

EVERY CHILD CAN LEARN!

PARENT HANDBOOK

2020-2021

Superintendent

Rich Merlo

Board of Trustees

Board President Patty Robertson, Vice President Bobby Toney,
Trustee's Karen Frey, Robert Alcorn
Clerk Sammy Ramirez.



Message from the Superintendent

“As we return our students and staff to school in light of the recent Pandemic, we have provided every means possible to ensure safety and protection for all. We have worked extensively with health experts who have provided guidance and direction on our safe return to school this fall. As a result, we will be implementing a school reopening plan that gives us a great deal of confidence that health risks are low to everyone involved. It is as low if not lower than exposure to the normal flu. A large part of this plan is to offer distance learning for students based on reasonable request from their parents.”

“Even with these temporary changes, remain focused on a means to assist every child to succeed. We take this charge and responsibility seriously.”

"If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence."

~Carol Dweck

Rich Merlo
Superintendent

Board of Trustees

The Corcoran Unified School District of Trustees is the governing body of the school district. Its purpose is to exercise general supervision over the schools within our district. The Board meets twice each month in the District Board Room located at 1520 Patterson Ave, Corcoran at 6:00pm on the second and fourth Tuesday of each month. The agenda is posted at the District Office the Thursday before the scheduled meeting and also on the District's website. All Board Meetings are open to the general public except for that portion of the meeting that may be held in executive session. Executive sessions are held to discuss personnel and/or negotiations.

A person who wishes to address the Board may do so by calling the District office to file a request. A person may also address the Board during public forum on non-agenda items.



Back Row, L to R: Superintendent Rich Merlo, Clerk Sammy Ramirez, Trustee Robert Alcorn,
Front Row; L to R: Trustee Karen Frey, Vice President Bobby Toney, and Board President Patty Robertson.

CUSD Calendar 2020-2021

First Day of School	August 12, 2020
Labor Day- No School	September 7, 2020
Veterans Day - No School	November 11, 2020
Thanksgiving -No School	November 23-27, 2020
Winter Break - No School	December 21-January 8th
	Return on January 11th, 2021
Martin Luther King Day-No School	January 18, 2021
Lincoln's Birthday - No School	February 8, 2021
President's Day - No School	February 15, 2021
Spring Recess - No School	March 29th-April 2, 2021
	Return on April 6, 2021
Memorial Day- No School	May 31, 2021
Last Day of School June 3, 2021 (Minimum Day)	

IMPORTANT – EARLY OUT & MINIMUM DAYS

- For the 2020-2021 school year, every Wednesday will be an early out day with release time for 1st – 5th grade students is at 1:30 p.m. Kindergarten will be released at 1:15 p.m. John Muir at 3:15p.m.**

- For the 2020-2021 school year, every Wednesday will be a late start (9:45 a.m.) for CHS and (10:00a.m.) JM**

- Check each school for its minimum day schedule.**

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Got A Question?

How to Get an Answer

Who to contact when you have a question concerning.....

Bus Pass or Eligibility

Contact your child's school office.

My child's bus schedule

Call 992-8888 ext.1220

My child's attendance

K-5 Contact School for an appointment with school principal.

6-12 Contact school attendance office at each school. Ask for the attendance clerk.

My child's school work

K-12 Contact your child's teacher (Phone school office to arrange an appointment or request teacher to call).

Problems my child is having with other children:

- a. In the classroom
 - K-5 Contact your child's teacher by phoning school office to arrange an appointment or request teacher to call.
 - 9-12 Contact High School Learning Directors at 992-8884 ext. 6210
- b. Before or after school- Phone school for appointment
 - K-5 Contact School Principal
 - 6-12 Contact Learning Director

Classroom Procedures

Contact your child's teacher by phoning school for an appointment.

School Procedures

Contact the school principal, vice principal or learning director by phoning school for an appointment.

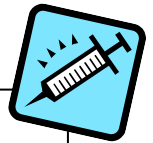
My child's eligibility and/or participation in special programs

K-5 Contact School Principal

6-12 Contact School

General Procedures- When you, as a parent, have any questions or concerns about things that occur in your child's classroom, you are encouraged to discuss them with your child's teacher as soon as possible.

Questions or Concerns dealing with school routines and procedures need to be discussed with the school principal, vice principal or learning director as soon as possible.



Immunization Requirement

All students enrolling in Corcoran Unified School District must present an immunization record with all required immunizations up-to-date for age according to the California Department of Health Services.

Required Immunizations

Polio, DPT (Diphtheria, Tetanus and Pertussis), Measles, Rubella, Mumps, Hepatitis B, Varicella (chicken pox) – all immunizations must be up to date.

A Tdap (Tetanus, Diphtheria, and Pertussis) booster shot and varicella is required for 7th-12th grades.

Student Dress Code The expression of a student's uniqueness and individuality by means of his/her dress is sanctioned by the governing board as being consistent with stated purposes of the school. Schools have their own dress code specific to their age group. Bret Harte, John C. Fremont, Mark Twain, John Muir and Kings Lake schools have standardized dress codes. Please check the school's handbook for a specific school's dress code.

It should be recognized that any apparel which draws undue attention to the wearer tends to detract from the educative process and is, therefore, inappropriate. Good taste and good grooming are a part of learning for both boys and girls. In addition, it is recognized that the school shares with the parents a responsibility for teaching young people appropriateness of dress. It is a mark of maturity when students can freely choose apparel that demonstrates individuality without deviating for the standard appropriateness. To a high degree, a student's dress will help to determine that student's conduct. Fashion dictates changes, but as with most things new, certain guidelines and limitations have to be set which are in the best interest of all students at the school. Restrictions on freedom of student dress will be imposed whenever the mode of dress in question:

- a. Is unsafe either for himself/herself or those around him/her.
- b. Is disruptive of school operations and the education process in general.
- c. Is contrary to law.

Personal Items Personal items should not be brought to school. CUSD is not responsible for personal property brought to school (i.e., damage or theft). The following items may not be brought to school without permission from the principal: cell phones, MP3 players, toys, skateboards, or animals. If personal items are found at school, the item will be held in the school office (or transportation department for items lost on the bus). Bicycles must be locked in bicycle racks. Skating/skateboarding is prohibited on school property.

Bus Transportation

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.

Home-School Transportation: The following students are entitled to district transportation to and from school using designated pickup points.



- K-3 grade students living beyond $\frac{3}{4}$ of a mile from the nearest school.
- 4-12 graders who live beyond 2 miles from the nearest school.
- Students may only have one drop-off point a year unless they move. The office must receive a signed statement from the parent regarding a request for change. Alternate weekly/daily drop-offs will not be allowed.

School to School Shuttle: The following students are entitled to shuttle bus service between schools:

- Any student who lives inside the specified limits of his/her school will be eligible for shuttle services. Shuttle service will be provided for the students between the school nearest his/her home to the school he/she will attend. The shuttle will begin at 7:15 am.

VOLUNTEERS: Before volunteering, all volunteers--whether a parent, guardian or community member--will be required to have a clearance from Health Services, with a Clear TB given within the last 60 days, be fingerprinted for the purpose of a background check at the Kings County Office of Education or Corcoran Police Department. If driving a vehicle with students, A copy of their driver's license to be copied and a current DMV driving report from the DMV. All Volunteers for sports please see Activities Director at site.

Lunch Time Campus Regulations

1. The campuses of Bret Harte, Fremont, Mark Twain, John Muir and Kings Lake Education Center are closed campuses. Pupils may not leave the school grounds without written permission. Parents who want their child to go home for lunch are to send a note to the principal requesting that their child be allowed to leave school grounds during noon period. This note must be signed by the parent and give dates for which the request is made.
2. The governing board of the Corcoran Unified School District will permit the following students to leave the school campus during the lunch period: all 10th, 11th and 12th grade students. 9th grade student are not permitted to leave the campus at lunch. Parents who schedule medical appointments or who want students to come home must contact the high school office at 992-8884
3. Section 44805.5 of the Education Code further states: “Neither the school district nor any officer or employee thereof shall be liable for the conduct nor safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.”

