:00</b>	<b>2nd Grade Lunch</b>
<b>12:20-1:00</b>	<b>3rd Grade Lunch</b>
<b>1:30</b>	<b>End of School Day (Every Wednesday)</b>
<b>2:30</b>	<b>End of School Day (Mon. Tues, Th. &amp; Fri)</b>

### Minimum Day (ONLY 12/20/24 & 6/5/25)

<b>8:05</b>	<b>Warning bell</b>
<b>8:10</b>	<b>Start of school</b>
<b>10:05-10:20</b>	<b>2nd Grade Recess</b>
<b>10:35-10:50</b>	<b>3rd Grade Recess</b>
<b>11:00-11:40</b>	<b>2nd Grade Lunch</b>
<b>11:40-12:20</b>	<b>3rd Grade Lunch</b>
<b>12:30</b>	<b>End of School Day (Minimum Days)</b>

# **Fremont School Policies**

## **Arrival**

All students arriving at school before the 8:10a.m. bell will enter through the gate by the office. Students will not be allowed to enter the campus any other way. All students arriving at school before 8:00 may eat breakfast in the cafeteria. Students will be allowed to play at 7:45 a.m. Students arriving after 8:10a.m. will report to the office and receive a tardy pass.

## **Student Drop-Off**

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

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

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

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

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

All traffic will flow in one direction in the drop-off area. Cars that have been parked and those in the drop-off areas will all need to proceed through the circle drive in the same direction. Please do not attempt to drive against this traffic flow.

We also want to ensure that our students walking to and from school practice safe behaviors. At all times, our students should be using the sidewalks and avoid walking in the street. When crossing the street, all students and accompanying adults should be using the designated crosswalks. Crossing the street in the absence of crosswalks interferes with the normal flow of traffic and places your child in serious risk of getting hit by an oncoming vehicle.

Thank you again for helping keep our students safe!

## Student Pick-Up

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

## Bus Policy

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

The bus driver is in charge of the bus and has the authority to restrict any student from riding should their behavior be poor. Bus drivers have referrals that they will issue to students who misbehave. Three referrals may lead to your child losing all privileges to ride the bus. Students in grades K-3 living beyond  $\frac{3}{4}$  of a mile from the nearest school are entitled to bus transportation to and from school.

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

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

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

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

## Tardy Policy and Procedures

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

## Awards and Rewards

## **Attendance**

Trimester Attendance Awards for Perfect Attendance – These students will receive a certificate for **0** absences, tardies, and early departures for the trimester. If a student has perfect attendance all year he/she will receive a trophy in the third trimester. Excellent Attendance-These students will receive a certificate for any combination of **3-** absences, tardies, and early-outs.

## **Academic Achievement**

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

## **Accelerated Reader**

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

## **Freeze Bell**

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

## **Books and Library Policy**

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

# John C Fremont School's

## Positive Behavior Interventions and Supports

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

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

Each class will develop a Social Contract during the first few weeks of school. The contract will be reviewed regularly. The first 15 minutes of each day will include Good Things and Character Lessons to promote positive behavior.



### John C. Fremont R.O.A.R. Matrix



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

#### Voice Levels

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

# John C Fremont School Behavior Flowchart

## Tier 1 Classroom Prevention Cycle

Welcoming Students Daily  
Clear and Consistent Classroom Expectations  
Classroom Social Contract  
CKH Questions for Misbehavior  
Routines and Procedures  
Active Supervision

## R.O.A.R.

- Responsible
- Ownership
- Accepting
- Respectful

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

Problem Behavior Observed

Decide: Is this office managed behavior?

**Intervention 1:**  
Verbal Warning:  
CKH Questions

**Intervention 2:**  
[Teacher Response](#)  
Document in Aeries  
Contact Parent

**Intervention 3:**  
[Think Sheet](#)  
Document in Aeries  
Contact Parent

**Intervention 4:**  
[Restorative Conversation \(Script\)](#)  
Contact Parent  
Document in Aeries

**Intervention 5:**  
Administrator  
Determined  
Alternative  
Discipline

### Teacher Managed (Minor)

- Inappropriate Language
- Physical Contact (non-injury)
- Defiance/Insubordination/Non-Compliance
- Disrespect
- Lying/Cheating
- Disruption
- Technology Misuse
- Property Misuse

**Consequences are carried out by staff.**

### Administrator Managed (Major)

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

**Consequences are determined by administrators.**

### **Action 1:**

Call Admin for Support

### **Action 2:**

Administrator conferences with student and stakeholders

### **Action 3:**

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

### **Action 4:**

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



## STATEMENT OF NON-DISCRIMINATION

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

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

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

Uniform Complaints	Section 504	Superintendent
Title VI Coordinator	Title IX Coordinator	Andre Pecina
Elizabeth Mendoza	Helen Copeland	(559) 992-8888 ext1224
(559) 992-8888 ext1246	(559) 992-8888 ext1248	

### **John C. Fremont Elementary School**

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

## **Title I, Part A School Parent and Family Engagement Policy**

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

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

To involve parents/guardians and family members in the joint development and joint agreement of this Policy, the following documents will be disseminated to parents for review and feedback through informational meetings (SSC; ELAC; Annual Title I Meeting; WASC Parent Committee):

1. Title I, Part A LEA-Level Parent and Family Engagement Policy
2. School-Parent Compact
3. Parent Notices as they apply to the Title I, Part A Non-Regulatory Guidance



4. Parent Square (link on directions for parents:

[https://tb2cdn.schoolwebmasters.com/acnt\\_119966/site\\_119967/Documents/ParentSquare-Instructions-English.pdf](https://tb2cdn.schoolwebmasters.com/acnt_119966/site_119967/Documents/ParentSquare-Instructions-English.pdf)

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

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

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

John C Fremont will take the following actions to distribute to parents of participating children and the local community, the School Parent and family engagement policy: The school will distribute the policy by posting it in our parent handbook and will be reviewed at the annual Title I parent meeting.

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

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

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

John C Fremont will hold a flexible number of meetings on or before September 30th at varying times, and provide transportation, child care, and home visits paid for with Title I funding as long as these services relate to parental involvement.

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

John C Fremont will hold a flexible number of meetings at varying times, and provide transportation, child care, and home visits, paid for with Title I funding as long as these services relate to parental involvement: The school will determine what is needed to reach hard-to-reach parents, e.g., in addition to babysitting, transportation, and the planning of special events that parents find particularly useful and or of interest to them. These meetings will explain strategies authorized under Title 1.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a

process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

Parents are invited to multiple meetings to review the Title I plan at the beginning of the school year. They are members of the SSC and are invited to attend and participate in decisions relating to the expenditure of Title I funds. The school holds a Title I meeting which encourages participation and feedback. Parents want directions on how to use Parent Square. Parents and students are sent annual surveys regarding Title I. Parents are also invited to Parent Nights where surveys may be distributed at the end of the event.

Describe how the school is providing parents and family members of participating children of

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

Parents and family members of participating children are provided multiple opportunities to inspect curriculum and assessments during SSC and ELAC meetings. They are provided with the data for school-wide and district assessments regularly. If requests are made by parents to offer suggestions and participate in decisions regarding the education of their children, the school will respond promptly.

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

At the current time, there have been no unsatisfactory comments from parents of participating children. In the event that a parent submits an unsatisfactory comment, they will be included in the plan at the time of submission to the LEA.

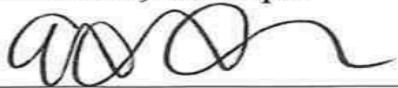
John C Fremont's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on March 14, 2024. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before. It is also included in the Parent Handbook.

**Signature and Title of Authorized Official**



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Pearl Prins, Principal



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SSC President

California Department of Education April 2020  
JCF Amended: March 14, 2024

## **Title I, Part A School-Parent Compact**

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

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

The Corcoran Unified School District and Parents believe that each child's education is the shared responsibility of the school, the family, and the community. Schools, families, and communities must work together as partners to maximize success for each child. To ensure better communication and improve each child's academic achievement, we ask that you agree as a parent to participate in proposed home visits voluntarily.

- Parent Teacher Conferences at the end of Trimester 1 and Trimester 2.
- Title I meetings
- Report Cards sent at the end of each Trimester 1st 2nd 3rd
- Parents can sign up to volunteer in classrooms, assemblies include Constitution Day and Winter Program International Day. Field Trips, Parent Nights Reading and Math Trimester Awards, ROAR store and Student of the Month/Terrific Kid Luncheon
- All staff members are available through email, phone, and conference. Other communications include Parent Square and SeeSaw. Everything sent home is translated into Spanish including but not limited to: Flyers, agendas for SSC/ELPAC, Title 1 meetings, and Parent Links.
- Parents are invited or encouraged to be elected into ELAC (for parents of English Learners) and/or SSC

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

- (A) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed the compact relates to the individual child's achievement;
- (B) Frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

### **Student**

I must succeed. Therefore, I shall strive to do the following:

- come to school each day, on time
- complete all assignments to the best of my ability;

- read daily at school and home;
- follow ROAR expectations (Responsible, Ownership, Accepting, and Respectful)

### **Parent**

My child needs to succeed. Therefore, I will encourage her/him by doing the following:

- see that my child is punctual, attends regularly, and is dressed appropriately;
- support the school and teacher in efforts to maintain discipline;
- read with my child every day and complete homework;
- encourage and support my child's efforts;
- stay aware of how my child is doing academically and socially;
- volunteer when able
- attend conferences/parent meetings and stay engaged in my child's education

### **Teacher**

Students must succeed. Therefore, I shall strive to do the following:

- provide a safe and pleasant atmosphere for learning;
- assist parents so that they can help their children learn;
- encourage students and parents by providing timely information about student progress.
- Use a variety of activities to meet the needs of all students.

This Compact was established by John C Fremont School on March 14, 2024, and will be in effect for the period of August 2024-June, 2025 The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: August 31, 2024.

Signature

Pearl Prins

Principal of John C Fremont



# 2024-2025

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



For more information and to view our  
activities calendar, find us on the web at  
[marktwain.corcoranunified.com](http://marktwain.corcoranunified.com)

# Mark Twain School 2024-2025 Schedules

*\*Every Wednesday is a 1:30 dismissal*

Group A		Group B		Group C	
8:00-8:15	Morning Routine	8:00-8:15	Morning Routine	8:00-8:15	Morning Routine
8:15-9:45	Core Instruction	8:15-10:00	Core Instruction	8:15-10:15	Core Instruction
9:45-10:00	Recess	10:00-10:15	Recess	10:15-10:30	Recess
10:00-11:00	Core Instruction	10:15-11:45	Core Instruction	10:30-12:15	Core Instruction
11:00-11:45	Lunch	11:45-12:30	Lunch	12:15-1:00	Lunch
11:45-2:50	Core Instruction	12:30-2:50	Core Instruction	1:00-2:50	Core Instruction

## **Mark Twain School Website**

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

## **Mark Twain School Policies**

### **Arrival**

All students arriving at school before the 7:57 whistle will enter through the gate by the office or the gate by the cafeteria. Students will not be allowed to enter the campus any other way. All students arriving at school before 7:55 may eat breakfast in the cafeteria. Students arriving after 8:05 will report to the office and receive a tardy pass.

