

Students who are under consideration for expulsion or who have been expelled may not appeal permit request denials or rescissions while the expulsion proceedings are pending or during the term of the expulsion.

For more information on the appeal process visit <https://www.chino.k12.ca.us/page/21698> or contact Student Support Services.

### **Involuntary Transfers**

(BP 5116.2, EC 48432.5, EC 48662, EC 48929, EC 48662)

The District desires to enroll students in the school of their choice but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district. Whenever a student is involuntarily transferred, the District shall provide timely written notification as well as provide an opportunity for the student and their parent/guardian to meet with site administration to discuss the transfer.

- A student may be transferred to another district school if student is convicted of a violent felony, as defined in PC 667.5(c), or a misdemeanor listed in PC 29805 and is enrolled at the same school as the victim of the crime for which student was convicted.
- If a high school student commits an act enumerated in EC 48900, or is habitually truant or irregular in school attendance, student may be transferred to a continuation school.
- If the student is expelled from school for any reason, is probation-referred pursuant to WIC 300 or 602 or is referred by a School Attendance Review Board (SARB), or another formal district process, student may be transferred to a community day school.

### **HEALTH SERVICES**

CVUSD's Department of Health Services provides student and family-related services for all schools. Related services include counseling, health services and social support through the CVUSD Health Center, HOPE Family Resource Centers and the Child Development Program. CVUSD's Health Center, located on the Adult School campus, provides sports physicals, school-entry physical exams, development screenings, on site temporary Medi-Cal for qualifying children, and other health related services to the CVUSD student population. HOPE Family Resource Centers are school-based sites dedicated to preserving and strengthening students and their families in need of support. The Child Development Program offers families paid and subsidized before and after school childcare.

#### **Accident/Injury Insurance**

(BP 5143, EC 32221.5, EC 49472,)

The District has available accident insurance for injuries to students occurring during the regular school day at school, or elsewhere at a school-sponsored activity, or while in transit. The cost shall be paid by the parent/guardian. Students participating in interscholastic sports may access low cost sports insurance. Contact the school's Athletic Director for appropriate forms. Under state law, school districts are required to ensure all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some students may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling the CVUSD Health Center or Medi-Cal Program office at (909) 628-1201, Ext. 8918.

#### **Affordable Health Coverage**

Many students, parents, and employees are eligible for affordable health coverage. The CVUSD Health Center is part of the ALL IN For Health Campaign, which provides information about affordable health coverage opportunities and can provide resources to assist families with enrollment. The open enrollment period for Covered California is November 1st through January 31<sup>st</sup> of each year, or any time of year for qualifying life circumstances, such as, having a baby or moving. Medi-Cal enrollment is year-round. For more information, visit <https://www.allinforhealth.org>

#### **Alcohol or Drug Non-Punitive Intervention**

(BP 5131.6)

Students using alcohol or drugs should discuss the matter with their parents/guardians or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use. CVUSD continually provides a non-punitive intervention procedure that allows students, their parents/guardians, or friends to discuss substance abuse-related problems with staff without fear of punishment or humiliation.

#### **Disease Prevention**

(BP/AR 5141.22)

The Board desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. Prevention and education are the most effective means of limiting the spread of infectious diseases. Collaboration with parents/guardians and local health agencies and organizations is imperative in developing a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

CVUSD's Health Education Program provides information about the prevention of infectious diseases, including the nature of blood-borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases. Each school shall have sufficient infection prevention supplies that are easily accessible to staff.

Parents/guardians are encouraged to inform the school if their student has an infectious disease, so school staff may work cooperatively with the parents/guardians to minimize students' exposure. Student confidentiality rights are strictly observed in accordance with law.

### **Emergency Anaphylaxis Treatment**

(BP/AR 5141.21, EC 49414)

Current law requires schools to provide emergency epinephrine for individuals who may be experiencing anaphylaxis. Anaphylaxis is a severe allergic reaction which can occur after exposure to an allergen, an insect sting or even (rare) after exercise. Without immediate administration of epinephrine and activating Emergency Medical Services (911), death could occur. Certain individuals may experience anaphylaxis that have no known previous history of an allergy and, therefore, may not have their own emergency epinephrine prescription. A school staff member will administer this emergency injection to any student reasonably believed to be suffering from anaphylaxis and shall activate Emergency Medical Services (911). Parent/guardian will be notified of the emergency and action taken. Parents/guardians who do not want their student to receive an emergency epinephrine injection, must notify the school in writing.

### **Health Care and Emergencies**

(AR 5141, EC 49408)

For the protection of a student's health and welfare, at the beginning of each school year during Aeries Data Confirmation, under Contacts, parents/guardians of each CVUSD student shall verify and update the following:

1. Home address and telephone number
2. Parent/guardian's business address and telephone number
3. Parent/guardian's cell phone number and email address
4. Name, address, and telephone number of an adult relative or adult friend to whom the student may be released and who is authorized by the parent/guardian to care for the student in cases of emergency or when the parent/guardian cannot be reached
5. Local physician to call in case of emergency

The District requires the student's parent/guardian to keep current their contact information in Aeries Contacts through the Aeries Parent Portal. Any time there is a change in information contained on the contacts list, parent/guardian shall inform the school of the change by updating the information in the Aeries Parent Portal.

In the event of an emergency, proper identification shall be required at the site. Student will be released to the contacts listed in Aeries Contacts only if parent/guardian cannot be reached. Student will not be released to friends, neighbors, siblings, etc., unless they are an adult listed in Aeries Contacts. To authorize additional individuals or daycare center personnel to pick up a student in the event of an emergency, update student's contact information in Aeries Parent Portal. For security reasons, no phone authorizations will be accepted.

### **Health/Dental Screenings and Tests**

(BP/AR 5141.3, EC 49451, EC 49455, EC 49456, EC 49452.5, HSC 324.2)

The District must provide testing of all students in the areas of distance and near vision and hearing. Vision and hearing testing are performed in grades TK, K, 2, 5, 8 and 10. Color discrimination screening is performed for every male student in grade 1. Notification will be sent to parents/guardians for vision or hearing screen failure only, or any other condition discovered through the screening. Parents/guardians may annually request, in writing, that their student be excused from all health screenings. Parents/guardians are required to arrange for a physical examination and dental/oral health examination before entering kindergarten/1<sup>st</sup> grade, so student completes their physical and dental examinations prior to 1<sup>st</sup> grade enrollment.

*Free health screenings* are available through the District's Health Services Department. Parents/guardians can refuse to have their student take a physical examination (including vision and hearing screens) if they file a waiver with the principal. However, if that student appears to be suffering from a recognized contagious or infectious disease, that student will not be permitted to attend school until it is determined to the satisfaction of District representatives that a contagious or infectious disease does not exist.

### **Immunizations**

(BP/AR 5141.31, EC 48216, EC 49403, HSC 120325-120380)

Students must be fully immunized against certain communicable diseases to attend school. Only medical exemptions issued through the California Immunization Registry-Medical Exemption website will be accepted. See, <https://cair.cdph.ca.gov/exemptions/home>.