The following rules pertain to students who eat lunch off campus: 1) Students are to be on time to class after lunch; 2) Students who drive cars during lunch are not to cruise the campus, Whitley or Letts avenues; and 3) Students are not to litter private residences or the school with trash of any kind. **High School students who violate these rules are subject to losing their off campus for lunch privileges.**

Lunch Applications:

MEALS ARE UNDER THE PRICING CATEGORY-

You can pay on-line. Charging is not allowed. Students need to pay up front with cash or credit card. The prices are as follows:

Rates for 2020-2021 will be:

Breakfast		Lunch	
Free	No Charge	Free	No Charge
Reduced	No Charge	Reduced	No Charge
Paid	No Charge	Paid	No Charge

Payment may be made at all school site cafeterias. We recommend that parents use the online payment services at EZschoolpay.com. Parents may view their student payment and use history online.

Cafeteria

Any student with food allergies must have a note completed by a doctor turned into the school site office. The office will distribute copies as indicated on the form. Please return immediately to the site office.

All food served to students must meet the nutritional requirements of the National School Lunch Program. The items must be from a reputable food source i.e. bakery, grocery store, not homemade. The food item must contain no more than 35% fat, be whole grain, 175 calories or less, less than 230 grams of sodium and be a fruit, vegetable, protein and/or whole grain food, and must not be fried. Beverages have no added sweeteners, non-fat milk, 100% fruit or vegetable juice and only 8oz Food item served may not be the same as what was served in food services that day. For more information contact Food Service Director or school official.

School Attendance Review Board (SARB)

What is Truancy?

Education Code 48200 (Excerpt)

Each person between the ages of 6 and 18 years is subject to compulsory full-time education.

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

What will happen at the Hearing?

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

Non-Discrimination/Statement

The Corcoran Unified School District is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender identity or expression, or information; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, respectively.

Students, parents, or guardians, who wish further information about these regulations, or about handicapped access of the district's facilities, or wish to file grievance, should contact the following district persons:

Title VI Coordinator-
Elizabeth Mendoza
Categorical Funds
559-992-8888 ext.1246

Section 504 Coordinator
Title IX Coordinator
De Linda Chubbuck
599-992-8888 ext.1248

Rich Merlo
Superintendent
559-992-8888 ext.1224

U.S.D.A. Non-Discrimination

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 325-W, Whitten Building, 14th and Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice or TDD). USDA is an equal opportunity provider and employer.

Physical Examinations

All pupils are to have completed a health screening examination before entering first grade. This examination can be obtained from your family physician or through services provided by the county health department. Information and forms are distributed to pupils enrolled in kindergarten.

TB Skin Test

Students are no longer required to have TB Skin Testing before entry.

Parents who are involved in helping in the classroom are required to have TB skin testing and clearance prior to beginning volunteer work in the schools and every four years while being a school volunteer

Kindergarten Pre-Registration

Pre-registration for kindergarten is scheduled for the spring of each year. The specific dates and times will be announced. Parents are required to bring the following materials and information with them at the time they register: legal evidence of birth, proof of residency, immunization certificate for Polio, DPT, Rubeola, Rubella, and Mumps, Hepatitis B, Varicella (chicken pox) (Last dosages of DPT and Polio must be after fourth birthday, Proof of Healthy Survey examination and two MMRs after first birthday.)

A child must be five (5) year on or before December 2 of the current school year to be eligible to enroll in one of the Bret Harte's two kindergarten programs. A child whose birthday falls before September 1 of the current school year will be enrolled into a regular (one year) Kindergarten program. A child whose birthday falls between September 2 and December 2 of the current school year will be enrolled into Transitional Kindergarten, a two-year Kindergarten program.

Any student transferring/entering into the District, ages 13yrs or older, will need a documented dose of Varicella

New Law SB277 as of January 1, 2016 and future years, states that parents or guardians of students in any school or child care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine.

Administration of Medication at School

If your child has a medical condition, you must inform the school site and the district nurse upon enrollment or immediately upon being made aware of the condition by your child's physician.

All medication, including over-the-counter medications, must be in a properly labeled container which includes the name and phone number of the pharmacy, student's name, name of physician and dosage of medication to be given. Parent and physician must sign a written statement detailing the method, amount and time medications are to be administered. Written permission and pharmacy label must match. Authorization must be renewed annually or when there is a change. The school nurse, or other persons designated, may assist your child in taking the medication.

Parent and physician may request a student to carry his/her emergency medication (rescue inhaler, etc.) at school. Students must demonstrate responsibility and appropriate knowledge to the school nurse before authorized to carry emergency medication. Students are prohibited from sharing any kind of medication.

Medi-Cal Billing

Our school district has entered into an agreement with the California Department of Education and the Department of Health Services that will allow us to collect federal funds for some of the health services we provide at school by billing Medi-Cal. In order to do this, we must also offer the option to bill private insurance. The school's registration/emergency form now includes the necessary information for this billing and must be completed for all students. Your permission is required in order to bill your private insurance or Medi-Cal for these services.

Please be sure to complete the sections for this permission with a check mark in the YES/NO box, and indicate your insurance policy and group numbers where requested. Health services currently provided at school will continue unchanged and parents will not be billed for any services provided at school. We will appreciate your cooperation in this matter.

Accidents/Emergencies

Each school has someone on duty to render assistance with minor injuries. If the injury appears to be more than a minor injury, the parent/guardian shall be notified and asked to pick up the child for their own observation or examination by the family physician. For injuries requiring emergency care, an ambulance shall be called and the parent/guardian and school nurse shall be notified immediately. If the parent or person on the emergency card cannot be reached, the school will decide what degree of medical care is provided. The parent's insurance will have primary responsibility for charges for medical, hospital, and ambulance costs.

Possession of Marijuana

The law concerning the unauthorized possession of marijuana mandates fines and/or imprisonment for anyone who has marijuana in his/her possession while on the school grounds during the school day and/or at school related functions.

Substance Abuse Counseling

At times, the Kings County Drug and Alcohol Education and Counseling Center works with the Corcoran Unified School District in providing substance abuse counseling on our campuses, especially at High School and John Muir campuses. By law, substance abuse counseling may be provided to minors 12 years of age and older without informing the parents that such is being provided. However, if you do not want your child (minor, 12 years of age or older) receiving substance abuse counseling on campus without your knowledge, we will honor your request. Such request should be put in writing and addressed to the principal of the school who will see that your child is not given any substance abuse counseling on campus without your permission.* WEST CARE DRUG COUNSELING PROVIDES SERVICES FOR KINGS LAKE AND CHS STUDENTS

Student Discipline

California Administrative Code Title 5 states "Every pupil shall attend school punctually and regularly, conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; be diligent in study, respectful to his teacher and others in authority; kind and courteous to schoolmates, and refrain from the use of profane and vulgar language." School Discipline policies are governed by Education Code 48900/48915. Board Policies and Regulations are available at the District Office upon request.

Student Behavior and Conduct

The Board and staff of our school district believe that all pupils are accountable for their behavior and conduct while attending school and school sponsored activities. This accountability extends to any action of pupils at any time, which are related to school activities or school attendance. Pupils are obligated to follow the directions of their teachers and other members of the school staff. Failure on the part of a pupil to follow school and district rules or the specific directions of a member of the school staff can result in disciplinary action.

Mandatory recommendation for expulsion:

A student who commits any of the following offenses while under the school's jurisdiction shall be recommended for expulsion: Possession of knife, gun, explosive devices, weapons, drugs or alcohol, committing sexual assault, causing serious injury, robbery/extortion, or assault or battery upon any school official.

Suspensions

If it becomes necessary to suspend your child, you have the following rights and obligations:

1. Parents are to respond to the principal's request to attend a conference concerning the suspension without delay.
2. Whenever a student is suspended from class the teacher of that class may require the student's parent/guardian to attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee.
3. Parents and pupils have the right to inspect the school's records concerning the suspension.
4. Parents and pupils have the right to request a meeting with the superintendent or his designee if they question the appropriateness of the suspension. This request may be made after first conferring with the principal.
5. Pupils are to be allowed to complete all assignments and tests missed during the suspension that can be reasonably provided, and that the suspended pupil receive full credit for satisfactory work.