### **Student Drop-Off**

Students may be dropped off using the circle driveway in front of the school or the parking lot next to Cesar Chavez Park. Cars using the front driveway will form a single-car pool lane that unloads directly onto a sidewalk near the main entry point into the school. The drop-off begins as early as 7:30 AM. Consider coming as early as 7:30 AM to avoid any traffic delays. School begins at 8:00 AM.

When dropping off your student please remember:

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

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

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

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

### **Student Pick-Up**

Students may be picked up in the parking lot next to Cesar Chavez Park or along Letts Ave. on the west side of campus. **The circle drive in front of the school is reserved for buses only during pick-up time.**

### **Tardy Policy and Procedures**

7:57 a.m. Whistle blows. All students proceed to their classroom and line up at the door.

8:00 a.m. Teachers open their classroom doors and greet students.

8:05 a.m. The front gate closes. Students arriving after this time are tardy and must report to the office for a tardy pass. Teachers will not accept students into their class without a tardy pass from the office after 8:05 a.m.

### **Consequences for Truancy:**

1. If a student has 3 unexcused absences or tardies, a letter is sent to the parents.
2. If a student has additional unexcused absences or is tardy, a second letter is sent to the parents.
3. A third letter is sent to the parents if a student has an additional 3 unexcused absences or tardies.
4. Upon receiving the 10th unexcused absence or tardy, **the student and the parent must attend the Corcoran SARB hearing.**

### **Phone Messages for Students**

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

### **End-of-Day Transportation Changes**

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

### **Grading Policy**

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



## Miscellaneous Information

### Freeze Whistle

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

### Volunteer Policy

Before volunteering, parents, guardians, or community member—will be required to complete the Child Abuse Mandated Reporter Training, have clearance from Health Services, with a Clear TB given within the last 60 days, and be fingerprinted for a background check at the Kings County Office of Education or Corcoran Police Department.

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

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

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

### Other Things

- Deliveries to students (flowers, balloons, etc.) will be left in the office for pick up by the student after school.
- **Students or parents cannot bring homemade food** for other students to consume. (Packaged, store-bought food is acceptable.) **Please make arrangements with the teacher before bringing any food items to school.**
- Students in elementary school may not display or use communication devices such as cell phones from 8:00 am until the instructional day is over for all students. Their devices must be turned off during this period.
- Mark Twain School is a drug-free, alcohol-free, and tobacco-free institution.

## **Mark Twain Student Debt Policy and Procedures Library and Technology Devices**

### **Rationale**

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

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

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

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

## CJUSD K-8 Dress Code

The dress code is designed to create and maintain a safe and positive educational environment that does not distract Corcoran Joint Unified School District students from learning. Students are to follow the dress code while on campus and during any school-sponsored activity. Students may wear school-sponsored clothing from other CJUSD schools at the principal's discretion. Anything that may be considered inappropriate, immodest, or gang-related can and will be disallowed by the administration. Students who do not follow the dress code will need to acquire the proper item/s or they may face disciplinary action including missing recess, detention, or being sent home. Attempts will be made to contact the home to bring replacement clothing.

1. Colors and Logos: Red or royal blue are not allowed as the main or predominant color on any dress code item unless it is school-sponsored clothing. Red and Royal blue may be mixed into other colors if it is considerably less than the other colors. No red or blue belts, shoelaces, beanies, or gloves are allowed at any time. A student placed on a gang contract may be restricted from wearing a particular color for safety reasons at the discretion of the administration.
2. Shirts and Undershirts: All blouses and shirts must be clean and neat. All clothing must sufficiently conceal undergarments, including bra straps, at all times. See-through or fishnet fabrics, tube tops, men's tank undershirts, muscle shirts, jerseys with no undershirts, sagging pants/shorts, pajamas, and clothing deemed immodest by school personnel, are prohibited. In addition, students must have their shoulders covered with no see-through material. Tops with "spaghetti straps", halter-tops, tank tops, or other shirts with less than 5 inches at the shoulder, or shirts that show any part of the midriff (belly) are not allowed. Midriffs must be covered at all times. Low-cut necks/scooping necks are also prohibited.
3. Pants/shorts/dresses/skirts: Students may not wear any clothing that is torn, worn, ripped, has holes, or is rough-cut. Bike shorts, sweatpants, warm-ups, pajamas, hip-huggers, and military-style, tight, form-fitting apparel are not allowed. Pants must not sag below the waist when fastened. Shorts/skirts must extend below the fingertips when arms are held relaxed at the sides. Sweat pants and Warm-ups are only allowed if they are school/district-sponsored clothing and approved by the principal.
4. Outerwear/Jacket/Hoody: When wearing a jacket/sweater of any kind the student must still wear a shirt or blouse that conforms to the dress code. Hoods must be down while inside (i.e. classroom, office, cafeteria, etc.). Students, who repeatedly have to be told to take off their hoods, will not be allowed to wear hooded clothing on campus, as the item has become a distraction for them.
5. Socks, Tights, or Hose: No fishnet, torn, etc.
6. Shoes/Sandals: Heels must be no taller than 1 inch. Steel-toed boots, flip-flops, slippers, and clogs are not allowed. (Grades K-5): Students must wear closed-toe shoes at all times. Sandals are not allowed. (Grades 6-8): If wearing sandals to school you must also have athletic shoes for P.E. Sandals must have a back strap.
7. Belts/Buckles: Belts must be appropriate sizes and the end strap must be worn through the belt loops, not hanging down. Buckles must be plain only. Patterns, pictures, letters, numbers, etc. are not allowed.
8. Images and Words: Clothing and jewelry shall be free of writing, pictures, logos, or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic, or religious prejudice, gang activities, or the use of drugs/alcohol or depiction of weapons.
9. Beanies, Hats, or Head Coverings: Hats are not allowed except for the approved sun-protective headwear (2" - 4" rim all around) and may only be worn during outside activities. Beanies are allowed outside for cold weather and may only have a small logo. Head coverings for religious purposes are allowed. No head coverings, except for religious reasons, may be worn inside school buildings.
10. Sunglasses: Sunglasses may only be worn outside.
11. Hair: Hair color, highlights, or streaking must be natural human colors. Colors such as (but not limited to) pink, purple, and green would not be acceptable. There is no forming, shaving, cutting, etc. of letters, numbers, or shapes into hair or eyebrows. Mohawks (shaved sides) are not allowed. Spiked hair is limited to 2 inches tall or less. Anything distracting about the student's hair is not allowed.
12. Piercings: Stud earrings are allowed. Hoops, extended lengths, or dangling earrings are not allowed due to safety concerns. Facial, tongue, eyebrow, etc., and piercings must have a small, clear plastic plug with administrative approval.
13. Tattoos: No visible (temporary or permanent) tattoos will be allowed at any time.
14. Acrylic (Fake) Nails: Are not allowed (K-5).
15. Misc.: Clothing apparel that could be used as a weapon including chains, wallet chains, spikes, or studs on jewelry is prohibited. No clothing that is deemed immodest by the school administration.



## Mark Twain

## S.O.A.R. Matrix

	Office/Nurse	Classroom	Technology	Hallway	Restroom	Cafeteria	Library	Playground
Safety	<ul style="list-style-type: none"> <li>Keep hands and objects to yourself.</li> <li>Sit correctly in a chair while you wait.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and objects to yourself.</li> <li>Keep your work area clean.</li> <li>Sit correctly in chairs.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and objects to yourself.</li> <li>Protect your username and password.</li> <li>Complete digital citizenship.</li> <li>Use an iPad on a desk or flat surface.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and objects to yourself.</li> <li>Walk with a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and objects to yourself.</li> <li>One person per stall.</li> </ul>	<ul style="list-style-type: none"> <li>Hold your tray with both hands.</li> <li>Walk.</li> <li>Stay seated while eating.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and objects to yourself.</li> <li>Use a shelf marker when taking a book.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and objects to yourself.</li> <li>Walk on the blacktop.</li> </ul>
Ownership	<ul style="list-style-type: none"> <li>Know the person that you want to call.</li> <li>Know your phone number.</li> </ul>	<ul style="list-style-type: none"> <li>Stay focused on the task.</li> <li>Listen to and follow directions.</li> <li>Ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Keep iPad updated.</li> <li>Park your iPad when not in use.</li> </ul>	<ul style="list-style-type: none"> <li>Line up in a timely manner.</li> <li>Line up quietly.</li> </ul>	<ul style="list-style-type: none"> <li>Use the restroom in a timely manner.</li> <li>Use the sign-in/sign-out sheet when leaving to use the restroom.</li> </ul>	<ul style="list-style-type: none"> <li>Have your lunch ticket ready.</li> </ul>	<ul style="list-style-type: none"> <li>Select books in a timely manner.</li> <li>Have your library card with you.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of surroundings.</li> <li>Walk to your line only when dismissed.</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>Have a pass with you.</li> <li>Know the reason you are here.</li> </ul>	<ul style="list-style-type: none"> <li>Always try your best.</li> <li>Keep track of and care for your supplies.</li> <li>Own your mistakes and accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>Only use approved apps.</li> <li>Close out all tabs and apps at the end of the day.</li> <li>Charge iPad at appropriate times.</li> </ul>	<ul style="list-style-type: none"> <li>Walk straight to your destination.</li> <li>Carry materials responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>Throw away trash in the trash can.</li> <li>Wash your hands.</li> <li>Use the restroom closest to your classroom.</li> <li>Notify an adult if the restroom needs to be cleaned.</li> </ul>	<ul style="list-style-type: none"> <li>Stay in a single-file line.</li> <li>Clean up your area before being dismissed.</li> </ul>	<ul style="list-style-type: none"> <li>Return books on time.</li> <li>Take care of the books.</li> <li>Walk directly to and from the library.</li> </ul>	<ul style="list-style-type: none"> <li>Return equipment to its proper place.</li> <li>Freeze and give five when the whistle is blown.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Enter quietly.</li> <li>Sit in a chair and wait for your turn.</li> </ul>	<ul style="list-style-type: none"> <li>Treat everyone with kindness.</li> <li>Keep a positive tone.</li> <li>Use accountable talk and active listening.</li> </ul>	<ul style="list-style-type: none"> <li>Only use the iPad assigned to you.</li> <li>Respect the privacy of others.</li> <li>Use email appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Use inside voices.</li> <li>Follow designated pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the privacy of others.</li> <li>Keep restrooms clean.</li> </ul>	<ul style="list-style-type: none"> <li>Use the appropriate voice level.</li> <li>Share only with permission.</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice.</li> <li>Wait your turn.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to yourself.</li> <li>Use a polite and respectful tone of voice.</li> </ul>

## **Mark Twain's Discipline Policies and Procedures**

At Mark Twain School we implement social-emotional learning along with PBIS as our key to behavior support and discipline. Classes will develop a Social Contract (agreement of behavior) within the first week of school. The contract will be reviewed daily.