Beginning January 1, 2021:

- Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption website (CAIR-ME) by physicians licensed in California.
- Schools and childcare facilities may only accept from parents new medical exemptions that are issued using CAIR-ME.

Students are prohibited from attending school until required immunizations are up-to-date. (EC 48216, HSC 120330, HSC 120335) Parents/guardians have the right to provide consent for the administration of an immunization to their child at school. (EC 49403) For the complete list of immunizations required before attending school, visit the Health Services' webpage at <https://www.chino.k12.ca.us/page/36031>.

## **Medical Information and Assistance at School**

(EC 49407, EC 49480)

Parent/guardian shall inform the school nurse or other designated certificated school employee of the medication regimen for a non-episodic condition including the name of the medication being taken, current dosage, and name of the supervising physician. With parent/guardian consent, the school nurse may communicate with the physician and may counsel with school personnel regarding possible effects of the drug on student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

In the event of a medical emergency:

- The student's contact information in Aeries shall be used to reach parents/guardians. It is important to note any specific directions regarding emergency care, allergies, and any medical conditions or long-term medications used when completing the yearly Data Confirmation process.
- School personnel shall act in the absence of parents/guardians to ensure appropriate medical treatment is provided, even if the parents/guardians cannot be reached.
- School personnel may make available medical or hospital services for students while at or on the way to or from any school activity.
- Parents/guardians are responsible for the cost of emergency transportation for medical care.

CVUSD, its Board members and District employees treating any student shall not be held liable for the reasonable treatment of the student without the consent of a parent/guardian when the student is ill or injured or requires medical treatment during regular school hours or school activities, and the parent/guardian cannot be reached to give consent, unless the parent/guardian has previously filed with CVUSD a written objection to any medical treatment other than first aid.

## **Medical Insurance Billing**

The law allows school districts to bill Medi-Cal and private insurance for some of the health services provided to students, provided the district does not bill any insurance company for any services rendered in the District. For students enrolled in Medi-Cal insurance, the State Department (CMS) may submit billing for Medi-Cal covered services provided in school. Parent/guardian may receive notification that billing has been submitted but is not responsible for payment of any health services provided by the District. In addition, if the student has an Individualized Education Plan (IEP), the District will not bill private insurance when the service rendered is included as a part of the special education services plan.

## **Medication at School**

(BP/AR 5141.21, BP/AR 5141.31, EC 49423, EC 49480)

Parents/guardians should talk with their health care provider to arrange a medication schedule, so the student does not have to take medicine while at school. If student is regularly taking medicine for an ongoing health problem, even if only taking it at home, parent/guardian must notify the school nurse or other designated school employee at the beginning of each school year. For students on continuing medication for a non-contagious condition, parents/guardians shall inform school personnel of the medication type, dosage, and name of student's health care provider. With parent/guardian's consent, school nurse may communicate with the health care provider to determine possible effects of the medication on the student's behavior and symptoms of any adverse side effect.

Students who are capable of managing their own asthma medication, diabetic care, and/or emergency injections for severe allergies can arrange to carry their medication and related equipment once cleared by the school nurse. In order to self-administer, the District must receive the following information:

1. A written statement from the student's health care provider detailing the name of medication, method, amount, and time schedule by which the medication is to be taken and confirming student is able to self-administer auto-injectable epinephrine.
2. A written statement from parent/guardian consenting to student's self-administration.
3. A release for the school nurse or other designated school personnel to consult with student's health care provider regarding any questions that may arise with regard to the medication.
4. A form releasing the District and school personnel from civil liability if the self-administering student suffers any adverse reaction as a result of self-administering medication. Orders for medication must be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. A student may be subject to disciplinary action pursuant to EC 48900 if that student uses auto-injectable epinephrine in a manner other than as prescribed.

*Unauthorized use of medication at school.* All medication (prescribed and over-the-counter) must have physician and parent/guardian authorization, as well as clearance from the School Nurse. Unauthorized possession of medication on campus will result in an initial warning and subsequent disciplinary action, such as suspension and/or expulsion and law enforcement notification, if applicable (controlled substances), upon repeated offense(s).

### **Mental Health/Student Identification Card**

(BP 5141.52, EC 215.5)

The Board recognizes that suicide is a major cause of death among youth. The National Suicide Prevention Lifeline is available to anyone 24/7, at (800) 273-TALK (8255) or the Crisis Text Line, which can be accessed by texting HOME to 741741, to anyone in suicidal crisis or emotional distress. The District has trained staff available during school hours. Contact school site personnel to be directed to a mental health provider for assistance.

Pursuant to Senate Bill 316, a public school that issues student identification cards for students in grades 7-12, shall include the National Suicide Prevention Lifeline Telephone Number, the Crisis Text Line, and the National Domestic Violence Hotline. The number for the Domestic Violence Hotline is 1-800-799-7233.

The District takes all threats of harm to self and/or others seriously. The District is also committed to implementing nondiscriminatory practices and procedures. Accordingly, the District's homicide threat risk screening/assessment policies, procedures and forms have been revised to more thoroughly account for the needs of students with disabilities. In order to obtain more information about the revised policies, procedures and forms, contact Katrina Gomez, Coordinator, Behavior Intervention Office (909) 628-1201 ext. 8907, [katrina\\_gomez@chino.k12.ca.us](mailto:katrina_gomez@chino.k12.ca.us)

### **Reasonable Accommodations**

(EC 222, EC 46015, 5 CCR 4600-4687)

The District shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. Pregnant students shall have access to any services available to other students with temporary disabilities or medical conditions. Pregnant and parenting students are entitled to accommodations which provide the opportunity to succeed academically while protecting their health and the health of their children. See also, Pregnant and Parenting Students under Attendance.

The school shall provide reasonable accommodations to lactating students to express breastmilk, breastfeed an infant child, or address other needs related to breastfeeding. Students shall not incur academic penalty for using any of these reasonable accommodations and shall be provided the opportunity to make up any work missed due to such use.

Reasonable accommodations include, but are not limited to:

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

Any complaint alleging District noncompliance with the requirements to provide reasonable accommodations for lactating students also may be filed in accordance with District's procedures in AR 1312.3 – Uniform Complaint Procedures. A complainant who is not satisfied with the District's decision may appeal the decision to the California Department of Education (CDE). If the District or the CDE finds merit in an appeal, the District shall provide a remedy to the affected student.

### **Student Athletics and Concussion**

(AR 6145.2, EC 49475, AB 25)

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications if not recognized and managed properly. A student must be immediately removed from a school-sponsored athletic activity for the remainder of the day if the athlete is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

### **Student Athletics and Opioids**

Students participating in athletics and their parents/guardians shall receive information annually regarding the risks and side effects of opioid use and shall sign and return the information sheet before student initiates practice or competition.