The district's procedures and each school's rules concerning pupil conduct and disciplinary actions are available for your inspection in the office where your child attends.

Home/Hospital Instruction

Home/Hospital Instruction is provided by the district for the purpose of continuing the education progress for pupils who are temporarily unable to attend school 10 or more consecutive days due to illness or injury. A doctor's verification of the pupil's inability to attend school is required.

Forms are available at each site in the Nurses Office.

Vocational School

The Vocational Education opportunities at Corcoran High School include courses in agriculture, home economics, and business. These courses offer laboratory and classroom experiences. Advanced course curricula are adapted to specific entry-level job skills needed by the student.

Pre-School

The district operates a state pre-school program for children who are 4 years old on or before Sep 1. The program is generally limited to children from income eligible families. Interested parents should contact the pre-school secretary at 992-8883. Enrollment in the pre-school program is limited to 24 pupils per classroom. When all classes are filled, a waiting list is maintained and pupils are added to the program as vacancies occur. Applications are accepted all year.

Mandated for Pre-School Volunteers

1596.7995.9(a) (1) Commencing September 1, 2016 a person shall not be employed or volunteer at a day care center if he or she has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall receive an influenza vaccination between August 1 and December 1 of each year.

Alternative Schools

California State law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative schools 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 his desire to learn.
- C. Maintain a learning situation maximizing student self-motivation and encouraging that student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- D. Maximize the opportunity for the students, teachers, and parents to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- E. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

Further, a copy shall be posted in at least two places normally visible to pupils, teachers, and visiting parents in each attendance unit for the entire month of March in each year. (Ed. Code § 58501)

Continuation Program

The continuation program is an alternative program for pupils to complete their high school education. Its major function is to provide an opportunity for pupils who must work while they continue their education. Other pupils who have difficulty adjusting to the routines of the regular high school program may request to enroll. Pupils who voluntarily enroll are expected to remain in the class for the remainder of the school year. Continuation is located at Kings Lake Education Center.

Involuntary Enrollments to the Continuation Program

Pupils in Corcoran High School may be involuntarily transferred to the Continuation Program for habitual truancy or for any acts for which a pupil may be suspended or expelled. Usually an involuntary transfer is an alternative to expulsion and should be considered a strong warning that continued poor conduct will result in a recommendation for expulsion.

Adult Education Classes

Adult Ed High School Diploma: Students that are 18 years or older can enroll in courses to complete the graduation requirements to earn their High school Diploma. This is a seat-based class that meets five days a week for four hours a day. Students must complete all core classes plus an additional 60 units of electives to graduate.

Corcoran Academy

Corcoran Academy is an alternative independent study school for K-12 students who for a variety of reasons are unable to attend regular class sessions. Corcoran Academy is located at Kings Lake Education Center.

Mission Community Day School

Students who qualify to enroll in this program must have been expelled from the district's regular schools in grades six through 12 and meet specific requirements. This program is for students with low risk behaviors.

GED Classes

Earn your high school equivalency certificate (or GED) through self-paced online study or traditional onsite classes at Corcoran Adult School. These classes cover all four areas of the exam: Reasoning through Language Arts, Social Studies, Mathematical Reasoning, and Science. The GED is aligned with the Common Core State Standards. It is more rigorous and is designed to ensure career and college-readiness. You can enroll in GED preparation classes at the Corcoran Adult School. It is held in the evening from 5 p.m. to 7 p.m. twice a week.

"GED is a registered trademark of the American Council on Education. Used under license"

GROUNDS FOR SUSPENSION AND EXPULSION

E.C. 48900

General

A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use of possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 1114.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means or an electronic act, as defined in subdivision (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

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

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

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

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

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

(w) It is the intent of the Legislature that alternatives to Suspension or expulsion be imposed against a pupil who is truant, Tardy, or otherwise absent from school activities.

Sexual Harassment

Students

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint process.

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

1. What act and behavior constitutes sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence's.
2. A clear message that the students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Sexual Harassment – EC 231.5, 48980(f)

The School District is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the district's sexual harassment policy or to report incidences of sexual harassment, please contact a school site or district administrator. Complaint forms are available in each school office and at the District Office.

The District's policy prohibiting sexual harassment is included in this Handbook (see index). (Ed. Code § 231.5)

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

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

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtation, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually descriptions.
3. Graphic verbal comments about an individual's body or overly personal conversation.
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Messaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impending or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

Restrictions on freedom of students dress will be imposed whenever the mode of dress is in question.

Testing



Testing falls into four general categories: classroom, standardized, psychological, and state required minimum competencies. Each type of test has its own purpose and use in school.

Classroom Tests: These are the most widely used. They are usually prepared by the teacher and are to determine what has been learned. They form part of the basis for determining progress and assigning grades on report cards. The kind, length, and method of administering these tests are usually determined by the skill and knowledge being tested. They range from the pupil's written responses on the test to teacher observation of behavior.

Standardized Tests: These are the most misunderstood. Standardized achievement tests were designed to show how groups of pupils at one grade in a given school compare with a representative national sample of pupils. This national sample (norm group) reflects a mix of pupils from various parts of the country, various ethnic backgrounds, various economic levels, and various sizes of communities. Individual results on standardized test are percentile scores. They are designed to show a relationship of pupils in the school to the norm group.

The SBAC test is given once a each year in grades 3-8 and 11.

Psychological Tests: These tests are administered by the district psychologist to individual pupils who are usually referred because of special learning and/or behavior needs. These tests can only be administered after parents have been consulted and have given their written approval.

State Required Minimum Competencies: Every pupil who earns a high school diploma must pass the California High School Exit Exam in English/Language Arts and Math, along with meeting the district adopted course, credit, and attendance requirements.

Retention and Placement

Retention is the reassignment of a pupil at the same grade level.

Retention for Grades K-5

Teachers recommend retention for pupils who have not mastered the grade level standards, or have been absent from school 20% of the time (35 school days), or are developmentally and/or socially immature.

Retention for Grades 6-8

Retention will be considered when a pupil has failed to meet grade level standards in core subject areas. Additional requirements can be found in the John Muir student handbook.

Retention for Grades 9-12

Pupils who have not earned the minimum number of units for entry into the next grade are ineligible for participation in all extracurricular activities. After the third year in high school, students not on track to graduate will be referred for alternative education placement.

Placement (K-8)

Pupils who have not met promotion requirements after being assigned to the same grade two consecutive years may be placed at the next grade. Promotion will occur when the deficient standards are met. Failure to meet deficient standards by the end of the school year may result in retention. Placement Requirements can be found in each grade school's student handbook

*summary of Administrative Regulation (AR) 5123

High School Extra-Curricular Activities

Corcoran High School students are given the opportunity to participate in a variety of athletics, student government, and clubs.

To participate, students must have satisfactory citizenship and maintain appropriate grade level status in addition to meeting the eligibility requirements of the CIF.

Eligibility for Extra-Curricular Activities:

In order to be eligible for participation in extra-curricular activities, students in grades 6 through 12 shall have earned a minimum 2.0 or "C" grade point average (on a 4.0 scale) during the preceding quarter or semester and meet CIF requirements, and with no more "F" grades than permitted by the California Interscholastic Federation. Students must also be making minimal progress towards graduation and have no debts or maintain a payment plan.

**NOTICE TO PARENTS AND GUARDIANS
CONCERNING THEIR LEGAL RIGHT AND OBLIGATIONS
TO SPECIFIED PROGRAMS AND ACTIVITIES**

Pursuant to Education Code section 48980, each school district must notify parents and guardians of their legal rights and obligations relating to specified programs or activities at the beginning of the first semester or quarter of the regular school term. The following outline summarizes those programs and activities.

1. **Immunization for Communicable Disease.** Health and Safety Code section 120325, et. seq. requires that every child entering a California School be immunized against diphtheria, tetanus, pertussis, polio, rubella, mumps, measles, hepatitis B, and varicella. A written immunization record of each required vaccine, including date and provider, must be presented to the school staff.