We have four basic steps to the discipline procedure. Parent contact is made by the teacher when a student attains a “think sheet” (third step).

Students will have opportunities to receive Eagle Bucks for meeting Eagle Expectations. Eagle Bucks are used for making purchases from the PBIS Student Store.

### **Discipline Steps for Minor Infractions-**

#### **Warning-verbal**

-The teacher speaks to the student (1:1 conversation)

#### Questions for Misbehavior

- What are you doing?
- What are you supposed to be doing?
- Are you doing it?
- What are you going to do about it?

#### Questions for Disrespect

- How are you talking to me?
- How did we agree to talk to each other?
- Were you doing it?
- So, how are you going to talk to me?

#### **UH-OH-teacher conference**

-The teacher speaks to the student (1:1 conversation)

#### Questions for Misbehavior

- What are you doing?
- What are you supposed to be doing?
- Are you doing it?
- What are you going to do about it?

#### Questions for Disrespect

- How are you talking to me?
- How did we agree to talk to each other?
- Were you doing it?
- So, how are you going to talk to me?
- What is going to happen if you break our Social Contract again?

**Think Sheet**-the student fills out a Think Sheet (can be completed in writing or verbally with an adult)

-The teacher speaks to the student (1:1 conversation)

-The teacher makes contact with the parent/guardian via phone call

**Minor Infractions--Include but are not limited to:**

- Use of cell phone during school hours
- Inappropriate language
- Dress code violation
- Disrespect to teachers/staff/students
- Not following Eagle Expectations
- Teasing/Taunting
- Lying
- Inappropriate website/technology use
- Disruption to the learning environment
- Theft
- Cheating

**Discipline Steps for Major Infractions**

**Major Infraction**

- ☐ The student speaks to an administrator
- ☐ The office makes contact with the parent via phone call/ and a required meeting with an administrator is scheduled
- ☐ Document in Aeries
- ☐ Documentation is reviewed for CICO
- ☐ Possible Suspension

**Major Infractions--Include but are not limited to:**

**\*Must be seen by an Administrator with parent/guardian conference**

**\*\*May require referral to Corcoran Police**

- Physical/Fighting aggression \*/\*\*
- Bullying/harassment/intimidation (sexual or verbal) \*/\*\*
- Use of cell phone during school hours \*
- Inappropriate language \*
- Disrespect to teachers/staff/students \*
- Repeatedly not following Eagle Expectations \*
- Damage to school property/Vandalism \*/\*\*
- Teasing/Taunting \*
- Lying \*
- Inappropriate website/technology use \*/\*\*

- Continual disruption to the learning environment \*
- Theft \*/\*\*
- Cheating \*
- Possession of weapons or illegal substances \*/\*\*
- Violence-harmful to staff or students \*/\*\*
- Gang-related behavior \*/\*\*

## **Tiered Behavior Interventions Information**

### **Tier 1**

Eagle Expectation Bucks-Every Mark Twain staff member will have the ability to reward positive behavior

Students earn Eagle Bucks for meeting behavior expectations.

The student may have a “break” with an assigned teacher as needed before moving to Tier 2 interventions

### **Tier 2**

A behavior SST meeting is scheduled

Parent Contact/Parent Conference

Possible referral for counseling services

Classroom check-in with an administrator or the counselor

### **Tier 3**

A major discipline infraction

Conversation with a teacher

Reflection of behavior

Behavior contract

CICO with an administrator on a daily/weekly basis

## 2024-2025 Title I, Part A School-Level Parent and Family Engagement Policy

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

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

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

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

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

### A. ANNUAL TITLE I MEETING (ESSA Section 1116[c][1])

**Mark Twain School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parental involvement policy, the schoolwide plan, and the school-parent compact.

*On Thursday, August 15, 2024, Mark Twain School will hold its Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parent's rights to be involved.*

### B. FLEXIBLE NUMBER OF MEETINGS (ESSA Section 1116[c][2])

**Mark Twain School** will offer a flexible number of engagement meetings at convenient times for families, such as meetings in the morning or evening (for which the school may use Title I funds to provide transportation, child care, or home visits, as such services relate to parental involvement).

### C. JOINTLY DEVELOPED (ESSA) sections 1116(b) and (c)

**Mark Twain School** will take the following actions to involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.

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

### D. COMMUNICATION (ESSA sections 1116[c][4][A-C] (ESSA Section 1116[c][5])

**Mark Twain School** will provide parents of participating children with timely information about programs under Title I, including:

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



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

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

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

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

**Mark Twain School** will submit any comments/concerns to the Corcoran Unified School District Superintendent's office if the schoolwide plan and/or parent and family engagement policy are not satisfactory to parents.

*Any comments/concerns can be emailed to the Director of Federal Programs, Elizabeth Mendoza, at [emendoza@corcoranunified.com](mailto:emendoza@corcoranunified.com) or by phone at 559-992-8888.*

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

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

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

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

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

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

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

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

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

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

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

Mark Twain School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on March 14, 2024. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before: August 14, 2024.

*JJ Albert*

*03/14/24*

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JJ Albert, Principal

Date

## 2024-2025 Title I, Part A School-Parent Compact

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

### School Pledge

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

### Teacher Pledge

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

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

### Student Pledge

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

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

### Parent/Guardian Pledge

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

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

This Compact was established by Mark Twain School on 3/14/2024 and will be in effect for the 2024-2025 School Year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: August 14, 2024.

  
JJ Albert, Principal

  
Date

## **SARC Notification**

By February of each year, the SARC will be posted on our school website. It contains information about school and district accountability, achievement, our students and teachers, and other important measures of school performance.

The profile summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

## Statewide Testing Notification

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

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

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

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

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

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

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

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

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

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

**CAASPP: California Science Test (CAST)**

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

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

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

**CAASPP: California Alternate Assessment (CAA) for Science**

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

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

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

**CAASPP: California Spanish Assessment (CSA)**

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

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

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

#### ELPAC

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

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

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

#### Alternate ELPAC

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

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

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

#### Physical Fitness Test

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

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

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

## STATEMENT OF NON-DISCRIMINATION

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

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

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

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

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

Superintendent  
Andre Pecina  
(559) 992-8888 ext1224

## PARENT NOTICE OF RIGHTS AND RESPONSIBILITIES

**State law requires that parents or guardians be notified of their rights and responsibilities in certain matters pertaining to their children's education.**

**1. Absence for Religious Exercises and Instruction:** Pupils may be excused, with written permission from a parent or guardian, in order to participate in religious exercises or receive moral and religious instruction away from school property. Every pupil so excused must attend at least the minimum school day. No pupil shall be excused from school for such purpose on more than four days per school month. (Ed. Code, § 46014)

**2. Comprehensive Sexual Health Education and HIV/AIDS Prevention Education:** A parent or guardian has the right to excuse their child from comprehensive sexual health education, human immunodeficiency virus ("HIV") prevention education, and assessments related to that education. A parent or guardian who wishes to exercise this right must state their request in writing. (Ed. Code, § 51938) A parent or guardian may inspect the written and audiovisual educational materials used in comprehensive sexual health education and HIV and acquired immunodeficiency syndrome ("AIDS") prevention education. Parents have a right to request that the District provide them with a copy of the California Healthy Youth Act. (Ed. Code, § 51930 et. seq.)

Parents or guardians shall be notified in writing if the District plans to administer an anonymous, voluntary and confidential test, questionnaire, or survey containing age-appropriate questions about the pupils' attitudes concerning or practices related to sex in grades 7 to 12 and given the opportunity to review the test, questionnaire, or survey. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey by stating their request in writing. (Ed. Code, § 51938)

Every child's parent will be notified prior to the commencement of any comprehensive sexual health education and HIV/AIDS prevention education instruction whether the instruction will be taught by District personnel or by outside consultants. If outside consultants or guest speakers are used, the notice shall include the date of the instruction, and the name of the organization or affiliation of each guest speaker will be identified. Parents have a right to request that the District provide them with a copy of Education Code sections 51933, 51934, and 51938. (Ed. Code, § 51938) If arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the Superintendent or designee shall notify parents/guardians no less than 14 days before instruction is given. (Ed. Code, § 51938)

**3. Excuse from Instruction in Health:** Upon written request of a parent or guardian, a pupil may be excused from any part of instruction in health which conflicts with the parent(s)' or guardian(s)' religious training or beliefs (including personal moral convictions). (Ed. Code, § 51240)

**4. Administration of Medication:** Medication prescribed by a physician or ordered by a physician assistant for a child may be administered during the school day by the school nurse or other designated school personnel, or self-administered by the child if the medication is prescription auto-injectable epinephrine or prescription inhaled asthma medication, but only if the parent consents in writing and provides detailed written instructions from a physician, or a physician assistant as specified by law. In order for a child to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the physician or physician assistant must also provide a written statement detailing the name of the medication, method, amount, and time schedules by which the medication is to



be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine or prescription inhaled asthma medication. Parents must also provide a release for the school nurse or designated school personnel to consult with the pupil's health care provider regarding questions that may arise with regard to the medication, and releasing the District and its personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering auto-injectable epinephrine or prescription inhaled asthma medication. The written statements specified in this section shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. Forms for administering medication may be obtained from the school secretary. (Ed. Code, §§ 49423, 49423.1, 49423.5)

5. **Students on Medication:** Parents are to notify the school nurse or other designated certificated school employee if their child is on a continuing medication regimen. This notification shall include the name of the medication being taken, the dosage, and the name of the supervising physician. With parental consent, the school nurse may confer with the physician regarding possible effects of the drug, including symptoms of adverse side effects, omission or overdose and counsel with school personnel as deemed appropriate. (Ed. Code, § 49480)

6. **Immunizations:** The District shall exclude from school any pupil who has not been immunized properly, unless the pupil is exempted from the immunization requirement pursuant to Chapter 1 (commencing with section 120325) of part 2 of division 105 of the Health and Safety Code. The immunization exemption based on personal beliefs has been eliminated. (Health & Saf. Code, § 120325) A student who, prior to January 1, 2016, submitted a letter or affidavit on file at the District, stating beliefs opposed to immunization, is permitted to enroll in that institution until the student enrolls in the next grade span. Grade span means: 1) birth to preschool; 2) kindergarten and grades 1 through 6, inclusive, including transitional kindergarten; and 3) grades 7 through 12, inclusive. On or after July 1, 2016, the District shall exclude from school for the first time or deny admittance or deny advancement to any student to the 7<sup>th</sup> grade unless the student has been immunized for their age as required by law. (Health & Saf. Code, § 120335) A student may still be exempted from the immunization requirement based on medical condition or circumstances. A licensed physician or surgeon must transmit a completed medical exemption certification form from the California Department of Public Health directly to the local educational agency and the California Immunization Registry. The standardized medical exemption form shall be the only documentation of a medical exemption that shall be accepted by the District. (Health & Saf. Code, §§ 120370, 120372)

A parent or guardian may consent in writing for a physician, surgeon, or health care practitioner acting under the direction of a supervising physician and surgeon to administer an immunizing agent to a pupil at school. The health care practitioner may administer immunizations for the prevention and control of diseases that present a current or potential outbreak as declared by a federal, state, or local public health officer. (Ed. Code, §§ 48216, 48980(a), 49403; Health & Saf. Code, §§ 120325, 120335)

Students are advised to adhere to current immunization guidelines regarding full human papillomavirus ("HPV") immunization before admission or advancement to the eighth-grade level. 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. A fact sheet has been attached describing the benefits of an HPV vaccination. (Ed. Code, § 48980.4, Health & Saf. Code, § 120336)

7. **Physical Exams and Testing:** The District is required to conduct certain physical examinations and vision and hearing testing of students, unless the parent has a current written objection on file.