### **Student Athletics and Sudden Cardiac Arrest**

(AR 6145.2, AB 1639)

Parents/guardians of students participating in athletics shall receive information on sudden cardiac arrest/death (SCA/SCD) annually and shall sign and return the information sheet before the student initiates practice or competition. If a student athlete is suspected of experiencing cardiac related symptoms, student shall be immediately removed from the activity for the remainder of the day. Student shall not be permitted to return to the activity until evaluated by a licensed health care provider and receives the health care provider's written clearance to return to the activity. Prior to participation in sports activities, parents/guardians of prospective athletes are required to sign acknowledgement that they are aware of the risk

of sudden cardiac arrest and death and any preventative measures that may be taken. Contact school personnel to obtain the form.

### **Type 2 Diabetes Information** (EC 49452.7)

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact the school nurse, school administrator, or health care provider with any questions.

Growing Issue	<p>Type 2 diabetes is the most common form of diabetes in adults.</p> <p>Until a few years ago, Type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the U.S. Centers for Disease Control and Prevention, one in three American children born after 2000 will develop Type 2 diabetes in their lifetime.</p>
Description	<p>Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy. The body turns carbohydrates in food into glucose, the basic fuel for the body's cells.</p> <ul style="list-style-type: none"> <li>• The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.</li> <li>• Over time, the pancreas is not able to keep up and cannot make enough insulin to keep blood glucose levels normal.</li> <li>• In Type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.</li> <li>• Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.</li> <li>• Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.</li> </ul>
Screening Recommendations	<p>It is recommended that students displaying or possibly experiencing risk factors and warning signs associated with Type 2 diabetes be screened (tested) for the disease.</p>
Risk Factors	<p>Researchers do not completely understand why some people develop Type 2 diabetes and others do not. However, the following risk factors are associated with an increased risk of Type 2 diabetes in children:</p> <ul style="list-style-type: none"> <li>• Being overweight             <ul style="list-style-type: none"> <li>• The single greatest risk factor for Type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children are overweight. Chances are more than double that an overweight child will develop diabetes.</li> </ul> </li> <li>• Family history of diabetes             <ul style="list-style-type: none"> <li>• Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.</li> </ul> </li> <li>• Inactivity             <ul style="list-style-type: none"> <li>• Being inactive further reduces the body's ability to respond to insulin.</li> </ul> </li> <li>• Specific racial/ethnic groups             <ul style="list-style-type: none"> <li>• Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop Type 2 diabetes.</li> </ul> </li> <li>• Puberty             <ul style="list-style-type: none"> <li>• Young people in puberty are more likely to develop Type 2 diabetes than younger children; probably because of normal rises in hormone levels can cause insulin resistance during this stage of rapid growth and physical development.</li> </ul> </li> </ul>
Warning Signs and Symptoms	<p>Warning signs and symptoms of Type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or Type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has Type 2 diabetes.</p> <ul style="list-style-type: none"> <li>• Increased hunger, even after eating</li> <li>• Unexplained weight loss</li> <li>• Increased thirst, dry mouth, and frequent urination</li> <li>• Feeling very tired</li> <li>• Blurred vision</li> <li>• Slow healing of sores or cuts</li> <li>• Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms</li> <li>• Irregular periods, no periods, and/or excess facial and body hair growth in girls</li> <li>• High blood pressure or abnormal blood fats levels</li> </ul>

Prevention and Treatments	<p>Healthy lifestyle choices can help prevent and treat Type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.</p> <ul style="list-style-type: none"> <li>• Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.</li> <li>• Get more physical activity. Increase physical activity to at least 60 minutes every day.</li> <li>• Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat Type 2 diabetes with medication.</li> </ul> <p>The first step in treating Type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to Type 2 diabetes).</p>
Screening Tests	<ul style="list-style-type: none"> <li>• Glycated hemoglobin (A1C) test <ul style="list-style-type: none"> <li>• A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.</li> </ul> </li> <li>• Random (non-fasting) blood sugar test. <ul style="list-style-type: none"> <li>• A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.</li> </ul> </li> <li>• Fasting blood sugar test. <ul style="list-style-type: none"> <li>• A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.</li> </ul> </li> <li>• Oral glucose tolerance test. <ul style="list-style-type: none"> <li>• A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.</li> </ul> </li> </ul>

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

### INSTRUCTION

The District has high standards for student achievement which challenge all students to reach their full potential and specifies what they are expected to know and be able to do at each grade level and in each area of study. These standards reflect the knowledge and skills students need to be adequately prepared for postsecondary education, employment, and responsible citizenship.

#### Availability of Prospectus

(AR 5020, EC 49063, EC 49091.14, EC 51101)

The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school are compiled at least once annually in a prospectus. The prospectus is available for review and reproduction upon request at the school site. The school may charge an amount not to exceed the cost of duplication.

#### Courses of Study

(AR 6143)

The Board recognizes that a well-articulated sequence of courses fosters academic progress and provides for the best possible use of instructional time. The District's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and/or the workplace. The course of study at each grade level is based on the California State Content Standards.

#### Academic Honesty

(BP 5131.9)

Academic honesty and personal integrity are fundamental components of a student's education and character development. Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students are expected not to cheat, lie, plagiarize, or commit other acts of academic dishonesty and shall be subject to discipline if found to have committed any of these acts.

#### Minimum and Student Free Staff Development Days

Each school develops a schedule of minimum days and student-free staff development days for the school year; a copy may be obtained from school personnel. Calendars are also available on the District website <https://www.chino.k12.ca.us/page/23754>. If any minimum or student-free staff development days are scheduled following the distribution of this notice, the District shall notify parent/guardian as early as possible, but not later than one month before the scheduled minimum or student-free day.

## **Gifted and Talented Program (GATE)**

(BP/AR 6172)

CVUSD offers instructional programs for students who qualify for gifted and talented education (GATE). All students in grade two are screened for GATE eligibility unless parents/guardians decline screening. Students in grades 3-8 may be considered by an educator or parent/guardian for possible GATE eligibility. A school staff member then screens the student(s).

GATE programs are provided for students meeting a specific set of criteria which qualifies them to participate in qualitatively different curricular experiences designed to recognize and nurture the special gifts and talents of individual students using depth, complexity, novelty, and/or accelerating the core curriculum. Elementary program options include participation in cluster classes or part-time groupings in the regular classroom. At the secondary level, GATE identified students may participate in honors classes, advanced placement classes, acceleration, leadership experiences, and/or opportunities to attend classes on a college campus.

*Enrichment.* In addition to the differentiated daily curriculum, GATE programs may be augmented by part-time pull-outs, before and after school opportunities, or Saturday enrichment activities. Enrichment opportunities may develop in the form of an after school academic competition team at the elementary or junior high school levels. These activities should be related to the core curriculum and provide opportunities for GATE students to work together on advanced learning activities.

## **Identification and Education under Section 504**

(BP/AR 6164.6, Section 504 of the Federal Rehabilitation Act of 1973, 34 CFR 104.33, 34 CFR 104.7)

Section 504 is a federal law that provides students identified with disabilities equal access to free appropriate public education that is available to all students. Students with a 504 plan shall receive regular educational services with reasonable accommodations and modifications necessary to meet individual educational needs as adequately as the needs of students who are nondisabled.