In the event that the school district should participate in an immunization program for the purposes of prevention and control of communicable disease, your child will not participate unless you have provided specific written consent. Effective as of August 1, 1997, all children entering kindergarten shall be fully immunized against Hepatitis B. (Ed. Code § 49403; Health & Safety Code § 120335.)

2. **Administration of Medication at School.** Upon written request from the parent and written instructions from a physician. Students may be assisted to take prescribed medication.
3. **Exemption from Physical Examinations.** Upon receipt of a written request, the parent can exempt a child from all physical examinations. However, the child may be sent home if there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease. (Ed. Code § 49472)
4. **Medical and Hospital Services for Pupils.** A school district may provide medical or hospital service, or accident or liability insurance policies, for student injuries occurring while in or on the property of the district. No student shall be compelled to accept such service without his/her consent, or a minor without the consent of his/her parent or guardian. (Ed. Code § 49472)
5. **Continuing Medication** Parents or legal guardians of pupils needing daily medication must inform the school nurse or other designated certificate employee of the medication, the current dosage, and the supervising physician. (Ed. Code § 49480) The parent or guardian may consent to the school nurse communicating with the physician and the school employee may counsel with school personnel regarding the effects of the drug.
6. **Sex Education or Family Life Education Courses.** The school may not require pupils to attend any class in which human reproductive organs and their function and processes are described, illustrated or discussed. Whenever such classes are offered, the District must (a) notify parents in advance in writing, (b) provide opportunity prior to the class for the parents to inspect all written or audio-visual materials to be used, and (c) provide opportunity for each parent to request in writing that his/her child be excused from the class. This section does not apply to descriptions or illustrations of human reproductive organs which may appear in any science, hygiene or health textbook. (Ed. Code 51550)
7. **Excuse from Instruction on Religious (Moral) Grounds.** Whenever any part of the instruction in health, family life education or sex education conflicts with the beliefs of the parent or guardian of any pupil, the pupil, upon written request, shall be excused from the part of the training which conflicts with such religious training and beliefs and can include personal moral convictions. (Ed Code § 51240)
8. **Pupil's Rights to Refrain from the Harmful or Destructive Use of Animals.** A pupil's moral objection to dissection or otherwise harming or destroying animals must be substantiated by a note from the student's parent or guardian. Each teacher whose instruction utilizes live or dead animals must also notify pupils of their right to refrain from such activity. (Ed. Code § 32255 et seq.)
9. **Fingerprint Program.** The governing board of any school district may offer a Fingerprint Program for all children enrolled in Kindergarten or newly enrolled in that District. Each parent or guardian shall be informed of the school-fingerprinting program when he or she first enrolls the child in the public schools. At that time, the parent or guardian shall declare, in writing, whether or not he/she consents to the program. If the parent or guardian does consent, he/she shall pay the applicable fee. (Ed. Code 32390)

10. **Absences Excused for Justifiable Reasons.** A student shall be excused from school for justifiable personal reasons, including, but not limited to, illness, quarantine, medical appointments, an appearance in court or jury duty, attendance at a funeral service (one day for a service conducted in California and three days, if the service is outside California), observance of a holiday or ceremony of his/her religion, attendance at religious retreats (up to four hours per semester), or an employment conference, when the pupil's absences has been requested in writing by the parent or guardian and approved by the principal or designated representative. A pupil shall also be excused from school when he or she is the custodial parent of a child who is ill or has a medical appointment during school hours. No student may have his or her grade reduced or lose academic credit for absences excused under Section 48205, when missed assignments and tests can reasonably be provided and are satisfactorily completed within a reasonable period of time. (Ed.Code § 48205) A copy of Education Code section is attached.
11. **Absence for Religious Purposes.** A pupil, with the written consent of a parent or guardian, may be excused from school in order to participate in religious exercises or receive moral or religious instruction for four or fewer days per month, provided the pupil attends school at least the minimum day for his grade. (Ed Code § 46014)
12. **Pupils with Temporary Disabilities -Individual Instruction.** Students with temporary disabilities, who cannot attend regular day classes, may receive individual instruction provided by the District. Parents or guardians of pupils within this category shall be given notice regarding the availability of such individualized instruction. (Ed Code § 48206.3)
13. **Pupils with Temporary Disabilities - Residency Requirements.** A pupil with a temporary disability, who is in a hospital or other health facility, excluding a state hospital, which is outside of the school district in which the parent or guardian resides, shall have complied with the residency requirements for school attendance in the school district in which the hospital is located. It is the primary responsibility of the parent or guardian of the pupil with the temporary disability to notify the school district of the pupil's presence in a qualifying hospital. The pupil shall be provided with instruction no later than 5 working days after a determination is made that he or she qualifies for individual instruction. (Ed. Code § 48207, 48208)
14. **Special Education for Handicapped Pupils.** Any pupil with exceptional needs, who is eligible to receive educational and related services, shall receive such instruction or services or both, at no cost. (Ed. Code § 56040 et seq.)
15. **Child Find System: Policies and Procedures.** Each district, special education local plan area, or county office shall establish written policies and procedures for a continuous child-find system which addresses the relationships among identification, screening, referral, assessment, planning, implementation, review and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs. (Ed. Code § 56301)
16. **District Rules Regarding Student Discipline.** The governing board of each school district maintaining grades one through twelve shall notify the parents or guardians of the availability of rules regarding student discipline. (Ed. Code § 35291)
17. **Duffy-Moscone Family Nutrition Education and Services Act.** Eligible students may receive meal supplementation while attending school (Ed. Code § 49510 et seq.)
18. **Pupil Records: Right to Access.** Parents of currently enrolled or former pupils have an absolute right to access any and all pupil records related to their children which are maintained by school districts or private schools. (Ed. Code § 49069)
19. **Notice to Parents Legal Rights** The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, shall be compiled at least once annually in a prospectus. Each school site shall make its prospectus available for review upon request. When school officials may charge for prospectus an amount not to exceed the cost of duplication. (Code Ed. § 49091.14)
20. **Absences for Obtaining Confidential Medical Services without Parental or Guardian Consent** ...The governing board of each school district shall ... notify pupils in grades 7 to 12 inclusive, and the parents or guardians of all pupils ... that school authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. (Ed. Code § 46010.1)

Confidential Medical Services

Education Code section 46010.1 provides that "school authorities may excuse any student in grades 7 to 12 for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian." In accordance with this Education Code section, the school is permitted to grant such excuses but is not required to do so.

21. **Notice of Alternative Schools.** The following notice shall be sent along with the notification of parents and guardians required by Section 48980:

"California state law authorized 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 his desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested person to request the governing board of the district to establish alternative school programs in each district.

Further, a copy shall be posted in at least two places normally visible to pupils, teachers, and visiting parents in each attendance unit for the entire month of March in each year. (Ed. Code §58501)

22. **Directory Information.** Parents or guardians shall be given the right to allow the district to release "directory information" on pupils or former pupils of the district to officials, organizations or individuals according to district policy. No information shall be released when a parent has notified the district not to release such information. (Ed. Code 49073)
23. **Prohibition of Sexual Bias in Course of Study.** Elementary and high schools shall offer classes and courses to its pupil without regard to the sex of the student and shall provide counseling in career, vocational or higher education opportunities without regard for the sex of the student counseled, if such counseling or school program guidance is provided.

Notification of parents or guardians of the pupil shall be given in advance to encourage their participation in such counseling session and decisions. (Ed. Code 221.5)

24. **AIDS Prevention Instruction.** Pupils in grades 7 to 12 shall receive AIDS Prevention Instruction at least once in junior high or middle school and once in high school. No pupil shall attend the AIDS Prevention Instruction if a written request by the pupil's parent or guardian to exclude the pupil from such instruction is received by the District. The District shall provide parents or guardians, upon request, a copy of Education Code-section 51201.5 and 51553. Parent or guardians shall be notified in advance anytime an outside organization or guest speaker is scheduled to deliver AIDS prevention instruction. (Ed. Code § 51201.5)

25. **Sexual Harassment.** The School District is committed to maintain a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages, in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the district's sexual harassment policy or to report incidences of sexual harassment, please contact a school site or district administrator. Complaint forms are available in each school office and at the District Office. The District's policy prohibiting sexual harassment is included in this in this Handbook (see index). (Ed. Code § 231.5)

26. **Attendance Options.** Enclosed with this Notice is a list of the District's current statutory attendance options and local attendance options available on both an interdistrict and interdistrict basis, together with a description of each option, a description of the application procedure, an application form, and a description of the appeal procedure available, if any. (Ed. Code §489801.) Enclosed is an explanation of the current statutory attendance options prepared by the state Department of Education. The above summary of the attendance alternative available to parents/guardians and their children is intended to provide them with an overview of the laws applying to each alternative. Any parent/guardian who is interested in securing more information about these options, district policies or procedures, and timelines for applying for transfers should contact their own school district, or the district they may be thinking about transferring into.