However, the child may be sent home if they are believed to be suffering from a recognized contagious or infectious disease, and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist. (Ed. Code, §§ 49451, 49452, 49452.5, 49455; Health & Saf. Code, § 124085) The District shall provide for scoliosis screening of every female student in grade 7 and every male student in grade 8. (Ed. Code, § 49452.5)

**8. Confidential Medical Services:** For students in grades 7 through 12, the District may release a student for the purpose of obtaining confidential medical services without obtaining the consent of the student's parent or guardian. (Ed. Code, § 46010.1)

**9. Medical Coverage for Injuries:** Medical and hospital services for pupils injured at school or school-sponsored events, or while being transported, may be insured at parent's expense. No pupil shall be compelled to accept such services without their consent or, if the pupil is a minor, without the consent of a parent or guardian. (Ed. Code, § 49472)

**10. Accidental Injury Insurance:** Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers both medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils 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 Healthy Families at 1-866-294-4347. (Ed. Code, §§ 32221.5, 49470, 49471)

**11. Mental Health Services:** The District shall notify pupils and parents or guardians no less than twice each school year of the steps to initiate access to available pupil mental health services on campus and/or in the community. (Ed. Code, § 49428) The mental health services available include: 1) individual and group counseling sessions, 2) social skills groups, 3) behavior intervention, 4) referrals to outside agencies for more intensive supports and 5) therapeutic services as deemed medically eligible by district Mental Health Clinicians. *To initiate services, a parent or student may contact the school site administrator or counselor.* Students, staff and parents of middle school and high school students may also request counseling using an electronic link for the middle school and high school available on the school websites.

**12. Services for Students with Exceptional Needs or a Disability:** State and federal law require that a free and appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years. Students classified as individuals with exceptional needs for whom a special education placement is unavailable or inappropriate may receive services in a private nonsectarian school. Please contact the local director of special education for specific information. (Ed. Code, § 56040 et seq.) In addition, services are available for students who have a disability which interferes with their equal access to educational opportunities. (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. § 104.32) The District official listed below is responsible for handling requests for services under Section 504 and may be reached at the following address and telephone:

**Helen Copeland, Director of Special Services**  
**1520 Patterson Ave., Corcoran, CA 93212**  
**phone: (559) 992-8888, extension 1248**

13. **No Academic Penalty for Excused Absence:** No pupil may have their grade reduced or lose academic credit for any absence or absences which are excused for the reasons specified below when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. (Ed. Code, §§ 48205, 48980(i))

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

- a. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
- b. Due to quarantine under the direction of a county or city health officer.
- c. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- d. For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- e. For the purpose of jury duty in the manner provided for by law.
- f. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a doctor's note.
- g. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- h. For the purpose of serving as a member of a precinct board for an election pursuant to section 12302 of the Elections Code.
- i. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in section 49701 of the Education Code, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- j. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- k. For the purpose of participating in a cultural ceremony or event.
- l. For the purpose of a middle or high school pupil engaging in a civic or political event, provided the pupil notifies the school in advance. A pupil absent pursuant to this section is required to be excused for only one day-long absence per year. A school administrator may permit additional absences pursuant to section 48260(c) of the Education Code.
- m. For any of the following purposes, inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family member, has died, so long as the absence is not more than three (3) days per incident.
  - i. To access services from a victim services organization or agency.
  - ii. To access grief support services.
  - iii. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family member, including, but not limited to, temporary or permanent relocation.
  - iv. Any absence beyond three days for the reasons described above shall be subject to the discretion of a school administrator, or their designee, pursuant to section 48260.
- n. Authorized at the discretion of a school administrator based on the facts of the pupil's circumstances, which are deemed to constitute a valid excuse, including, but not limited to, working for a period of not more

than five consecutive days in the entertainment or allied industries if the pupil holds a work permit, or participating with a not-for-profit performing arts organization in a performance for a public school pupil audience for a maximum of up to five days per school year provided the pupil's parent or guardian provides a written note to the school authorities explaining the reason for the pupil's absence. (Ed. Code, §§ 48260, 48205, 48225.5)

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

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

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

A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls. (Ed. Code, § 48205)

"Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people. (Ed. Code, § 48205)

"Immediate family," as used in this section refers to the parent or guardian, brother or sister, grandparent, or any relative living in the household of the pupil. (Ed. Code, § 48205)

"Victim services organization or agency" means an agency or organization that has a documented record of providing services to victims. (Ed. Code, § 48205; Labor Code § 230.1)

14. **Equal Opportunity:** Equal opportunities for both sexes in all educational programs and activities run by the District is a commitment made by the District to all students. (Title IX of the Education Amendments of 1972) (34 C.F.R. § 106.8) The District does not discriminate, including in admission and employment, on the basis of sex in any education programs or activities operated by the District, as is required by Title IX. Inquiries on all matters, including complaints, regarding the implementation of Title IX in the District may be referred to the District official listed below at the following address and telephone:

**Helen Copeland, Director of Special Service**  
**1520 Patterson Ave., Corcoran, CA 93212**  
**phone: (559) 992-8888, extension 1248**

15. **Complaints (Special Education):** Parents may file a complaint concerning violations of federal or state law or regulations governing special education related services. Parents may submit a description of the manner in which the parent believes special education programs do not comply with state or federal law or regulations to:

**Helen Copeland, Director of Special Service**  
**1520 Patterson Ave., Corcoran, CA 93212**  
**phone: (559) 992-8888, extension 1248**

16. **Release of Student Information:** The District does not release information or records concerning a child to noneducational organizations or individuals without parent consent except by court order, receipt of a lawfully issued subpoena, or when otherwise allowed by law. The following categories of directory information may be made available to various persons, agencies or institutions unless the parent or guardian notifies the District in writing not to release such information:

Name, address, telephone, date of birth, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received, and most recent previous educational institution attended. (Ed. Code, §§ 49060 et seq., 49073; 20 U.S.C. § 1232g; 34 C.F.R. § 99.7) In accordance with state and federal law, the District may also make available photographs, videos, and class rosters.

Directory information will not be released regarding a pupil identified as a homeless child or youth unless a parent, or pupil accorded parental rights, has provided written consent that directory information may be released. (Ed. Code, § 49073(c); 20 U.S.C. § 1232g; 42 U.S.C. § 11434a(2))

17. **Information Obtained from Social Media:** A school district that considers a program to gather or maintain in its records any information obtained through social media of any enrolled student shall notify students and their parents or guardians about the proposed program and provide an opportunity for public comment at a regularly scheduled public meeting of the Governing Board of the school district. The notification shall include, but is not limited to, an explanation of the process by which a student or a student's parent or guardian may access the student's records to examine the information gathered or maintained, and an explanation of the process by which a student or student's parent or guardian may request the removal of information or make corrections to information gathered or maintained. (Ed. Code, § 49073.6)

Other than the school newspaper and yearbook, the superintendent or designee may gather information in the forms of video, photograph, blog, texts, and emails, to maintain school and student safety. All social media information gathered will be destroyed within one year after the student turns 18 years old or one year after the student is no longer enrolled, whichever comes first.

18. **Inspection of Student Records:** State law requires that the District notify parents of the following rights which pertain to student records. (Ed. Code, §§ 49063, 49069.7; 34 C.F.R. § 99.7)

a. A parent or guardian has the right to inspect and review student records relating directly to their child during school hours or obtain a copy of such records within five (5) business days of their request.

b. Any parent who wishes to review the types of student records and information contained therein may do so by contacting the principal at their child's school. The principal of each school is ultimately responsible for maintenance of student records.

c. A parent with legal custody has a right to challenge information contained in their child's records. Any determination to expunge a student's record is made after a review of said record(s) by site administrators and certificated staff. Following an inspection and review of student records, the parent may challenge the content of the student's record. The right to challenge becomes the sole right of the student when the student becomes eighteen (18) years of age.

d. A parent or guardian has the right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent disclosure is authorized without consent.

A parent may file a written request with the Superintendent of the District to remove any information recorded in the written records concerning the child which is alleged to be:

- i. Inaccurate.
- ii. An unsubstantiated personal conclusion or inference.
- iii. A conclusion or inference outside of the observer's area of competence.
- iv. Not based on the personal observation of a named person with the time and place of the observation noted.
- v. Misleading.
- vi. In violation of the privacy or other rights of the pupil.

Within thirty (30) days, the Superintendent or designee shall meet with the parent/guardian and the certificated employee who recorded the information, if any, and if the person is still employed with the District, and sustain or deny the allegations. If the allegations are sustained, the Superintendent shall order the correction, removal or destruction of the information. If the Superintendent denies the allegations, the parent may appeal the decision to the Governing Board within thirty (30) days. The Board shall determine whether or not to sustain or deny the allegations. If the Board sustains the allegations, it shall order the Superintendent to immediately correct, remove or destroy the information from the written records of the student. (Ed. Code, § 49070)

If the final decision of the Board is unfavorable to the parents, or if the parent accepts an unfavorable decision by the District Superintendent, the parent shall have the right to submit a written statement of objections to the information. This statement shall become a part of the student's school record until such time as the information objected to is removed.

Both the Superintendent and the Board have the option of appointing a hearing panel in accordance with Education Code sections 49070-49071 to assist in the decision making. The decision as to whether a hearing panel is to be used shall be made at the discretion of the Superintendent or the Board and not of the challenging party.

e. A Student Records Log is maintained for each student. The Student Records Log lists persons, agencies or organizations requesting and/or receiving information from the records and the legitimate interests therefor to the extent required by law. Student Records Logs are located at each school and are open to inspection by parents or guardians. (Ed. Code, § 49064)

f. School officials and employees having a legitimate educational interest, as well as persons identified in Education Code sections 49076 and 49076.5 and in the Family Educational Rights and Privacy Act, may access student records without first obtaining parental consent. "School officials and employees" are persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and District-employed law enforcement personnel), a Board member, a person or company with whom the District has contracted to perform a special service (such as an attorney, auditor, medical consultant, or therapist), or a parent, student, foster family agency, short-term residential treatment staff, or caregiver whose access to student records is legally authorized. A "legitimate educational interest" is one held by a school official or employee whose duties and responsibilities create a reasonable need for access. (Ed. Code, §§ 49063(d), 49076, 49076.5; 20 U.S.C. § 1232g)

g. Parents and guardians have the right to authorize the release of student records to themselves. Only parents and guardians with legal custody can authorize the release of student records to others.

h. Parents and guardians will be charged ten (\$0.10) cents per page for the reproduction of student records.

i. Parents have a right to file a complaint with the U.S. Department of Education for alleged violations of parent rights related to student records. (20 U.S.C. § 1232g(g))

j. Parents may obtain a copy of the District's complete student records policy by contacting the Superintendent.