Parents/guardians who believe their student may have a disability are to contact the school's principal or School Section 504 Coordinator for identification as a student with a disability under Section 504. The following position serves as the District's 504 Coordinator to implement the requirements of Section 504 of the Federal Rehabilitation Act of 1973:

Alpercy Bennett, Coordinator, Child Welfare and Attendance, School Section 504 Coordinator  
Chino Valley USD | 5130 Riverside Drive, Chino, CA 91710 | (909) 628-1201, Ext. 6745  
[www.chino.k12.ca.us](http://www.chino.k12.ca.us) | [al\\_bennett@chino.k12.ca.us](mailto:al_bennett@chino.k12.ca.us)

## **Parent and Family Engagement**

(BP/AR 6020)

CVUSD recognizes that parents/guardians are the student's first teachers. Creating a home-to-school connection is one of the many goals teachers and administrators have with families. Parents/guardians and community members are crucial partners with schools to support and enhance academic success. Parents/guardians are asked to take an active role in their student's education. Parent and Family Engagement Board Policy and Administrative Regulation 6020 recognize that parents/guardians have rights and responsibilities for their student's education. As a support to families in exercising their rights and responsibilities, each school in CVUSD has a *Home-School Partnerships* compact (an annual one-year action plan) and a school *Parent and Family Engagement Policy*. The compact is revised and distributed to parents/guardians annually, and the *Parent and Family Engagement Policy* revised periodically, with meaningful parent/guardian and staff input. *Partnerships for Learning Network (PLFN)*, a District program, guides schools in making the home-school connection through technical assistance, parent/guardian education and academies throughout the year. PFLN encourages school communities to learn from each other in implementing highly effective practices to engage parents/guardians and community members as true partners. School staff work hard to implement different types of parent/guardian and community engagement activities ranging from parents/guardians participating in programs to decision-making opportunities and engaging in learning at home ideas for families. You can receive further information on this program at <https://www.chino.k12.ca.us/page/8882>. Another great resource for our families is our **CVUSD Family Engagement Center** located at the Adult School campus, Room 25, 12970 Third St, Chino, CA 91710. This center provides workshops, classes, and trainings for parents/guardians and staff. Parents/guardians can access and register for workshops on the monthly calendar of events at: <https://www.chino.k12.ca.us/page/8882>. We encourage parents/guardians to partner with student's teacher and school staff and take advantage of free workshops and resources available at the **Family Engagement Center**.

## **Teacher Qualifications/Information**

The Elementary and Secondary Education Act (ESEA) was developed to ensure that every student achieves. ESEA was reauthorized on December 10, 2015 as the [Every Student Succeeds Act \(ESSA\)](#). Certificated teachers are expected to meet the applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes. As provided by ESEA Section IV(b)(6)(A), upon parent/guardian request, the District will provide in a timely manner information regarding the professional qualifications of the student's classroom teachers, including:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

3. Whether the teacher is teaching in the field of discipline of their certification.

Parents/guardians of CVUSD's students who wish to request information about the qualifications of their student's teacher may direct their request to:

Richard Rideout | Assistant Superintendent, Human Resources

Chino Valley USD | 5130 Riverside Drive, Chino, CA 91710 | (909) 628-1201, Ext. 1111

[www.chino.k12.ca.us](http://www.chino.k12.ca.us) | [richard\\_rideout@chino.k12.ca.us](mailto:richard_rideout@chino.k12.ca.us)

### **Alcohol and Other Drugs**

(EC 51260)

Instruction shall be given in the elementary and secondary schools by appropriately trained instructors on drug education and the effects of the use of tobacco, alcohol, narcotics, and dangerous drugs, as defined in HSC 11032 and other dangerous substances.

### **Anabolic Steroids**

(BP/AR 5131.63, EC 49030)

Use of anabolic steroids and other performance-enhancing drugs presents a serious health and safety hazard. As part of the District's drug prevention and intervention efforts, staff shall make every effort to ensure students do not begin or continue the use of anabolic steroids and other performance-enhancing drugs. Students in grades 7-12 shall receive a lesson on the effects of anabolic steroids as part of their science, health, physical education, or drug education program, or as a condition of their participation in school athletics or activities.

Students participating in interscholastic athletics are prohibited from using steroids and dietary supplements banned by the U.S. Anti-Doping Agency, as well as the substance synephrine. Prior to participating in athletics, student and parent/guardian must sign an agreement that the student will abide by the District's steroid prohibition. In addition, California Interscholastic Federation (CIF) bylaws require participating schools to prohibit school personnel and coaches from selling, promoting, and distributing performance-enhancing supplements to students and ban schools and districts from accepting sponsorships from such companies. All coaches have completed a coaching education program, including training on the harmful effects of steroids. Warning signs will be posted in every locker room.

### **Comprehensive Sexual Health and HIV/AIDS Prevention Education**

(BP 6142.1, EC 51930-51939)

The purpose of the District's Comprehensive Sexual Health and HIV/AIDS Prevention Education is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy and sexually transmitted infections.

### **Notification of Comprehensive Sexual Health and HIV/AIDS Prevention Education**

(EC 51240, EC 51930-51939)

The District will provide instruction in Comprehensive Sexual Health and HIV/AIDS Prevention Education once in junior high and once in high school, and/or will conduct assessments on student health behaviors and risks. This section of the Parent and Student Information Handbook serves as District notification to parents/guardians that they may request their student not receive the instruction. Additionally, parents/guardians may:

1. Inspect the written and audiovisual educational materials used in the Comprehensive Sexual Health and HIV/AIDS Prevention Education.
2. Request in writing that their student does not receive the Comprehensive Sexual Health and HIV/AIDS Prevention Education.
  - A student so excused by their parent/guardian shall be given an alternative educational activity.
  - A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit student to receive the instruction.
3. Request copies of EC 51930-51939, California Healthy Youth Act.
4. Be informed whether the Comprehensive Sexual Health and HIV/AIDS Prevention Education will be taught by District personnel or outside consultants.
  - If schools use outside consultants or guest speakers, they must provide parents/guardians with the name of the provider's organization and the date of instruction at the beginning of the school year or no fewer than fourteen days prior to the date of instruction.

### **Opt-Out Rights FAQ's**

(EC 51240)

1. Can parents opt their student out of Comprehensive Sexual Health and HIV/AIDS Prevention Education? **YES**
2. Can parents opt their student out of HIV/AIDS Prevention Education? **YES**
3. Can parents opt their student out of instruction or materials that discuss gender, gender identity, gender expression, and sexual orientation? **NO**, the opt out provision does not apply to instruction or materials that may be in the context of comprehensive sexual health or HIV/AIDS education. A parent would need to opt out of the entire Comprehensive Sexual Health and HIV/AIDS Prevention Education.
4. Can parents opt their student from the entire Health course? **NO**



Whenever any part of the instruction of health, family life education, or sex education conflicts with the religious training and beliefs or personal moral convictions of parent/guardian, student shall be excused from such training upon written request of the parent/guardian.