27. **Uniform Complaint Procedures.** The Board policies of the District contain Uniform Complaint Procedures which apply to all the state and federal categorical programs requiring formal complaint procedures regarding alleged acts of discrimination on the basis of ethnic group identification, religion, age, sex, color, and physical or mental disability. (5 cal. Code Regs. § 4622)

28. **Uniform Complaint Procedures-Annual Notice.**

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

The UCP Annual Notice is available on our website.

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

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs

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

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

Filing a UCP Complaint

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

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

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

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

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

Responsibilities of the Corcoran Joint Unified School District

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

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

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

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

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

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

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

Contact Information

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

Contact Information

The staff member, position, or unit responsible to receive UCP complaints in our agency is:

Elizabeth Mendoza

Director of Categorical Programs

1520 Patterson Ave, Corcoran, CA

(559) 992-8888 x1246

emendoza@corcoranunified.com

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

29. **Asbestos Management Plan.** An update management plan for asbestos-containment material in school building is available at the District Office. (40 C.F.R. § 763.93)

30. **Special Education.** Federal law requires a free and appropriate education in the least restrictive environment be offered to qualified handicapped pupils. (Individuals with Disabilities Act or “IDEA”)

31. **Handicapped Pupils.** No pupil will be discriminated against on the basis of handicap. Reasonable accommodation is available for handicapped students if necessary. (Section 504 of the Rehabilitation Act of 1973.)

32. **Discrimination.** No pupil will be discriminated against on the basis of sex, race, color or national origin (42 USC § 60000)

33. **Child Abuse Prevention Training Program.** Parents have the right to refuse to allow their children to participate in a child abuse primary prevention program. (Welf. & Inst. Code § 18976.5)

34. **Minimum Days and pupil-Free Staff Development Days.** Parent/guardians will be informed of the District’s schedule of minimum days and pupil-free staff development days. A copy of the District’s ensuing school calendar is attached. If anymore minimum days or pupil –free staff development days are scheduled following circulation of this notice, parents/guardians will be notified as soon as possible.

35. **Pupil Internet Access Policy.** A school district that provides pupils access to the internet and on-line services shall adopt a policy regarding such access and inform the parents of “harmful matter” as

defined in Penal Section 313 subd. (a). This policy is attached to the annual notification AS REQUIRED BY Education Code section 48980. (Ed. Code § 51870.5).

36. **Investing for College.** The notification may advise parents or guardians of the importance of investing for the future college or university education for their children and of considering appropriate investment options, including, but not limited to United States Savings Bonds.

37. **Grant Program for Payment of Advanced Placement Examination Fees.** The State has established a grant program for the purpose of awarding grants to cover the costs of advanced placement examination fees. This program is administered by the State Department of Education. If the District has applied to the state Department of Education to participate in this grant program, any economically disadvantaged pupil who is enrolled in an advanced placement course may apply to the District staff for a grant pursuant to Education Code section 52244

38. **Pesticide Notification.** Included in this Parent Handbook is a notification of the names and active ingredients of all pesticide products expected to be applied to District schools during the upcoming year. Parents may register with the District if they wish to receive notification of individual pesticide applications at the school facility. (Ed. Code section 17612.)

39. **Choosing a School outside the District in which Parents/Guardians Live.** Parents/Guardians have different options for choosing a school outside the district in which they live. The options are described below.

- **Inter-district-Transfers-** the law (Education Code 46600 through 46611) 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 up to five years each. The agreement must specify the terms and conditions districts are allowed to place on transfers. The law on inter-district transfers also provides for the following:

1. Both the school district a parent/guardian is requesting a transfer to, and the one a parent/guardian is transferring from, must take into consideration the child care needs of the student. If the transfer is approved based on childcare needs, the student may be allowed to stay in the new district or the high school district to which it feeds through the 12th grade, subject to certain conditions.
2. If either district denies a transfer request, a parent/guardian 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
3. No District is required to provide transportation to a student who transfers into the district

- **Parental Employment in Lieu of Residency Transfers (“Allen Bill Transfer”)-**

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

1. Either the district in which the parent/guardian lives or the district in which the parent/guardian works may prohibit the transfer if the district determines that the transfer would negatively impact the district’s court-ordered or voluntary desegregation plan.

2. The district in which the parent/guardian works may reject a transfer if it determines that the additional cost of educating the pupil would exceed the amount of additional state funds received due to the transfer.
3. 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.
4. There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide, in writing to the parent/guardian the specific reasons for denying the transfer

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

40. **Parent Rights to know Regarding Teacher Qualifications.**

At the beginning of each school year, the superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to:

A Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

B Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.

C The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

D Whether the student is provided services by Para-educators and, if so, their qualifications.

In addition to the information that parents may request, a school that receives Title I funds shall provide to each individual parent information on the level of achievement of the parent's child in each of the State academic assessments, and notice whenever their child has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who does not meet teacher qualification requirements. The notice and information provided to parents/guardians shall be in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents/guardians can understand.

41. **Title I-Compensatory Education Programs**

The Corcoran Unified School District receives state and federal funds to be used to assist pupils with identified learning problems. Compensatory Education programs are currently available to students in grades K-12. Each school has developed a school plan for meeting the needs of identified pupils. The plans may provide instructional aides, resource teachers and special materials to assist pupils who are not achieving at the expected level in reading, language, or math. The school staff and parents participate in the development of the school's plan, its evaluation, parent education activities, and staff development.

Our district also participates in Migrant Education programs.

42. **ENGLISH IMMERSION PROGRAM**

To meet the instructional needs of students based on their oral language proficiency, CUSD offers two instructional programs:

1. Structured English Immersion in which nearly all classroom instruction is in English but the curriculum and presentation are designed for students who are learning the language;
2. English Mainstream in which students either are native English language speakers or English language learners who have acquired near native like proficiency in English.

English learners are placed in instructional programs based on the English Language Proficiency Assessment for California (ELPAC). Parents will be informed of the placement of their child in a structured

English immersion program. The notice shall include a description of the procedures for requesting a waiver and any guidelines for evaluating a parent waiver request. Parents who wish an alternative program for their child must go to the school to request a waiver of English language instruction requirements.

43.

Bilingual Education

Parents or guardians may choose a language acquisition program that best suits their child (*EC* Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); *EC* Section 306[c]). Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]). For additional information, please refer to Corcoran Unified's English Learner Master Plan.

44.

PARENT TO SCHOOL AUTHORIZATION

No employer shall discharge or in any manner discriminate against an employee who is the parent/guardian of a pupil for taking time off to appear in the school, at the request of a teacher, for a pupil who has been suspended from class if the employee, prior to taking the time off, gives reasonable notice to the employer that he/she is requested to appear in the school. (Labor Code 230.7) No employer who employs 25 or more employees working at the same location shall discharge or discriminate against an employee who is a parent/guardian of one or more children in TK & kindergarten through 12th grade for taking off up to 40 hours each school year, not exceeding 8 hours in any calendar month, to participate in activities of the school of any of his/her children, if employee gives reasonable notice of the planned absence. (Labor Code 230.8)

45.

ADVISORY COMMITTEES

Parents have an opportunity to become involved in their child's school through advisory councils and committees. School Site Council parent members participate in the development, review and modification of school plans within their program area, assisting in seeing that each school provides for the needs of students. English Language Advisory Committees (ELAC) address programs pertaining to English language learners. There is a District English Learner Advisory Committee and a Local Stakeholders Advisory and Parent Committee at the district level. You are urged to discuss your school's councils with the principal. For district level committees, please contact Elizabeth Mendoza, Director of Categorical Programs at (559) 992-8888 x 1246.