19. **Family Educational Rights and Privacy Act:** Parents have certain rights regarding student information and records which are guaranteed under federal law. A handout notifying parents of these rights is attached.

20. **Student Discipline:** District and school rules pertaining to student discipline are available to parents or guardians of district students in the school office. (Ed. Code, § 35291) Students may be subject to discipline for off-campus misconduct if the misconduct is related to school activity or attendance and causes or is reasonably likely to cause a substantial disruption to school activity. For example, a student using technology such as a home computer, cellular phone, or other electronic device may be disciplined for bullying, engaging in unlawful harassment, or making threats against students, staff, or district property even if such misconduct occurred off-campus and during non-school hours. (Ed. Code, § 48900(r))

21. **Dissection of Animals:** If a student has a moral objection to dissecting (or otherwise harming or destroying) animals, or any part of an animal, the pupil must notify the teacher regarding such objection, and the objection must be substantiated with a note from the pupil's parent or guardian. If the pupil chooses to refrain from participating in such a project or test, and if the teacher believes that an adequate alternative education project or test is possible, then the teacher may work with the pupil to develop and agree upon an alternate education project or test for the purpose of providing the pupil an alternate avenue for obtaining the knowledge, information or experience required by the course of study. No student shall be discriminated against based upon their decision to exercise their rights under this section. (Ed. Code, §§ 32255-32255.6)

22. **Temporary Disability:** A temporary disability which makes it impossible or inadvisable for a student to attend class may entitle the student to receive individualized instruction. It is the responsibility of the pupil's parent or guardian to notify the school district in which the pupil is deemed to reside of the pupil's need for individualized instruction.

*Home Instruction:* The district in which the student resides is to provide individual instruction if the student is receiving the instruction in their home. Individual instruction in a pupil's home pursuant to Education Code section 48206.3 shall commence no later than five working days after a school district has determined that the pupil shall receive this instruction.

*Hospital or Health Facility Instruction:* The school district in which the hospital or other residential health facility, excluding a state hospital, is located must provide individual instruction to a student with a temporary disability. Within five working days of receipt of the notification, the district must determine whether the pupil will be able to receive individual instruction, and, if so, when the individual instruction will begin. Individual instruction will commence no later than five working days after a positive determination has been rendered. A student with a temporary disability who is in a hospital or other residential health facility, other than a state hospital, which is located outside the student's school district of residence shall be deemed to comply with the residency requirements of the school district in which the hospital is located. A school district may continue to enroll a pupil with a temporary disability

who is receiving individual instruction in a hospital or residential health facility to facilitate the timely reentry of the pupil in their prior school after the hospitalization has ended, or in order to provide a partial week of instruction. On days in which the student is not receiving individual instruction in a hospital or other residential health facility, they may attend school in their district of residence if they are well enough to do so. A pupil receiving individual instruction who is well enough to return to a school shall be allowed to return to the school, including a charter school, that they attended immediately before receiving individual instruction, if returning during the same school year. (Ed. Code, §§ 48206.3, 48207, 48207.3, 48207.5, 48208, 48980(b))

Pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom shall be treated in the same manner and under the same policies as any other temporary disabling condition. (Ed. Code, § 221.51)

**23. Student Residency:** A student may be enrolled in the District if (1) the student's parent, legal guardian or other person having control and charge of the student resides in the District (Ed. Code, § 48200); (2) the District has approved interdistrict attendance (Ed. Code, § 46600); (3) the student is placed in a regularly established children's institution, licensed foster home, or family home; (4) the student is a foster child who remains in their school of origin pursuant to Education Code section 48853.5(f) and (g); (5) the student is emancipated and lives within the District; (6) the student lives in the home of an adult who has submitted a caregiver affidavit; (7) the student resides in a state hospital within the District; or (8) the student's parent or legal guardian resides outside of the boundaries of the school district but is employed and lives with the student at the place of their employment within the school district boundaries for a minimum of three days during the school week. (Ed. Code, § 48204) The law allows, but does not require, a district to accept a student for enrollment where at least one parent or legal guardian of the student is physically employed within the district's boundaries for a minimum of 10 hours during the school week. (Ed. Code, § 48204) A student also complies with the residency requirements for school attendance in a school district if they are a student whose parent is transferred or pending transfer to a military installation within the state while on active duty pursuant to an official military order. However, the parent must provide proof of residence in the school district within ten (10) days after the published arrival date provided on official documentation. (Ed. Code, § 48204.3) A student also complies with the residency requirement if the student's parent/guardians were residents of the state but departed California against their will if the student provides official documentation evidencing the departure of their parent/guardians against their will; that the student moved outside of California as a result of their parent/guardians departing California against their will; and that the student lived and was enrolled in school in California immediately before moving outside of California. (Ed. Code, § 48204.4)

**24. Attendance Options:** Students who 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 parent lives (intradistrict transfer), and three separate processes for selecting schools in other districts (interdistrict transfer). (Ed. Code, § 48980(h))

Attached is a copy of the District's Policy on Interdistrict and Intradistrict Transfers. Parents interested in interdistrict or intradistrict transfers should contact the Superintendent's Office, phone (559) 992-8888, extension 1224. The general requirements and limitations of each process are described as follows:

a. **Choosing a School Within the District in Which Parent Lives:** Education Code section 35160.5(b) requires the school board of each district to establish a policy that allows parents to choose the schools their



children will attend, regardless of where the parent lives in the district. The law limits 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.
- 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-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer. However, a district may consider special circumstances that might be harmful or dangerous to a particular pupil in the current attendance area of the pupil, including physical threats of bodily harm or threats to the emotional stability of the pupil documented by a state or local agency, licensed or registered professional, or court order.
- Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.
- A district is not required to provide transportation assistance to a student who transfers to another school in the district under these provisions.
- If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.
- Victims of Bullying: A school district of residence must approve an intradistrict transfer request for a victim of an act of bullying unless the requested school is at maximum capacity, in which case the district must accept an intradistrict transfer request for a different school within the district. A school district of residence may not prohibit the interdistrict transfer of a victim of an act of bullying if there is no available school for an intradistrict transfer and if the school district of proposed enrollment approves the transfer application. (Ed. Code, § 46600)
- A school district of proposed enrollment shall ensure that pupils admitted under this law are selected through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether a pupil should be enrolled based on academic or athletic performance, physical condition, English proficiency, family income, or any of the individual characteristics set forth in Education Code section 220, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status.

b. Choosing a School Outside the District in Which Parent Lives: Parents have two different options for choosing a school outside the district in which they live. The two options are:

i. Interdistrict Transfers (Ed. Code, §§ 46600–46610): The law 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. The law on interdistrict transfers also provides for the following:

- Once a pupil is enrolled in a school pursuant to an interdistrict transfer agreement, the pupil must be allowed to continue to attend the school in which they are enrolled without reapplying, unless revocation of the interdistrict transfer is a term and condition of the agreement between the districts; however, a district must not rescind existing transfer permits for pupils entering grade 11 or 12 in the subsequent school year.
- Upon request, a pupil determined to be the victim of an act of bullying by a pupil of the district of residence must be given priority for interdistrict attendance under any existing interdistrict attendance agreement or additional consideration for the creation of an interdistrict attendance agreement. (Ed. Code, §§ 46600(b), 48900(r))
- If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision. (Ed. Code, § 46601)
- A school district of residence shall not prohibit the transfer of a student who is a homeless child or youth, a current or former migratory child, a foster youth, the victim of an act of bullying, or a child of an active military duty parent to a school district of proposed enrollment if the school district of proposed enrollment approves the transfer application.
- If a pupil is a victim of an act of bullying and their school district of residence has only one school offering their grade level, such that there is no option for an intradistrict transfer, the pupil may apply for an interdistrict transfer, and the school district of residence shall not prohibit the transfer if the school district of proposed enrollment approves the application for transfer. (Ed. Code, § 46600)
- A school district that elects to accept an interdistrict transfer pursuant to this subdivision shall accept all pupils who apply to transfer under this subdivision until the school district is at maximum capacity and shall ensure that pupils admitted under this subdivision are selected through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a pupil should be enrolled based on their academic, performance, athletic performance, physical condition, proficiency in English, family income, actual or perceived characteristics, such as disability (mental and physical), gender (includes gender identity, gender expression, and gender-related appearance and behavior whether or not stereotypically associated with the person's

assigned sex at birth), actual or potential parental, family, or marital status, pregnancy (including childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), nationality (includes citizenship, country of origin and national origin), immigration status, race or ethnicity (includes ancestry, color, ethnic group identification and ethnic background), religion (includes all aspects of religious belief, observance and practice, including agnosticism and atheism), sexual orientation (heterosexuality, homosexuality or bisexuality), or association with a person or group with one or more of these actual or perceived characteristics. (Ed. Code, § 46600)

- Upon request of the parent on behalf of a pupil eligible for transfer pursuant to this subdivision, a school district of enrollment will provide transportation assistance to a pupil who is eligible for free or reduced-price meals. (Ed. Code, § 46600)
- A school district of enrollment may provide transportation assistance to any pupil admitted under this subdivision. (Ed. Code, § 46600(d))

ii. “Allen Bill” Transfers (Ed. Code, § 48204(b)): The law allows, but does not require, each school district to adopt a policy whereby the student may be considered a resident of the school district in which their parents (or legal guardian(s)) physically work for a minimum of 10 hours during the school week if that is different from the school district in which the student resides. This code section does not require that a school district 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(b) include:

- Either the district in which the parent (or legal guardian) lives or the district in which the parent (or legal guardian) physically works may prohibit the student’s transfer if it is determined that there would be a negative impact on the district’s desegregation plan.
- The district in which the parent (or legal guardian) physically works may reject a transfer if it determines that the cost of educating the student would be more than the amount of state funds the district would receive for educating the student.
- There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a 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 is encouraged to provide in writing to the parent the specific reasons for denying the transfer.

c. Districts of Choice (Ed. Code, §§ 48300-48317): The law allows, but does not require, each school district to become a “district of choice”—that is, a district that accepts transfer students from outside the district under the terms of the referenced Education Code sections. The

school board of a district that decides to become a “district of choice” must determine the number of students it is willing to accept in this category each year and make sure that the students are selected through an “unbiased process,” which prohibits district inquiries, evaluations, or consideration of enrollment based upon actual or perceived academic or athletic performance, physical condition, proficiency in English, any other personal characteristic as specified in Education Code section 200, and family income (except for purposes of determining attendance priority for students eligible for free or reduced-price meals). If the number of transfer applications exceeds the number of students the school board elects to accept, transfer approval must be determined by a random public drawing held at a regular board meeting. Other provisions of the “district of choice” option include:

- A school district of residence may deny a transfer if it will negatively affect the racial and ethnic balance of the district, or a court-ordered or voluntary desegregation plan. The district a student would be leaving may also limit the total number of students transferring out of the district each year to a specified percentage of its total enrollment, depending on the size of the district.
- A school district of residence shall not prohibit the transfer of a student who is a child of an active military duty parent or adopt policies to block or discourage students from applying for transfer to a school district of choice.
- No student who currently attends a school or lives within the attendance area of a school can be forced out of that school to make room for a student transferring under these provisions.
- A school district of choice must give priority for attendance in the following order: 1) to siblings of students already attending school in the district; 2) to students eligible for free or reduced-price meals; and 3) to children of military personnel.
- A school district of choice must post application information on its Internet Website, including any applicable form, transfer timeline, and explanation of the selection process.
- A parent may request transportation assistance within the boundaries of the “district of choice.” The district is required to provide transportation only to the extent it already does so.

d. Transferring a Student Convicted of a Felony/Misdemeanor: Education Code section 48929 authorizes the governing board of a school district to transfer a student enrolled in the district who has been convicted of a violent felony as defined in Penal Code section 667.5 or misdemeanor listed in Penal Code section 29805 to another school within the district when the student and victim of the crime are enrolled in the same school. The governing board has adopted a policy regarding such transfers at a regular meeting pursuant to Education Code section 48929. The policy requires: 1) notice to be provided to the student and student’s parent or

guardian of the right to request to meet with the principal or designee of the school or District; and 2) that the school first attempt to resolve the conflict before transfer by using restorative justice, counseling, or other services. The policy also includes information regarding whether the transfer decision is subject to periodic review and the procedure used to conduct the review, and the process the board will use to consider and approve or disapprove the recommendation of the school principal or other school or school district designee to transfer the student.

**25. Sexual Harassment Policy:** Each student will receive a written copy of the district policy on sexual harassment. The purpose of this policy is to provide notification of the prohibition against sexual harassment as a form of sexual discrimination and to provide notification of available remedies. A copy of the District's policy on sexual harassment is attached. (Ed. Code, §§ 231.5, 48980(f))

**26. Notice of Alternative Schools:** 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 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 the student's desire to learn.**
- c. Maintain a learning situation maximizing student self-motivation and encouraging the student in their own time to follow their own interests. These interests may be conceived by the student totally and independently or may result in whole or in part from a presentation by the student's 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 parent information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. (Ed. Code, § 58501)

**27. Nutrition Program:** The State Department of Education has established a statewide program to provide nutritious meals and milk at school for pupils, and to provide free meals to the neediest children. In some instances, nominal cash payments may be required. (Ed. Code, § 49510 et seq.)

**28. Leaving School Grounds:** The governing board of the Corcoran Joint Unified School District, pursuant to section 44808.5 of the Education Code, has decided to permit the pupils enrolled at Corcoran High School to leave the school grounds during the lunch period. Section 44808.5 of the Education Code further states: "Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section." (Ed. Code, § 44808.5)

29. **U.S. Department of Education Programs:** The following applies only to programs directly funded by the U.S. Department of Education:

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation shall be available for inspection by the parents or guardians of the children.

No student shall be required, as part of any applicable U.S. Department of Education funded program, to submit to a survey, analysis, or evaluation that reveals information concerning:

- a. political affiliations or beliefs of the student or student's parents;
- b. mental and psychological problems of the student or their family;
- c. sex behavior or attitudes;
- d. illegal, anti-social, self-incriminating or demeaning behavior;
- e. critical appraisals of other individuals with whom respondents have close family relationships;
- f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g. religious practices, affiliations, or beliefs of the student or student's parent; or
- h. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent. (20 U.S.C. § 1232h)

30. **Uniform Complaint Procedures:**

**Complaints Alleging Discrimination, Harassment, Intimidation, and Bullying:**

State and federal law prohibit discrimination in education programs and activities. The District is primarily responsible for compliance with federal and state laws and regulations. (Cal. Code Regs., tit. 5, § 4620.)

Under state law, all pupils have the right to attend classes on school campuses that are safe, secure, and peaceful. (Ed. Code, § 32261) State law requires school districts to afford all pupils equal rights and opportunities in education, regardless of their actual or perceived characteristics, such as disability (mental and physical), gender (includes gender identity, gender expression, and gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth), actual or potential parental, family, or marital status, pregnancy (including childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), nationality (includes citizenship, country of origin and national origin), immigration status, race or ethnicity (includes ancestry, color, ethnic group identification and ethnic background), religion (includes all aspects of religious belief, observance and practice, including agnosticism and atheism), sexual orientation (heterosexuality, homosexuality or

bisexuality), or association with a person or group with one or more of these actual or perceived characteristics. (Ed. Code, §§ 210-214, 220 et seq., 234 et seq.; Cal. Code Regs., tit. 5, § 4900 et seq.; 20 U.S.C. § 1681 et seq.; 29 U.S.C. § 794; 42 U.S.C. § 2000d et seq.; 42 U.S.C. § 12101 et seq.; 34 C.F.R. § 106.9) The District prohibits discrimination, harassment, intimidation, bullying, and retaliation in all acts related to school activity or attendance. In addition to being the subject of a complaint, a pupil engaging in an act of bullying as defined by Education Code section 48900(r) may be suspended from school or recommended for expulsion.

The District's Uniform Complaint Procedures may be used in cases where individuals or a group have suffered discrimination, harassment, intimidation, or bullying. (Cal. Code Regs., tit. 5, §§ 4610, 4630, 4650; Ed. Code, §§ 234 et seq., 48900(r))

- a. Any individual, public agency or organization has the right to file a written complaint alleging that they have personally suffered unlawful discrimination or that an individual or specific class of individuals has been subjected to unlawful discrimination. (Cal. Code Regs., tit. 5, §§ 4610, 4630(b)(1))
- b. Copies of the District's complaint procedures are available free of charge. (Cal. Code Regs., tit. 5, § 4622)
- c. Complaints must usually be filed with the superintendent/designee of the District.
- d. Discrimination complaints must be filed within six (6) months of the date the alleged discrimination occurred, or within six (6) months of the date the complainant first obtained knowledge of the facts of the alleged discrimination. Within that six (6) month period, the complainant may file a written request with the district superintendent or designee for an extension of up to ninety (90) days following the six (6) month time period. Extensions will not be automatically granted, but may be granted for good cause. (Cal. Code Regs., tit. 5, § 4630(b))

#### Complaints Other Than Discrimination, Harassment, Intimidation, and Bullying:

The District has a written complaint procedure which may be used in cases where any individual, public agency or organization alleges violations of state or federal law, other than those relating to discrimination, harassment, intimidation, and bullying.

- e. Written complaints may be made regarding:
  - i. Adult Education
  - ii. After School Education and Safety
  - iii. Agricultural Career Technical and/or Vocational Education
  - iv. American Indian Education Centers and American Indian Early Childhood Education
  - v. Bilingual Education
  - vi. California Peer Assistance and Review Programs for Teachers
  - vii. Consolidated Categorical Aid Programs
  - viii. Migrant Child Education Programs
  - ix. Every Student Succeeds Act (formerly No Child Left Behind)
  - x. Career Technical and Technical Education and Technical Training Programs
  - xi. Child Care and Development
  - xii. Child Nutrition
  - xiii. Compensatory Education

- xiv. Consolidated Categorical Aid
- xv. Economic Impact Aid
- xvi. Special Education
- xvii. “Williams Complaints”
- xviii. Pupil Fees
- xix. Instructional Minutes for Physical Education
- xx. Local Control Funding Formula (LCFF) and Local Control and Accountability Plan

(LCAP)

- xxi. Pregnant and Parenting Pupils, including parental leave
- xxii. Student Parent Lactation Accommodations
- xxiii. Course Assignments already Completed or without Educational Content
- xxiv. Physical Education Instructional Minutes
- xxv. Foster Youth, Homeless Youth, former Juvenile Court School Student Services, Migrant

Youth, and Pupils of Military Families

- xxvi. Regional Occupational Centers and Programs
- xxvii. Continued Education Options for Former Juvenile Court School Students
- xxviii. School Safety Plans
- xxix. School Plans for Student Achievement (SPSA)
- xxx. Tobacco-Use Prevention Education
- xxxi. School Site Councils
- xxxii. State Preschool
- xxxiii. State Preschool Health and Safety Issues in Local Education Agencies Exempt From

Licensing

- xxxiv. Any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code section 64000
- xxxv. Any other educational programs the Superintendent deems appropriate

(Cal. Code Regs., tit. 5, §§ 4610(b), 4622, 4630; Ed. Code, §§ 222, 8200-8498, 8500-8538, 32289, 33315, 33380-33384, 35186, 46015, 47606.5, 47607.3, 48853.5, 49013, 49069.5, 49490-49590, 49701, 51210, 51223, 51225.1, 51225.2, 51226-51226.1, 51228.1, 51228.2, 51228.3, 52060-52075, 52160-52178, 52300-52490, 52334.7, 52500-52616.24, 54000-54029, 54400-54425, 54440-54445, 54460-54529, 56000-56867, 59000-59300, 64001; 20 U.S.C. §§ 1400, 6601, 6801, 7101, 7201, 6301 et. seq.; Health & Saf. Code, §§ 1596.792, 1596.7925, 104420)

Any individual, public agency or organization has the right to file a written complaint alleging that the District has violated a federal or state law or regulation governing any program listed above. (Cal. Code Regs., tit. 5, § 4630(b)(1))

Copies of the District’s complaint procedures are available free of charge. (Cal. Code Regs., tit. 5, § 4622)

Complaints must usually be filed with the superintendent or designee of the District under the timelines established by District policy. (Cal. Code Regs., tit. 5, § 4630(b))

Within 60 days from the date of receipt of the complaint, the District’s responsible officer or their designee shall conduct and complete an investigation of the complaint in accordance with local procedures adopted pursuant to California Code of Regulations, title 5, section 4621 and prepare a written decision. The time period may be extended by mutual written agreement of the parties.



f. Williams Complaints: Complaints, including anonymous complaints, may be made and addressed on a shortened timeline for the following areas: (Ed. Code, §§ 8235.5, 35186)

- i. Insufficient textbooks and instructional materials;
- ii. Emergency or urgent school facilities conditions that pose a threat to the health and safety of pupils;
- iii. Noncompliance with the requirement of Education Code section 35292.6 to stock, at all times, at least half of the restrooms in the school with feminine hygiene products and to not charge students for the use of such products;
- iv. Teacher vacancy or misassignment; or
- v. Noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code section 1596.7925 and related state regulations.