### **Refusal to Harm or Destroy Animals**

(AR 5145.8, EC 32255, et seq.)

Students who have a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, shall have the right to refrain from participating in instruction which involves such activities and shall not be discriminated against because of a decision to exercise this right. The right to refrain from instruction involving harmful or destructive use of animals shall apply to all TK-12 courses, except classes and activities conducted as part of agricultural education that provide instruction on the care, management, and evaluation of domestic animals. Students who wish to refrain from such instruction shall notify their teacher and provide a note from their parent/guardian substantiating the objection. If the teacher believes an adequate alternative project is possible, the teacher may work with the student to develop an alternative project which would provide the knowledge, information or experience required by the course study. In order to receive course credit, students who participate in an alternative project shall pass all course examinations. If a regular examination requires the harmful or destructive use of animals, students may request an alternative test.

### **Promotion/Retention of Students**

(BP 6146.5, EC 48070.5)

Students shall meet District requirements for promotion based on grades, assessments, behavior, or other indicators as specified in BP. Eighth grade students with less than a 2.0 overall grade point average shall not participate in promotion ceremonies.

Students are expected to progress through each grade within one school year. Instruction should accommodate the varying interests and growth patterns of individual students, as well as the variety of ways that students learn, and include strategies for addressing academic deficiencies. Students shall progress through grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

School staff and teachers shall identify students who are at risk of being retained or should be retained, as early as possible in the school year and throughout a student's school career. Students shall be identified on the basis of multiple measures of student achievement of grade level standards, primarily in reading, English language arts, and mathematics.

Multiple measures shall include at least the following indicators of academic achievement:

1. District reading, math, and writing assessments
2. Grades
3. California Assessment of Student Performance and Progress (CAASPP)
4. Other contributing factors

### **Junior High Math Options**

To ensure our students remain competitive in an increasingly complex and challenging global society, the District continues to evaluate its programs and increase the rigor of the instructional path towards a high school diploma. As a result, the following are the junior high math offerings:

- Two courses are offered to 7<sup>th</sup> grade students: Grade 7 Mathematics or Accelerated Grade 7 Math
- Two courses are offered to 8<sup>th</sup> grade students: Grade 8 Mathematics or Integrated Math I

### **Career Counseling and Course Selection**

(EC 221.5)

Commencing grade 7, school personnel shall assist students with college and career counseling, exploring career possibilities or courses leading to careers based on the interest and ability of the student and not based on student's gender. Parents/guardians may participate in such counseling sessions and decisions.

### **Career Technical Education (CTE)**

Students may explore career options through Career Technical Education. CTE provides students with academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. The internet address for the California Department of Education where students can learn more about CTE is <https://www.cde.ca.gov/ci/ct/sf/>. The CTE curriculum offered by the District can be found on the District's website at <https://www.chino.k12.ca.us/page/11203>.

## High School Graduation Requirements

All students receiving a high school diploma from the Chino Valley Unified School District shall:

1. Maintain a cumulative G.P.A. of 2.0
2. Complete the course requirements as follows:

<b>Subjects:</b>	<b>Units of Credit:</b>
English/Reading	40 units
Mathematics	30 units
Integrated Math I (If taken at the high school level)	10 units
Other Higher Level Math	20 units
Physical Education	20 units
Visual and Performing Arts (VAPA)/Foreign Language	20 units
One VAPA course may be replaced with an "a-g" approved Career Technical Education/CTE Course that meets the UC/CSU "F" requirement.	
Science	20 units
Biological Science/Biology and the Living Earth	10 units
Earth/Physical Science/Other Higher Level Science	10 units
Social Science	30 units
World History, Culture and Geography,	10 units
AP European History or AP Human Geography	
U.S. History and Geography	10 units
Principles of American Democracy	5 units
Economics or Consumer Economics	5 units
Health	5 units
Electives	60 units
Total units of credit:	<b>225 units</b>

Students who complete Integrated Math I with a grade of "C" or better in junior high school shall be required to successfully complete only two years of mathematics (20 units) at the high school level in order to qualify for a diploma. Students who take Integrated Math I in junior high school will not receive high school graduation credit for that level of math and shall be required to complete 225 total units of credit in grades 9-12.

Students who complete the course requirements, but who have failed to meet one of the additional requirements for a diploma shall receive a Certificate of Credit instead of a diploma and shall be allowed to participate in graduation ceremonies pursuant to BP 5127 Graduation Ceremonies and Activities. Students who are eligible for a Certificate of Credit are those who meet all course requirements but have failed to achieve a cumulative GPA of 2.0. Students who have not completed all course requirements are not eligible for a certificate and shall not participate in graduation ceremonies.

### College Admission Requirements and Higher Education Information

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school. In order to attend a community college, student needs to be a high school graduate or 18 years of age. In order to attend a CSU, student must take specific high school courses, have appropriate grades and test scores, and be a high school graduate. Test scores are not required if student's GPA is 3.0 or above. In order to attend a UC, student must meet coursework, GPA and test score requirements, or rank in the top four percent at a participating high school or qualify by examination alone. Student may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, visit the following web pages:

- <https://www.cccco.edu> This is the official website of the California Community College system. It offers links to all of the California Community Colleges.
- <https://www.assist.org> This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.
- <https://www.csumentor.edu> The CSU, with 23 campuses, is a leader in supplying graduates with the necessary technical and personal skills to be successful in the working world. This website offers information regarding admission requirements, deadlines, online application, and links to all CSU campuses.
- <https://www.universityofcalifornia.edu> University of California (UC) – The UC system is among the world's greatest research universities with 10 campuses across California. This website offers information regarding admission requirements, deadlines, online application, and links to all UC campuses.

A parent/guardian and/or student may meet with a school counselor to choose courses that will meet college admission requirements or enroll in career technical education courses, or both.

## UC/CSU Entrance Requirements (A – G Requirements)

English	4 years
Math	3 years or more (Algebra 1, Geometry, Algebra 2)
Social Science	2 years or more (World History, U.S. History, U.S. Government)
Foreign Language	2 years or more (same language)
Lab Science	2 years or more (Biology; Earth Science (CSU Only), Chemistry or Physics)
Visual/Perf Art	1 year or more
Elective	1 year or more

Seven of the required academic classes must be in grades 11 or 12. Courses must be taken from the approved UC list. (Refer to <https://hs-articulation.ucop.edu/guide/> for "A-G" list)

- **SAT or ACT:** May be required for 4 -year colleges /universities. Subject tests may also be required by particular colleges/programs. Check with individual colleges for entrance exam requirements and deadlines.
- **GPA:** Grades in required classes must be a C or better. Only grades from 'A-G' courses in the sophomore and junior years are used in the GPA calculation.