46.

School Safety: Bullying – EC 234.4 and 32283.5

Corcoran Unified School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact your child's school site Principal and they will be able to assist you in identifying and stopping this behavior.

47.

Tobacco-free Campus – BPC 22950.5; HSC 104420, 104495, 104559, PC 308

The use of tobacco and nicotine products is prohibited on school or district grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco product includes, but is not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

48.

Title IX – EC 221.61

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils

may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact: DeLinda Chubbuck, Title IX Coordinator, 1520 Patterson Ave, (559) 992 8888 x1242.

49. **School Accountability Report Card (SARC):**

Printed copies of the School Accountability Report Cards (SARC's) are available at your school site upon request. SARC's include information pertinent to each school such as student achievement, expenditures, class size, student attendance, student discipline, student safety, staff training and salary information. SARC's may also be viewed on CUSD's website at <https://www.corcoranunified.com/Our-Schools>.

50. **COMPREHENSIVE SCHOOL SAFETY PLAN-EC 32286, 32288**

Each school is required to develop a school safety plan, which includes a comprehensive disaster preparedness plan. Copies of the school safety plan are available to read at each school site or at the District Office during normal business hours.

51. **Parent Engagement- School Accountability – EC 11500, 11501, 11502, 11503**

To participate in the district offerings of parent education and to provide parental input to the local training programs for parents, please contact the following district representative for more information on how you may contribute: Elizabeth Mendoza, Director of Categorical Programs, (559) 992-8888 x1246.

52. **Williams Complaint Policy & Procedure – EC 35186**

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at each school site or at the District Office. Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.

53. **EDUCATION OF FOSTER YOUTH**

The California Department of Education, in consultation with the California Foster Youth Education Task Force, has developed and posted on its website a standardized notice of the educational rights of foster children that the educational liaisons for foster children can disseminate. The notice includes the following rights as specified in Education Codes 48850, 48911, 48915.5, 51225.1, and 51225.2:

1. Stable school placements in the least restrictive education programs, with access to the academic resources, services, and extracurricular activities that are available to all students. This includes the right to remain in the school of origin and the right to matriculate with his/her peers.
2. Immediate enrollment in the school of origin or school where the foster youth is currently residing, whether in a licensed children's institution, licensed foster home, or a family home following a commitment or placement under the Welfare and Institutions Code.
3. Proper and timely transfer between schools. This includes the coordination between the local educational agency and the county placing agency, and the transfer of educational information and records of the foster youth to the next educational placement.
4. No lowering of grades if the foster youth is absent from school due to a decision by a court or placing agency to change his or her placement, or due to a verified court appearance or related court ordered activity.
5. Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the foster youth. The foster youth shall not be required to retake the portion of the course already completed unless it has been determined that he or she is reasonably able to complete the requirements in time to graduate from high school.
6. Not be required to retake a course the student has satisfactorily completed.
7. Notified of the possibility of graduating within four years with reduced state requirements, if the foster youth transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.

54.

EDUCATION OF HOMELESS YOUTH

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. Corcoran Unified School District has community contacts at each site and a liaison at the district office to assist these students.

A homeless student is defined as a person between the ages of birth (Early Head Start and Head Start programs) and 22 years (Special Education students) who lacks a fixed, regular and adequate nighttime residence and may temporarily live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings; live “doubled-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster); live in a hotel or motel; live in a trailer park or campsite with their family; have been abandoned at a hospital; be awaiting foster placement in limited circumstances; reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or be abandoned, runaway, or pushed out youth or migrant youth that qualifies as homeless because he/she is living in circumstances described above.

A homeless student has the right to attend either the school of origin (the school that the student was last enrolled or attended when last housed) or any school attended in the past 15 months; or the current school of residence. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school’s decision by contacting the district’s homeless liaison and following the school district’s dispute resolution policy. The district liaison for homeless/foster students is the Director of Educational Services, who can be reached at (559) 992-8888, extension 1231.

The law requires the immediate enrollment of homeless students, which is defined as “attending class and participating fully in school activities.” Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records or other documentation usually required for enrollment.

A homeless student has the right to education and other services (e.g., to participate fully in all school activities and programs for which the student is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact the liaison to resolve disputes that arise during enrollment).

It is the responsibility of the district homeless liaison to refer parents to programs and services for which the student is eligible which may include, but is not limited to: free nutrition, Special Education services, tutoring, English Language Learners programs, students identified as Gifted and Talented, preschool, before-and after-school services, or any other program offered by the school or district. The district shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible.

Unaccompanied youth, such as teen parents not living with their parent or guardian or students that have runaway or have been pushed out of their homes, have access to these same rights.

A homeless student who transfers schools after the second year of high school, and is greatly deficient in credits, may be able to graduate within four years with reduced state requirements. School districts are required to issue and accept partial credit for courses that have been satisfactorily completed.

Foster and homeless students receive priority enrollment in before-and after-school programs, pursuant to Assembly Bill 1567.

55.

EDUCATIONAL EQUITY: IMMIGRATION STATUS

The Equity in Higher Education Act states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, have equal 29 rights and opportunities; and adds the opportunity to apply for financial aid for higher education to also be equitable; and an application may not be denied of a student based on their immigration status. This does not

guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

56. **Parent and Family Engagement Policy**

Corcoran Unified School District
Title I, Part A LEA-Level Parent and Family Engagement Policy

Corcoran Unified School District has developed a written Parent and Family Engagement Policy with input from Title I parents. The policy was developed through discussion with the Parent Advisory Committee, District English Learner Advisory Committee, stakeholder meetings and parent surveys. Families annually receive a Parent and Student Guide containing the information, or whenever a new student is enrolled. The policy is available upon request at every school site. This Parent and Family Engagement Policy describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a).

The purpose of this Policy is to:

Ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee may regularly evaluate and report to the Board on the effectiveness of the district's parent engagement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent and family engagement opportunities and barriers that may inhibit parent/guardian participation.

How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

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 (LSAC; DELAC; parent advisory councils):

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

How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?

Parent and Family Engagement Policies at school levels, address the role parents/guardians play on the school site councils and in the development of school plans. Parents are invited to provide suggestions and revisions on the LEA Title I Parent and Family Engagement Plan. The previous year's policy will be disseminated to participants prior to the meeting. During the meeting, the Policy will be reviewed and discussed. Changes will be made according to the Council's recommendations.

How does the Local Educational Agency (LEA) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance? Does this include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116 [a][2][B])?

The LEA will assist parents/guardians in understanding such topic as the challenging state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children. Parent

Conferences will be used to discuss student achievement gaps and to create opportunities for parents to engage with teachers directly regarding their child's progress.

The LEA will also provide parents/guardians with materials and training, such as literacy training and using technology, to help them work with their children to improve their children's achievement.

The LEA will ensure that information related to school and parent/family engagement programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.

The LEA will provide other such reasonable support for parent/guardian engagement activities as parents/guardians may request.

How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?

The LEA will inform parent/guardians and parent organizations of the existence and purpose of parent information and partner with the Corcoran Resource Center, Head Start, Preschool Programs, and Department of Public Social Services that provide training, information, and support to parents/guardians of participating students via our District Liaison.

The LEA will coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs and conduct other activities that encourage support for parents/guardians to fully participate in their children's education.

How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

The district involves parents/guardians in the activities of the schools utilizing the DELAC, LSAC parent representatives, and Family Surveys for the purpose of developing, revising, and reviewing the parent/guardian and family engagement policy. The needs of parents/guardians and family members are reviewed to better assist with their children's learning and how to engage with school staff and teachers.

What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):

Barriers to greater participation include, but are not limited to: language, literacy, economic disadvantage, disabilities, lack of compassion in the schools, transportation, time of meetings/trainings, trainings for parents, and child care.

To the extent practicable, the LEA will assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members. The LEA will disseminate resources and literature to parents in an easy to read format in multiple language in print and digital format. Printed resources may be sent via U.S. mail, included in the student's homework folder, or available in the front office. The LEA will also have the option of utilizing the automated phone system to share information as applicable.