- There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
- School facilities must be clean, safe, and maintained in good repair.
- There should be no teacher vacancies or misassignments.
- In case of a shortage of complaint forms, a form may be obtained at Corcoran Joint Unified School District Office, 1520 Patterson Ave., Corcoran, CA.

A complaint of noncompliance with Education Code section 35186 may be filed with the school principal or designee under the Uniform Complaint Procedures. A complainant not satisfied with the resolution of a Williams Complaint has the right to bring the complaint to the district governing board at a regularly scheduled hearing. In the case of a complaint regarding emergency or urgent school facilities conditions, a complainant has the right of appeal to the State Superintendent of Public Instruction.

g. Pupil Fees Complaints: A pupil enrolled in the District shall not be required to pay a pupil fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Ed. Code, § 49010 et seq.)

A pupil fee includes, but is not limited to, all of the following: a fee charged to a pupil as a condition for registering for school or classes, as a condition for participation in a class or an extracurricular activity, as a security deposit to obtain materials or equipment, or a purchase that a pupil is required to make to obtain materials or equipment for an educational activity.

A complaint of noncompliance with Education Code section 49010 et seq. may be filed with the school principal under the Uniform Complaint Procedures. A complaint shall be filed not later than one calendar year from the date the alleged violation occurred. A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A complainant not satisfied with the decision of the school may appeal the decision to the California Department of Education.

h. Foster, homeless, former juvenile court pupils and pupils in military families: the District will post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Responsible Official: The District official responsible for processing complaints is listed below at the following address:

Elizabeth Mendoza, Director of Categorical Programs  
1520 Patterson Ave., Corcoran, CA 93212  
phone: (559) 992-8888 x1246

Complaints Made Directly to the State Superintendent:

Complaints may be filed directly with the State Superintendent of Public Instruction in the following cases:

- i. Complaints alleging that the District failed to comply with the complaint procedures described herein, including failure or refusal to cooperate with the investigation.
- j. Complaints regarding Child Development and Child Nutrition programs not administered by the District.
- k. Complaints requesting anonymity, but only where the complainant also provides clear and convincing evidence that complainant would be in danger of retaliation if filing complaint at District level.
- l. Complaints alleging that the District failed or refused to implement a final decision regarding a complaint originally filed with the District.
- m. Complaints alleging that the District took no action within sixty (60) days regarding a complaint originally filed with the District.
- n. Complaints alleging immediate and irreparable harm as a result of applying a district-wide policy in conflict with state or federal law and that complaining at the local level would be futile.

(Cal. Code Regs., tit. 5, §§ 4630, 4650)

Appeals:

- o. Except for Williams Complaints, a complainant may appeal the District's decision to the California Department of Education. (Ed. Code, § 262.3(a); Cal. Code Regs., tit. 5, §§ 4622, 4632)
  - i. Appeals must be filed within thirty (30) days of receiving the District decision.
  - ii. Appeals must be in writing.
  - iii. Appeals must specify the reason(s) for appealing the District decision, including whether the facts are incorrect and/or the law has been misapplied.

iv. Appeals must include a copy of the original complaint and a copy of the District decision.

v. Pupil fee complaints appealed to the California Department of Education will receive a written appeal decision within 60 days of the department's receipt of the appeal.

vi. If the school/District finds merit in a complaint, or the California Department of Education finds merit in an appeal, the school/District will provide a remedy to all affected pupils, parents, and guardians. For pupil fee complaints, this includes reasonable efforts by the school to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

p. If a complaint is denied, in full or in part, by the Department of Education, the complainant may request reconsideration by the State Superintendent of Public Instruction. (Cal. Code Regs., tit. 5, § 4665)

i. Reconsideration must be requested within thirty (30) days of receiving the Department of Education report.

ii. The original decision denying the complaint will remain in effect and enforceable unless and until the State Superintendent of Public Instruction modifies that decision.

#### Civil Law Remedies:

In addition to the above-described complaint procedure, or upon completion of that procedure, complainants may have civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. These civil law remedies can include, but are not limited to, injunctions and restraining orders. These civil law remedies are granted by a court of law and may be used, in part, to prevent the District from acting in an unlawful manner. Delay in pursuing civil law remedies before a court of law may result in loss of rights to those remedies. Any questions regarding civil law remedies should be directed to an attorney. (Ed. Code, § 262.3(b); Cal. Code Regs., tit. 5, § 4622)

**31. Pupil-Free Staff Development Day and Minimum Day Schedule:** A copy of the District's pupil-free staff development day and minimum day schedules is attached for reference. A pupil's parent or guardian will be notified during the school year of any additional minimum days and pupil-free staff development days no later than one month before the actual date. (Ed. Code, § 48980(c))

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

**33. Transitional Kindergarten:** The District may admit a child, who will have their fifth birthday between September 2 and June 2, to a transitional kindergarten at the beginning of or at any time during the school year with parental/guardian approval if:

a. the governing board or body determines that the admittance is in the best interests of the child, and

b. the parent/guardian is given information on the advantages and disadvantages and any other explanatory information on the effects of early admittance. (Ed. Code, § 48000)

**34. Child Find System; Policies and Procedures:** Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the

Director of Student Services and/or Special Education, or their designee. Policy and procedures shall include written notification to all parents of their rights pursuant to Education Code section 56300 et seq. (Ed. Code, § 56301; 34 C.F.R. § 104.32(b))

35. **School Accountability Report:** Parents/guardians may request a hard copy of the School Accountability Report Card which is issued annually for each school of the District. (Ed. Code, § 35256)

36. **Asbestos Management Plan:** The current management plan for asbestos-containing material in school buildings is available at the District Office. (40 C.F.R. § 763.93)

37. **Assistance to Cover Costs of Advanced Placement Examination Fees:** The District may help pay for all or part of the costs of one or more advanced placement examinations that are charged to economically disadvantaged students. (Ed. Code, §§ 48980(j), 52242)

38. **Every Student Succeeds Act (ESSA):** The Every Student Succeeds Act (ESSA) took full effect in 2018 to replace the No Child Left Behind Act in modifying the Elementary and Secondary Education Act of 1965 (ESEA). If updates are provided by the California Department of Education, the following notice may change and new information may be added.

- *Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides:*

Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects they teach, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the major or field of discipline for any degrees or certifications held by the teacher, and whether any instructional aides or paraprofessionals provide services to the parents' child and, if so, their qualifications. In addition, parents have a right to notice when the parent's child has been taught for four or more weeks by a teacher who is not highly qualified. (ESEA § 1112(e)(1)(A) (as amended by ESSA))

- *Information Regarding Individual Student Reports on Statewide Assessments:* Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student. (ESEA § 1112(e)(1)(B) (as amended by ESSA))

- *School Identified for School Improvement:* A local educational agency shall promptly provide notice to a parent or parents of each student enrolled in an elementary school or a secondary school identified for school improvement (school that fails for two consecutive years to make adequate yearly progress as defined in the State's plan) for comprehensive support and improvement activities or targeted support and improvement activities. The notice will be in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. The notice will include an explanation of what the identification means; how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State educational agency; the reasons for the identification; an explanation of what the school identified for school improvement is doing to address the problem of low achievement; an explanation of what the local educational agency or State educational agency is doing to help the school address the achievement problem; an explanation of how parents can

become involved in addressing the academic issues that caused the school to be identified for school improvement; and an explanation of the parents' option to transfer their child to another public school (with transportation provided by the agency when required or to obtain supplemental educational services for the child). (ESEA § 1111(c-d) (as amended by ESSA))

- *Parent and Family Engagement:* ESSA requires the District to notify parents of a written parent and family engagement policy. (ESEA § 1116) (as amended by ESSA) (20 U.S.C. § 6318(b)). The policy must include how each school will: convene an annual meeting to which all parents of participating students shall be invited and encouraged to attend, to inform parents of the requirements of this policy and the right of parents to be involved; offer a flexible number of meetings; involve parents in an organized and timely manner in the review and development of programs under this part including development of the parent and family engagement policy; provide parents timely notice about programs under this part, a description of the curriculum in use at the school, the forms of academic achievement, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate in decisions related to the education of their children; allow parents to submit comments on the plan when the school makes it public; jointly develop a compact with parents describing the school's responsibility to provide high-quality curriculum in a supportive and effective learning environment and addresses the importance of communication between parents and teachers; provide assistance to parents of children served by the school in understanding academic standards, assessments, and the requirements of this part; provide materials and training to help parents work with their children to improve their children's achievement; educate teachers on the importance of parent outreach and communication; coordinate parent involvement in school programs; provide information related to school and parent programs in a format and language the parents can understand; adopt and implement model approaches to improving parental involvement; and provide other reasonable support for parental involvement activities as parents may request. This policy shall be provided in a format and, to the extent practicable, in a language that parents will understand.

- *Limited English Proficient Students:* ESSA requires notice be given to parents of limited English proficient students regarding limited English proficiency programs, not later than 30 days after the beginning of the school year (or, for students identified later in the school year, within two weeks). Notice includes: the reasons for the identification of the student as limited English proficient; the need for placement in a language instruction educational program; the student's level of English proficiency and how such level was assessed; the status of the student's academic achievement; the methods of instruction used in the available programs (including content, instructional goals, and the use of English and native language); the exit requirements for the program; how the program meets the objectives of the student's IEP, if applicable; and, parent options for removing a student from a program, declining initial enrollment and/or choosing another program. (ESEA § 1112(e)(3)(A) (as amended by ESSA)) In addition, the notice shall include the following: (1) whether the student is a long-term English learner or at risk of becoming a long-term English learner; (2) the manner in which the program will meet the needs of long-term English learners or those at risk of becoming long-term English learners; and (3) the manner in which the program will help long-term English learners or those at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards. (Ed. Code, §§ 313.2, 440; 20 U.S.C. § 6312)

The information provided above is available upon request from each student's school or the district office. Additional notices that may be required shall be sent separately. (20 U.S.C. § 6301 et seq.)

**39. Language Acquisition Program:** If the District implements a language acquisition program pursuant to Education Code section 310, it will: 1) comply with the kindergarten and grades 1-3, inclusive, class size requirements specified in Education Code section 42238.02; and (2) provide the parent or legal guardian of a minor pupil annually, or upon the pupil's enrollment, with information on the types of language programs available to pupils enrolled in the District, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Ed. Code, § 310; Cal. Code Regs., tit. 5, §§ 11309, 11310)

**40. Military Recruiter Information:** 20 U.S.C. section 7908 requires that school districts disclose the names, addresses and telephone numbers of high school students to military recruiters upon request, unless parents request that this information not be released without prior written consent. Parents have the option of making such a request. If parents do not wish this information to be provided to military recruiters, they must notify the District office of this fact in writing. The writing should be directed to the District official listed below at the following address:

**Corcoran High School**  
**1100 Letts Ave.**  
**Corcoran, CA 93212**  
**Phone: (559) 992-8884**

**41. Children in Homeless/Foster Care Situations, Former Juvenile Court School Students, Migrant Students, and Newcomers:** Each local district shall designate a staff person as a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations. (Ed. Code, § 48852.5; 42 U.S.C. § 11432(g)(1)(J)(ii)) The District's liaison is Charles Gent, Assistant Superintendent and can be contacted at [charlesgent@corcoranunified.com](mailto:charlesgent@corcoranunified.com) or phone: (559) 992-8888, extension 1231.