## Foster Youth

(AR 6173.1, EC 48853(h), EC 48853.5, EC 49069.5(e), WIC 300, WIC 309, WIC 361, WIC 602, WIC 727)

Assembly Bill (AB) 490 (2003) created new rights and duties related to the education of dependents and wards in foster care. Foster youth are guaranteed immediate enrollment in school. A student who is a foster youth and remains in their school of origin is deemed to have met the residency requirements for school attendance in the District. The student is not required to complete a request for transfer. All educational and school placement decisions shall be made to ensure the student is placed in the least restrictive educational program and has access to academic resources, services, and extracurricular and enrichment activities that are available to all students. In all instances, educational and school placement decisions shall be based on the best interests of the student. The District shall compile the complete educational record of the student, including a determination of seat time, full or partial credits earned, current classes and grades, immunizations, other records and, if applicable, a copy of the student's 504 plan or Individualized Education Plan (IEP).

"Foster youth" means a child who has been removed from their home pursuant to WIC 309, is the subject of a petition filed under WIC 300 or 602 (jurisdiction of juvenile court) or has been removed from their home and is the subject of a petition filed under WIC 300 or 602. "Person holding the right to make educational decisions" means a responsible adult appointed by a court pursuant to WIC 361 or 727. "School of origin" means the school that the student attended when permanently housed or the school in which student was last enrolled. If the school the foster student attended when permanently housed is different from the school in which the foster student was last enrolled, or if there is some other school that the foster student attended with which the foster student is connected and that the foster student attended within the immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the foster student and the person holding the right to make educational decisions for the foster student, shall determine, in the best interests of the foster student, the school that shall be deemed the school of origin.

If the foster youth, or a person with the right to make educational decisions for the foster youth, disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall decide within thirty calendar days of receipt of the appeal. Within thirty calendar days of receipt of the Superintendent's decision, the complainant may appeal the decision to the Board, who will hear the matter at the next Board meeting. The Board's decision shall be final. If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute.

The Foster Youth Services Program helps improve the student's educational performance and personal achievement. It offers services that meet a wide range of needs specific to foster youth, including referrals for counseling, tutoring, mentoring, any special education services and services under Section 504 of the Federal Rehabilitation Act of 1973, health services, after-school services, post-secondary education, and transition. The Foster Youth Services Program is administered under the direction of the Director of Student Support Services.

Janyt Camper, M.Ed., P.P.S. | Foster Youth Counselor/Program Liaison

(909) 628-1201, Ext. 6760 | [janyte\\_camper@chino.k12.ca.us](mailto:janyte_camper@chino.k12.ca.us)

Stephanie Johnson | Director, Student Support Services, Title IX Coordinator,

District Coordinator for Nondiscrimination Regarding Student-On-Student Complaints

(909) 628-1201, Ext. 6745 | [stephanie\\_johnson@chino.k12.ca.us](mailto:stephanie_johnson@chino.k12.ca.us)

Chino Valley USD | 5130 Riverside Drive, Chino, CA 91710 | [www.chino.k12.ca.us](http://www.chino.k12.ca.us)

## **McKinney-Vento/Children's Academic Recovery Education**

(AR 6173, 42 USC 11431-11435)

The McKinney-Vento Homeless Assistance Act is federal legislation that ensures the educational rights and protections of children and youths experiencing homelessness. It requires public school districts to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths. The Children's Academic Recovery Education (CARE) Program is the District's program that provides support for students who qualify as homeless under the federally mandated McKinney-Vento regulations.

The term "homeless children and youth" is defined as individuals who lack a fixed, regular, and adequate nighttime residence. This includes:

- sharing of housing due to loss of housing, economic hardship, or a similar reason. The shared housing must be either temporary, inadequate or a combination of both
- motels, hotels, mobile home parks, or shelters
- a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- cars, parks, public spaces, campgrounds, abandoned buildings, substandard housing, bus or train stations, or similar setting

This includes the following categories of children:

- unaccompanied youths
- migratory children who qualify as homeless because they are living in similar circumstance listed above

If a student qualifies as homeless, the student is immediately enrolled in school and provided transportation support, if feasible. The District liaison will assist in obtaining records necessary for enrollment into or transfer out of district schools, including immunization, medical and academic records. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in the school of origin, unless parent/guardian requests otherwise. The student is not required to complete a request for transfer. If parent/guardian disagrees with the liaison's enrollment decision, an appeal may be made to the Superintendent or designee and a determination made within five working days. If the parent/guardian chooses to appeal the district's placement decision, the District liaison shall forward all written documentation and related paperwork to the homeless liaison at the County Office of Education. The student may continue attending the school of origin for the duration of the homelessness or, if the student moves into permanent housing, until the end of any academic year. Additional support services are available for homeless students through the District's CARE Program such as referrals for counseling, tutoring, mentoring, any special education services and services under Section 504 of the Federal Rehabilitation Act of 1973, health services, after-school services, post-secondary education, and transition.

The Hope Family Resource Center/CARE Program is administered under the direction of the Director of Health Services. For more information, contact:

Hope Family Resource Center/CARE Program  
12970 Third Street, Chino, CA 91710 (Room 8); (909) 628-1201, Ext. 8967

Sherri Johnson, Psy.D. | Director, Health Services and Child Development  
Chino Valley USD | 5130 Riverside Drive, Chino, CA 91710 | 909) 628-1201, Ext. 8918  
[www.chino.k12.ca.us](http://www.chino.k12.ca.us) | [sherri\\_johnson@chino.k12.ca.us](mailto:sherri_johnson@chino.k12.ca.us)

## **Former Juvenile Court School Student**

(EC 48645.5, EC 51225.1, EC 51225.2, EC 51225.3)

The District collaborates with the County Superintendent of Schools and the county probation department to facilitate the transition of students from a juvenile court school into the regular schools of the District. Such collaboration may include, but not be limited to, the development of data-sharing systems, communication strategies, and other structures that aid in the enrollment, placement, and continuous educational progress of students. A former juvenile court school student transferring into a regular school district shall be immediately enrolled in school. The District shall not deny enrollment to a student solely on the basis of an arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. If a student completes District graduation requirements while being detained in a juvenile facility, the District shall issue the student a diploma from the school the student last attended, unless the County Superintendent issues the diploma. Contact student's school counselor to review options for graduation.

## **Military Families**

(BP/AR 6173.2, EC 48204.3, EC 49701, EC 51225.1, EC 51225.2, EC 51225.3, 10 USC 1209 or 1211, 20 USC 1400-1482)

The District recognizes challenges to the academic success of children of military families caused by frequent moves or deployments of their parents/guardians in fulfillment of military service. In making decisions about children of military families, including decisions regarding their enrollment, placement, eligibility for extracurricular activities, or waiver of any graduation requirement, the District shall be flexible to the extent permitted by law, BP and AR.

Children of military families are school-aged children in the household of:

- I. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty pursuant to 10 USC § 1209 or 1211.

2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement.
3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death.