The LEA will establish a process to encourage parent/guardian input regarding their expectations and concerns for their children.

What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?

The LEA will provide parent trainings to increase parent advocacy and relationship building. Office personnel will be provided with training to deal with the public and to help provide better service to parents/guardians and families who visit the school sites and/or District office.

The LEA will also provide parent-teacher conferences, Back to School Nights, Open House, and Family Nights at all school sites to engage with school staff and principals in ongoing dialogue designed to build a partnership to improve student academic achievement. The focus of Family Nights will be on topics pertinent to parents to help them support their child with their academic success and social emotional learning.

What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

The LEA will provide parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education. The LEA also provides information, in Parent and Student Guide Handbooks and through other appropriate means, regarding academic expectations and resources to assist with subject matter. Meetings and events such as Back to School Nights, Parent Conferences, Literacy Nights, Math Nights, Technology Nights, Nutrition Meals Nights, Open House, sporting events, Academic Decathlons, Spelling Bees, Volunteer Recognition, and Informational Nights for High School topics are a few ways in which the LEA provides occasions for family interactions.

LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

The LEA will provide Parent Workshops at each school to educate parents on how to support their children academically. Furthermore, the LEA will provide assistance to parents with children served by the school in understanding topics such as:

1. State academic content standards
2. State and local academic assessments, including alternative assessments
3. Title I requirements
4. How to monitor their child's progress
5. How to work with educators
6. Use and monitoring of Technology

How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?

The district involves parents of Title I students in the decisions regarding how the 1 percent reservation for parental involvement is allotted for parental engagement activities. The LEA will also provide training for school personnel regarding parent and family engagement strategies, including principals, lead teachers, specialized instructional staff, office staff, and all other classified staff.

How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

Reserve not less than one percent of its allocation under Title I, Part A, to carry out parent engagement, including promoting family literacy skills.

How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])?

All Title I schools receive Title I Parent Involvement allocations that are aligned to goals and actions in the school plan. Activities will be monitored to ensure that expenditures were made to increase parent and family engagement opportunities.

The LEA will disseminate information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families.

How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

The LEA will provide parent education sessions to parent advisory committees to assist parents/guardians to understand; 1) the state's academic content and achievement standards; 2) state and local academic assessments; 3) the requirements of Title I; 4) the processes involved in monitoring student progress and working collaboratively with staff to improve academic achievement. By ensuring that parents are aware and understand the attendance policy, California School Dashboard, Local Control and Accountability Plan, and School Accountability Report Card, we can help parents better understand how to monitor their child's progress and how to better work with educators to help their child succeed.

How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literacy training and using technology (ESSA Section 1116[e][2])?

The LEA will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Parent workshops will be made available as needed or requested, i.e. homework tips, technology training, reading and math tips, etc.

How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?

To work with parents and families as equal partners and build ties, the LEA will:

- Provide centralized and school-site trainings on strategies to link family engagement to improving student outcomes
- Provide school staff the current research, promising practices, resources and information on ways to support student achievement by implementing parent and family engagement
- Assist schools with the implementation of culturally responsive schoolwide practices which encourage parent and family interactions with school staff and principal; i.e. family nights (literacy/math/technology), Back to School Nights, Open House, Parent Conferences
- Provide specific information regarding what the Family Engagement Policy and Plan provides the District
- Seek to engage parents in various ways, including DELAC, LSAC, parent councils, and parent workshops
- Utilize school newsletters, webpages, emails, automated calling systems to reach out to parents and families
- Encourage continuous involvement in school through volunteer opportunities
- Utilize the Parent Liaison to organize activities and events for parent involvement, assist school sites in preparing and presenting parent training orientations for volunteer opportunities and aid in the promotion of parental involvement and volunteerism

How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

The LEA will solicit feedback from parents on reasonable and desirable parent and family involvement programs to encourage and support parents and families in the interest of increasing their participation in the education of their children.

How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?

The LEA will provide parents with materials, correspondence and district information (e.g. fliers, forms, district policies) in appropriate languages to the extent practicable. The LEA will provide translators as needed, and available, for parents so they may fully participate in meetings, school events, and activities. To ensure all

communication is provided in an understandable format, the school may involve parents and/or staff in the development of school related materials.

How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?

Parents will have the ability to provide feedback and voice concerns via email, formal and informal meetings, and the annual family survey. Translators will be provided as needed and available.

How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for parents and families to understand (ESSA Section 1116[f])?

The LEA will provide the Parent and Family Engagement Policy in multiple languages; it will make the policy available in print upon request at each school site at no charge to parents and families. In addition, it will be posted on the district website and will be distributed to all parents via email or print. Upon its revision annually, it will be included in the Registration package (with the Parent Handbook) for accessibility in the 2020-21 school year.

Report Cards

Report cards for grades K-5 are sent home three times during the school year, shortly after the close of each marking period. In Grades K-5 where report cards are handed out, required parent conferences are held at the end of the first and second marking periods. Report cards for grades 6-12 are sent home four times during the school year, shortly after the close of each marking period.

In grades 6-12 progress reports are sent home midway through the marking period. When it is noted that a pupil is not doing satisfactory work or is in danger of failing, parents are expected to contact the school for a conference with the teacher(s).

Parent-Teacher Conferences

Scheduled conferences for K-8:

Parent-teacher conferences are scheduled for all pupils in grades K-5 at the end of the first and second report card period. The district staff feels that these conferences are very important and have scheduled early out days so that your child's teacher can meet with you. We ask that you be punctual arriving for the conference at the designated time. If you can't come at the time scheduled by the teacher, you should arrange with the teacher for an alternate time. In grades 6-8, John Muir will have regularly scheduled parent conferences at the end of the first and third quarters.

Other Parent-Teacher Conferences:

Teacher Initiated: You may be contacted by your child's teacher and asked to come to school for a conference. These requests are usually prompted by a need to discuss your child's progress in schoolwork, or to seek your assistance.

Parent Initiated: You should arrange to meet with your child's teacher if have questions about your child's school work and adjustment to school, information about your child's health that the school should know, or general questions about classroom requirements.. The best way to do this is to call the school and arrange a conference with the teacher that is free of other distractions. Remember, teachers cannot conduct conferences with you while they are teaching classes. They cannot give you their individual attention and provide for the instructional needs for their class at the same time.

Visiting the School

Parents are always welcome to visit the school and observe in the classroom. When coming on the school grounds, you must first report to the main office and state your purpose for being at school. If you wish to visit a class, arrangements will be made. If it is inappropriate for a classroom visit at that time, a more suitable time will be arranged. The best practice is to call the school in advance to arrange for your visit. While you are observing in the classroom, the teacher will continue to carry on the planned instructional activities. It is, therefore, asked that you not bring young children and infants with you. These can be distracting to the teacher and the pupils.

Guests of Pupils

It is the district's practice to not allow pupils to have guests and friends spend the day with them at school. Teachers are not required to care for those who are not enrolled in their classes.

8th Grade Promotion Requirement

The policy for the eighth grade promotion requirement can be found in the John Muir Middle School handbook.

12th Grade Graduation Requirement

Students must pass a total of 260 credits and pass a prescribed course of study as required by the District and State of California. They must also pass the High School Exit Exam [CAHSEE] starting with the class of 2006. (See CHS Guidance Handbook for specific requirements.)

Programs for Handicapped Children

The Corcoran Unified School District supports the right of handicapped students to a free and appropriate public education and does not discriminate against them because of their handicap. Handicapped students have the right to be educated in programs and have the right to enjoy the same variety of programs as are available to the non-handicapped, unless the nature of the severity of the handicap is such that education in the regular school programs and participation in other programs cannot be achieved satisfactory.

The Corcoran Unified School District cooperates with other districts in the county to provide a variety of programs for the handicapped child. These programs are designed to meet the particular needs of each handicapped child. Some are self-contained classroom programs where the pupil remains with the same teacher for the full day. Others are conducted by specially prepared teachers and aides working in the regular classroom with the regular classroom teacher of a pull out program.