A homeless child will be allowed to continue their education in their school of origin through the duration of homelessness at the point of any change or any subsequent change in residence once a child becomes a homeless child. If the child's status changes before the end of the academic year so that they are not homeless, the District will allow a child in high school to continue their education in the school of origin through graduation. For a child in grades K through 8, the District will allow the formerly homeless child to continue their education in the school of origin until the end of the academic school year. A homeless child transitioning between school grade levels will be allowed to continue in the school district of origin in the same attendance area. If a homeless child is transitioning to a middle or high school where the school designated for matriculation is in another school district, the homeless child must be allowed to continue to the school designated for matriculation in that school district. The new school will be required to enroll the child immediately regardless of any outstanding fees, fines, textbooks or other items or moneys due to the school last attended or if the child is unable to produce clothing or records normally required for enrollment, including academic records, medical records, proof of immunization history, proof of residency, other documentation, or school uniforms. (Ed. Code, § 48852.7)

The District has designated Charles Gent, Assistant Superintendent as the educational liaison for foster children and can be contacted at [charlesgent@corcoranunified.com](mailto:charlesgent@corcoranunified.com) or phone: (559) 992-8888, extension 1231. The educational liaison will disseminate a standardized notice to foster children that has been developed by the State Department of Education and includes complaint process information. (Ed. Code, § 48853.5)

A foster child shall be allowed to continue their education in the school of origin under specified circumstances. If it is determined that it is in the best interests of the foster child to transfer to a school other than the school of origin, the foster child shall immediately be enrolled in the new school, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended or if the child is unable to produce clothing or records normally required for enrollment, including academic records, medical records, immunization history, proof of residency, other documentation, or school uniforms. The last school attended must provide all records to the new school within two business days of receiving the request. (Ed. Code, §§ 48853, 48853.5)

Upon receiving a transfer request or notification of a student in foster care, the District shall, within two business days, transfer the student out of school and deliver the educational information and records to the next educational placement. Grades and credits will be calculated as of the day the student left school and no lowering of grades will occur as a result of the student's absence due to the decision to change placement or for a verified court appearance or related court activity. (Ed. Code, § 49069.5)

The District shall exempt from local graduation requirements, or consult with the student and their educational rights holder about the option to remain in school for a fifth year to complete the local graduation requirements, a student who is in foster care, a homeless child or youth, a child of a military family, a former juvenile court school student, a migratory child, or newcomer student for recently arrived immigrant pupils and who transfers between schools under certain circumstances. (Ed. Code, §§ 51225.1, 51225.2)

The District shall accept coursework done by a student who is in foster care, a homeless child or youth, a child of a military family, a former juvenile court school student, a migratory child, or newcomer student while attending another school. The District will not require those students to retake courses or partial courses they have satisfactorily completed elsewhere. (Ed. Code, § 51225.2)

“Newcomer student” means a student who is between the ages 3-21, was not born in any of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any of the referenced locations for more than three (3) full academic years. (Ed. Code, § 51225.2; 20 U.S.C. § 7011)

A complaint of noncompliance alleging violations of these sections, except for Education Code section 48852.7, may be filed under the District's Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations.

**42. Continued Education Options For Juvenile Court School Students:** A juvenile court school student, or the person holding the right to make educational decisions for the student, may voluntarily defer or decline issuance of their diploma until after the student is released from the juvenile detention facility, thereby allowing the student to take additional coursework at a local education agency. The county office of education will notify the student, the person holding to right to make educational decisions for the student, and the student's social worker or probation officer of all of the following:

- a. The student's right to a diploma;
- b. How taking coursework and meeting other educational requirements will affect the student's ability to gain admission to a post-secondary educational institution;
- c. Information about transfer opportunities available through the California Community Colleges; and

d. The option to defer or decline the diploma and take additional coursework. (Ed. Code, §§ 48645.3(a), 48645.7)

**43. Sex Equity In Career Planning:** Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions. (Ed. Code, § 221.5(d))

**44. Pesticide Products:** All schools are required to provide parents or guardians with annual written notice of expected pesticide use at schools. The attached list provides the name of each pesticide product, the active ingredient(s) and the Internet address for further information. Parents or guardians may request prior notice of individual pesticide applications at the school. If a parent wishes to be notified every time a pesticide is going to be applied, they must complete the attached form and return it to their child's school. A copy of the integrated pest management plan for the school site or District may be provided on the school website or viewed at the school office. (Ed. Code, §§ 48980.3, 17611.5, 17612)

**45. Pregnant and Parenting Pupils:** Pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. "Pregnant or parenting pupil" means a pupil who gives or expects to give birth or a parenting pupil who has not given birth and who identifies as the parent of the infant.

A pregnant or parenting pupil is entitled to eight weeks of parental leave. This leave may be taken before the birth of the pupil's infant if there is a medical necessity and/or after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. A pregnant or parenting pupil is entitled to additional leave if deemed medically necessary by the student's physician. (Ed. Code, § 46015)

The person holding the student's educational rights (i.e. the pupil if over 18 or the parent if under 18) may notify the school of the student's intent to exercise this right. Leave may still be taken even if notice was not provided.

During the leave, the student's absences shall be deemed excused and the student shall not be required to complete academic work or other school requirements.

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

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

A student who chooses not to return to the school in which they were enrolled before taking the leave is entitled to alternative education options offered by the local educational agency to include educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.



A student will not incur any academic penalties as a result of using the accommodations in this section. (Ed. Code, § 46015)

A complaint of noncompliance may be filed under the District's Uniform Complaint Procedures in accordance with Title 5 of the California Code of Regulations.

46. Student Parent Lactation Accommodations: The District is required to provide reasonable accommodations to a lactating student on a school campus to address breastfeeding needs. (Ed. Code, § 222)

A student may not be penalized academically because of the reasonable accommodations provided during the school day. A student must also be given the opportunity to make up missed work.

A complaint of noncompliance may be filed under the District's Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations.

47. PE Instructional Minutes: The adopted course of study for grades 1 through 6 and instruction in grades 1 through 8 in an elementary school includes physical education for not less than 200 minutes each ten school days, exclusive of recesses and the lunch period. (Ed. Code, §§ 51210, 51223)

A complaint of noncompliance may be filed under the District's Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations.

48. Course Assignments: The District is prohibited from assigning a student enrolled in any of grades 9 through 12 to any course period without educational content for more than one week in any semester, except under specified conditions. Under no circumstances will the District assign a student enrolled in any of grades 9 through 12 to a course period without educational content because there are not sufficient curricular course offerings for the student to take during the relevant period of the designated school day. (Ed. Code, § 51228.1)

The District is prohibited from assigning a student enrolled in grades 9 through 12 to a course that the student has previously completed and received a grade determined by the District to be sufficient to satisfy the requirements and prerequisites for admission to the California public post-secondary schools and the minimum high school graduation requirements, except under specified conditions. Under no circumstances will the District assign a student enrolled in any of grades 9 through 12 to a course the student has previously completed and received a sufficient grade, as specified, because there are not sufficient curricular course offerings for the student to take during the relevant period of the designated school day. (Ed. Code, § 51228.2)

These sections do not apply to students in alternative schools, community day schools, continuation high schools or an opportunity school. The District may continue to authorize dual enrollment in community college, to run evening high school programs, and to offer independent study, work experience education, and other specified courses.

A complaint of noncompliance may be filed under the District's Uniform Complaint Procedures and Title 5 of the California Code of Regulations. (Ed. Code, § 51228.3)

49. Regional Occupational Centers and Programs/County Offices of Education Programs/Adult Education Programs: A regional occupational center or program, county office of education program, or adult education program must meet specified requirements for certification by the Superintendent of

Public Instruction in order to provide an employment training program for adults or to authorize an education program beyond secondary education that leads to a degree or certificate. (Ed. Code, § 52334.7)

A complaint alleging that a local agency violated federal or state laws or regulations governing adult education programs under Education Code section 52501 or regional occupational centers and programs may be filed under the District's Uniform Complaint Procedures and Title 5 of the California Code of Regulations. A complaint alleging that a county office of education violated federal or state laws or regulations governing the county office's participation in any student financial assistance program authorized by Title IV may also be filed under the Uniform Complaint Procedures and Title 5 of the California Code of Regulations.

50. **Pupil Fees:** A pupil enrolled in a public school will not be required to pay a pupil fee for participation in an educational activity. (Ed. Code, § 49011)

- a. The following requirements apply to prohibited pupil fees:
  - i. All supplies, materials, and equipment needed to participate in educational activities must be provided to pupils free of charge.
  - ii. A fee waiver policy shall not make a pupil fee permissible.
  - iii. The District and its schools shall not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the school district or school does not provide.
  - iv. The District and its schools shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians, and the District and its schools shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the District or school.
- b. Solicitation of voluntary donations of funds or property and voluntary participation in fundraising activities are not prohibited. The District and its schools are not prohibited from providing pupils prizes or other recognition for voluntarily participating in fundraising activities. (Ed. Code, § 49010 et seq.)

A complaint of noncompliance may be filed under the District's Uniform Complaint Procedures and Title 5 of the California Code of Regulations. (Ed. Code, § 49013)

51. **Safe Storage of Firearms:** The District is required to provide parents notice of California's child access prevention laws and laws relating to the safe storage of firearms. The District has attached a memorandum describing such laws. (Ed. Code, §§ 48986, 49392)

52. **Synthetic Drugs:** The District is required to provide parents notice of the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl, as well as the possibility that dangerous synthetic drugs can be found in counterfeit pills. The District has attached a memorandum describing such laws. (Ed. Code, § 48985.5)

**[NOTE: This information must also be posted on the District's website, as well as the website of each individual school that maintains a website.]**

53. **California Assessment of Student Performance and Progress:** The California Assessment of Student Performance and Progress (CAASPP) includes Smarter Balanced Summative assessments in English Language Arts and Math in grades 3-8 and 11 and California Alternative Assessments (CAA) in English Language Arts and Math in grades 3-8 and 11 for students with significant cognitive disabilities. The California Science Test (CAST) for science is required for all students in grades 5, 8, and once in high school unless the student's IEP indicates administration of the CAA. Students in grades 3-8 and in high school may choose to take the optional standards-based test in Spanish (CSA) for reading/language arts. The CAASPP includes an assessment for students whose primary language is a language other than English upon enrollment in a California public school. A parent or guardian may make a written request to excuse their child from any or all parts of the assessments. (Ed. Code, §§ 52052, 60604, 60615, 60640; 5 C.C.R. § 852)