Students of active-duty military personnel comply with residency requirements if parent/guardian is transferred or pending transfer to a military installation within California while on active military duty pursuant to an official military order. Parent/guardian shall provide proof of residence in the school district within ten days after the published arrival date provided on official documentation. Parent/guardian may use any of the following addresses as related to their military move: (a) a temporary on-base billeting facility; (b) a purchased or leased home or apartment; (c) Federal government or public-private venture off-base military housing.

CVUSD shall initially honor the placement of any child of a military family in educational courses and programs based on student's enrollment and/or assessment in their previous school and, to the extent permitted by BP and AR, waive course or program requisites, preconditions, and/or application deadlines when making decisions regarding placement and their eligibility for extracurricular academic, athletic, and social activities.

### **Migratory Student**

(EC 48204.7, EC 54440-EC 54445)

"Currently Migratory child" means a student who has moved with a parent/guardian, or other person having custody, from one school district to another, either within the State of California or from another state within the 12-month period immediately preceding their identification as a migratory student, in order that the student, a parent/guardian, or other member of the immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents/guardians have been informed of the child's eligibility for migrant education services.

"Currently migratory child" includes a child who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity. "Former migratory child" means a student who was formerly eligible to be counted and served as a currently migratory child within the past five years, but who is no longer a currently migratory child, and who lives in an area served by an ESEA Title I Migrant Education project, and whose parents have been informed of the child's eligibility for migrant education services but have not removed the child from the program.

A migratory student is allowed to continue attending their school of origin, or a school within the school district of origin regardless of any change of residence of the student. Additionally, a migratory student and parent/guardian shall be informed of the impact of remaining in the school of origin on the eligibility of that student to receive migrant education services.

### **Acceptance of Coursework for Foster Youth, Homeless Youth, Former Juvenile Court School Students, Students who are Children of a Military Family, Migratory Students, or Students in a Newcomer Program**

(AR 6173, AR 6173.1, AR 6173.2, EC 51225.1, EC 51225.2, EC 51225.3)

Acceptance of coursework for foster youth, homeless youth, former juvenile court school students, students who are children of a military family, migratory students, or students participating in a newcomer program, applies as follows:

- The District shall accept and issue full credit for any coursework student satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency, and shall not require student to retake the course. For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the U.S. Department of Defense.
- If the entire course was not completed, student shall be issued partial credit for the coursework completed and student shall be required to take the portion of the course that was not completed while at the previous school.
  - The District may require student to retake the portion of the course completed if, in consultation with the educational rights holder for the student, the District finds that the student is reasonably able to complete the requirements in time to graduate from high school.
  - Whenever partial credit is issued, student shall be enrolled in the same or equivalent course, if applicable, so that student may continue and complete the course.
- In no event shall the District prevent student from taking or retaking a course to meet the eligibility requirements to the California State University or the University of California.
- A complaint of noncompliance with the requirements of this section may be filed with the District under the Uniform Complaint Procedures.

Contact your student's school site counselor for questions relating to Acceptance of Coursework.

### **Applicability of Graduation Requirements for Foster Youth, Homeless Youth, Former Juvenile Court School Students, Students who are Children of a Military Family, Migratory Students, or Students in a Newcomer Program**

(AR 6173, AR 6173.1, AR 6173.2, AR 6174(a), EC 51225.1, EC 51225.2, EC 51225.3)

Foster youth, homeless youth, former juvenile court school students, students who are a child of a military family, or migratory students, who transfer between schools any time after the completion of the student's second year of high school, or students participating in a newcomer program, as defined in EC 51225.2, and who are in their third or fourth year of high school, may qualify for exemption from all district-adopted coursework and other district-established

graduation requirements that are in addition to the statewide coursework requirements specified in EC 51225.3.

Within thirty calendar days of student's transfer, the District shall notify the following individuals of the exemption availability and whether student qualifies for the exemption:

- the foster youth, the person holding the right to make educational decisions for the student, and the foster youth's social worker or probation officer
- the homeless youth, the person holding the right to make educational decisions for the student, and the District's appointed liaison for homeless youth
- the former juvenile court school student, the person holding the right to make educational decisions for the student, and the student's social worker or probation officer
- the student of a military family and student's parent/guardian
- the migratory student and student's parent/guardian
- the student participating in the newcomer program and the student's parent/guardian

If the District fails to provide timely notification, student shall be eligible for the exemption upon notification, even if the notification occurs after the student no longer meets the definition of a foster youth, homeless youth, former juvenile court school student, student who is a child of a military family, migratory student or student participating in a newcomer program.

To determine whether a foster youth, homeless youth, former juvenile court school student, student who is a child of a military family, or migratory student, is in their third or fourth year of high school, the district shall use either the number of credits student has earned to the date of the transfer or the length of the student's school enrollment, whichever qualifies student for the exemption. In the case of a student participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

If a foster youth, homeless student, former juvenile court school student, student who is a child of a military family, migratory student, or a student participating in a newcomer program, is not exempted from local graduation requirements or has previously declined the exemption, the District shall exempt the student at any time if an exemption is requested by the student and the student qualifies for the exemption.

If a foster youth, homeless youth, former juvenile court school student, student who is a child of a military family, migratory student, or a student participating in a newcomer program is granted the exemption from local graduation requirements:

- District shall notify the student and the person holding the right to make educational decisions for the student of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.
- If the exempted student completes the statewide coursework requirements specified in Section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the school, the District shall not require or request that the student graduate before the end of their fourth year of high school.
- The District shall not revoke the exemption.

A foster youth, homeless youth, former juvenile court school student, student who is a child of a military family, migratory student, or student participating in a newcomer program, who is eligible for the exemption from local graduation requirements pursuant to this section and would otherwise be entitled to remain in attendance at the school shall not be required to accept the exemption or be denied enrollment in, or the ability to complete, courses for which student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

The District shall not require a transfer nor accept a transfer request solely for the purpose to qualify for an exemption.

If the District determines that a foster youth, a homeless youth, a former juvenile court school student, student who is a child of a military family, migratory student, or student in a newcomer program, is reasonably able to complete district graduation requirements within their fifth year of high school, the District shall:

- Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the available option to remain in school for a fifth year to complete the District's graduation requirements and how that will affect their ability to gain admission to a postsecondary educational institution.
- Provide information to the student about transfer opportunities available through the California Community Colleges.
- Upon agreement with the student or, if the student is under 18 years of age, with the person holding the right to make educational decisions for the student, permit the student to stay in school for a fifth year to complete the District's graduation requirements.

Any complaint alleging noncompliance with the requirements of EC 51225.1 or EC 51225.2 may be filed in accordance with the District's procedures in AR 1312.3 – Uniform Complaint Procedures. A complainant who is not satisfied with the District's decision may appeal the decision to the California Department of Education (CDE) pursuant to 5 CCR 4600 and shall receive a written decision from the CDE regarding the appeal within sixty days of the Department's receipt of the appeal. If the District or the CDE finds merit in an appeal, the District shall provide a remedy to the affected student.