The definition of "handicapped children" is very broad. It includes children with the following handicaps:

- Hearing problems or deafness
- Speech problems
- Vision problems or blindness
- Emotional disturbance
- Mental retardation
- Physical problems
- Learning disabilities
- Long-term health problems

If you suspect that your child has any of these handicaps you should discuss your concerns with your child's teacher or principal. If it is agreed that these needs may exist, an assessment of your child can be conducted by trained school staff members. This assessment can only be conducted with your approval. The result will be explained to you.

Teachers may also observe certain behavior in your child, which would cause them to suspect a possible handicap. When this is the case they will discuss it with you before recommending that an assessment be conducted.

Model Notification of Rights under FERPA For Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

(1) **The Right to Inspect and Review the Student’s Education Records Within 45 Days of the Day the School Receives a Request for Access.**

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) **The Right to Request the Amendment of the Student’s Education Records that the Parent or Eligible Student Believes are Inaccurate, Misleading, or Otherwise in Violation of the Student’s Privacy Rights under FERPA.**

Parents or eligible students who wish to ask the School to amend a record should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) **The Right to Consent to Disclosures of Personally Identifiable Information Contained in the Student’s Education Records, Except to the Extent that FERPA Authorizes Disclosure without Consent.**

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) **The Right to File a Complaint with the U.S. Department of Education Concerning Alleged Failures by the Corcoran Unified School District to Comply with the Requirements of FERPA.**

The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
 - *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Corcoran Unified School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Corcoran Unified School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Corcoran Unified School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Corcoran Unified School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-8520

PPRA Model Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Corcoran Unified School District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;

5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

Following is the activity at this time requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the Corcoran Unified School District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities, and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

NOTICE FOR THE CALIFORNIA HEALTHY KIDS SURVEY 2020-2021 SCHOOL YEAR

Dear Parent or Guardian,

Your child may be asked to be a part of our school’s Healthy Kids Survey sponsored by the California Department of Education. This survey is conducted in California Schools every other year in grades 5, 7, 9, and 11. This is a very important survey that will help promote better health among our youth and combat problems such as drug abuse and violence. *Your child does not have to take the survey. Participation is voluntary.*

Survey Content. The survey gathers information on behaviors such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; school safety; and environmental and individual strengths and assets. It also includes questions regarding considering, planning, or attempting to commit suicide; sexual behavior and practices leading to HIV/AIDS, sexually transmitted diseases, and pregnancy. You may examine the questionnaire in the school office before it is administered.

It is Voluntary. Students who agree to participate only have to answer the questions they want to answer and they may stop taking it at any time.

It is Anonymous. No names are recorded or attached to the survey forms or data. The results will be made available only under strict confidentiality controls.

Administration. The survey will be administered in the fall. It will take about 1-2 class periods to complete.

Potential Risks. There are no known risks of physical harm to your child. Risks of psychological or social harm are very small. None have been reported in seven years of survey administration. In rare instances, some discomfort might be experienced from the questions. The school’s counseling services will be available to answer any personal questions that may materialize.

For Further Information. The survey was developed by West-Ed, a public, non-profit educational institution. If you have any questions about this survey, or about your rights, call the district survey coordinator, Maria Sanchez, at 992-8888, extension 1244.

The survey will be conducted in grades 7, 9 and 11 for all students. Parents who object to their child’s participation may submit a written request to exempt their child from participation. Students in grade 5 will need individual parent permission to participate. Permission slips will be sent home with the students to be signed and returned.

School	Grades Served	Regular Instructional Day (Check with schools for minimum day schedules)	Address	Phone
Bret Harte	Pre-school TK-K-1	Pre-school - 8:15 to 11:15 am & 12:15 to 3:15 pm TK, Kindergarten - 8:00 am to 2:05 pm First Grade - 8:00 am to 2:20 pm	1300 Letts Avenue	992-8881
John C Fremont	2 nd -3 rd	8:07 am to 2:30 pm	1900 Bell Avenue	992-8883
Mark Twain	4 th - 5 th	8:03 am to 2:55 pm	1500 Oregon Avenue	992-8882
John Muir Middle School	6 th -8 th	6 th , 7 th - 8 th grade - 8:03 am to 3:15 pm	707 Letts Avenue	992-8886
Corcoran High School	9 th -12 th	8:00 am to 3:15 pm	1100 Letts Avenue	992-8884
Kings Lake Continuation	7 th - Adult	Varies 8:00am-11:00/12:00pm-3:30pm	1128 S. Dairy Avenue	992-8885
Corcoran Academy	K-12	Independent Study – Scheduled appointed times	1128 S. Dairy Avenue	992-8885
Mission Community Day School	6 th -12 th	8:00am-2:40pm/No Minimum Days	1128 S. Dairy Avenue	992-8885
Continuation/Credit Recovery at Kings Lake	11 th -12 th	AM-class:8:00am-11:10 am/PM class:12:00pm-3:10pm Wednesday pm-class only:11:40am-2:50pm	1128 S. Dairy Avenue	992-8885
Corcoran Academy Independent Study at Kings Lake	K-12 th	1:00pm-3:15pm By Appointment Time and Days	1128 S. Dairy Avenue	992-8885
In-House Suspension at Kings Lake	K-12 th	8:00am-12:10pm	1128 S. Dairy Avenue	992-8885
Corcoran Adult Education at Kings Lake	Adult	8:00am-12:15pm	1128 S Dairy Avenue	992-8885
Corcoran Adult Education/Independent Study at Kings Lake	Adult	3:30pm-7:30pm Monday and Wednesday	1128 S. Dairy Avenue	992-8885

District Office: 1520 Patterson Avenue Phone: 992-8888

Superintendent	992-8888 ext. 1224	Payroll Department	992-8888 ext. 1227	Maintenance	992-8888 ext. 1220
Curriculum/Instructional Services	992-8888 ext. 1231	Human Resources	992-8888 ext. 1225	Transportation	992-8888 ext. 1220
Special Programs (Projects)	992-8888 ext. 1246	Fiscal Services	992-8888 ext. 1232	Food Services	992-8887 ext. 8014

Annex: 1520 Patterson Avenue

Special Services (Special Ed.) 992-8888 ext. 1248	Migrant 992-8888 ext. 1243	Health Services 992-8888 ext. 6232
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Safety Security

Laura Duran, Safety Security Cord. 992-8888 ext.1240

**Corcoran Unified School District
Notification of Planned Pesticide Use and Individual Application Registry**

Dear Parent or Guardian,

The Healthy Schools Act of 2000 requires all California school districts to notify parents and guardians of pesticides they expect to apply during the year. We intend to use the following pesticides in your school this year:

Name of Pesticides	Active Ingredient(s)
Demand-CS	Lambda-cyhalothrin
Cykick	Cyfluthrin
Demon Max	Cypermethrin
Termidor	Fipronil
P.T. 565	Pyrethrins
D-Force H.P.X.>	Deltamethrin
Maxforce ant killer bait gel	Fipronil
Maxforce roach bait gel	Fipronil
Maxforce magnum roach bait gel	Fipronil
Suspend CS	Deltamethrin
Talstar	Bifenthrin
Wisdom TC	Orthoboric acid
Niban granular bait	Pyriproxyfen
Nyguard plus	
Cynoff EC	
Non Pesticides	
Glueboards for mice/rats	
Lo-line – insect monitor stations	

You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's Web site at <http://www.cdpr.ca.gov>
Parents or guardians may request prior notification of individual pesticide applications at the school site. If you would like to be notified every time we apply a pesticide, please complete and return the form at the right to your student's school office.

Request for Individual Pesticide Application Notification

Corcoran Unified School District

I understand that, upon request, the school district is required to supply information about individual pesticide applications at least 72 hours before application. I would like to be notified before each pesticide application at this school.

I would prefer to be contacted by (circle one): US Mail E-mail Phone

Please print neatly:

Name of Child: _____

Name of Parent/Guardian: _____

Date: _____

Address: _____

Day Phone: _____

Evening Phone: _____

E-mail: _____

School: Bret Harte Fremont Mark Twain John Muir High School Kings Lake
(Circle one)

RETURN TO YOUR CHILD'S OFFICE.