Contact student's school counselor for questions relating to Applicability of Graduation Requirements.

## NUTRITION SERVICES

Additional information pertaining to meal applications, menus, breakfast programs, and pre-payment options can be accessed through the Nutrition Services' district webpage <https://www.chino.k12.ca.us/domain/2231> or <http://www.schoolnutritionandfitness.com/index.php?sid=2207141829244148>.

### Breakfast Program

Breakfast is currently available before school at selected school sites. Contact student's school or the Nutrition Services Department for inquiries on the breakfast program.

### Lunch Program

Lunch is available at all school sites every school day including minimum days and during testing.

### FREE Meals under Pandemic Flexibilities in 2021/2022

The United States Department of Agriculture (USDA) has approved a broad range of flexibilities to assist with the safe reopening of schools. These flexibilities include meals for all students free of charge. USDA vows to continue to offer these flexibilities as needed. All students will have access to free, healthy and nutritious meals in the 2021/2022 school year. Households who participate in the Free or Reduced-meal price program are encouraged to re-apply for benefits for the 2021/2022 school year regardless of the USDA flexibilities. This will ensure the continuation of Free or Reduced-price benefits in the event USDA lifts these flexibilities.

### Free and Reduced-Price Meals

- Applications for the **2021/2022** school year will be available after **July 1, 2021**.
- Families currently participating in the Free or Reduced-price meal program must reapply before **September 20, 2021**, to continue with their benefits.
- An application must be submitted to renew benefits each year.
- Only one application per household is necessary.
- Families are encouraged to apply online at <https://cvusd.rocketscanapps.com/> or in person at Nutrition Services located at 5130 Riverside Drive, Building No. 5, in Chino.
- Students of families who do not reapply or renew their meal benefits within thirty school days into the new school year will experience a change in eligibility and be placed in a PAID status.
- All information provided by households is confidential and remains the property of Nutrition Services.

### Second Meals

Due to strict California regulations on second meals, CVUSD does not sell second meals or second entrees to students. Fruits/fruit juice, vegetables, and milk will still be available for purchase in all grade levels. In the event, a student is served a second meal, it will be recorded on a student's account at the full adult price.

### Menu Prices

In the event that USDA cancels the pandemic flexibilities listed above, below are the meal prices for the **2021/2022** school year:

	<u>Breakfast</u>	<u>Lunch</u>	<u>Fruit or Vegetable Serving</u>	<u>Milk or 4oz Juice</u>
Elementary	\$1.00	\$2.75		
Junior High	\$1.25	\$3.00	\$.50 cents	\$.50 cents
High School	\$1.25	\$3.00	(K-12)	(K-12)
Reduced (K-12)	\$0.25	\$0.40		
Adult Rate	\$3.00	\$5.00		

### Pre-Payment Option

Nutrition Services partners with an online third-party company, [MySchoolBucks.com](http://MySchoolBucks.com), to accept pre-payments for meal accounts. Online payments are a simple, safe and secure way to make payments twenty-four hours a day. For each \$50.00 deposited online, one (1) FREE meal is credited to student's meal account once the \$50.00 is expended. Taking advantage of this service, helps the lunch lines go faster and provides students with more time to eat. For more information, contact MySchoolBucks directly at 888-832-5226.

### Meal Charge Policy

To better serve District students, the following policy was implemented. **When a student's meal account balance reaches \$0.00, Nutrition Services will extend credit to student's account.** It is the parent's/guardian's responsibility to repay student's debt and avoid placing a financial strain on the District. Telephone calls to delinquent meal accounts will be made daily, beginning immediately after the account goes negative. Written notifications may also be sent home with a student in a plain white envelope addressed to the parent/guardian or sent via U.S. mail. Payment reminders will continue throughout the school year or until student's debt is paid in full. Re-payment plans are offered to make paying back meal charges more manageable for families.

### **Summer Food Service Program**

Contact Nutrition Services for assistance with finding a neighboring school or park that offers a summer feeding program. For more information, visit <https://www.cde.ca.gov/ds/sh/sn/summersites.asp>.

### **Earned Income Tax Credit Information Act Communication**

The California Revenue and Taxation Code (RTC) Section 19853(b) requires local educational agencies (LEA) that operate the National School Lunch Program (NSLP) to annually notify households about the Earned Income Tax Credit (EITC) Information Act. For more information, visit <https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit>

### **Wellness Policy**

(BP 5030)

The District promotes student wellness by ensuring all foods prepared and served by the District meet USDA guidelines and all foods available to students during the school day must meet wellness policy guidelines. Nutrition and fitness education are provided to students to promote the adoption of life long healthy habits.

### **Participation in the Wellness Policy**

To participate in the development, implementation, and periodic review and update of school wellness policies, or to request a copy of the policy, contact the Director of Health Services at (909) 628-1201, Ext. 8918, or visit the Health Services Department Monday through Friday between the hours of 7:30 a.m. and 4:30 p.m. For more information, see Board Policy 5030 at <https://www.chino.k12.ca.us/page/4041> and visit <https://www.chino.k12.ca.us/Page/3971>.

This institution is an equal opportunity provider.

## **PRIVACY AND INFORMATION RIGHTS**

(BP/AR 5125, BP/AR 5125.1, EC 49061, EC 49063, EC 49064, EC 49068,  
EC 49073, EC 49074, EC 49076, EC 49076.5, 20 USC 1232g, 34 CFR 99.7)

### **Student Education Records**

Keeping accurate, comprehensive student records is required by law. "Student Education Records" includes any item of information directly related to an identifiable student, other than directory information, that is maintained by a school district or required to be maintained by an employee in the performance of their duties whether recorded by handwriting, print, tapes, film, microfilm, or other means. The District will protect the privacy of such records in accordance with state and federal law.

### **Family Educational Rights and Privacy Act (FERPA)**

(20 U.S.C. § 1232(g); 34 CFR Part 99)

FERPA is a federal law that protects the privacy of student education records and affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's educational rights.

Parents/guardians and eligible students have the right to:

- inspect and review student's education records within five business days of the day the District receives a request for access. Parents/guardians or eligible students should submit to the school principal (or appropriate school official) a written request identifying the record(s) they wish to inspect. The principal shall make arrangements for access and notify parent/guardian or eligible student of the time and place where the records may be inspected.
- request amendment of student's education records the parent/guardian or eligible student believes are inaccurate or misleading. Parent/guardian or eligible student should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian 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/guardian or eligible student when notified of the right to a hearing.
- 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 District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel), a person serving on the school Board, a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent/guardian or student serving on an official committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an educational record to fulfill their professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.



## Directory Information

(BP/AR 5125.1, 34 CFR Part 99, EC Sections 49061, 49063, 49064, 49068, 49073, 49074, 49076, 49076.5)

"Directory information" is information contained within a student's record that would not generally be considered harmful or an invasion of privacy if disclosed. The Board of Education recognizes the importance of maintaining the confidentiality of directory information and, therefore, authorizes the release of such information only in accordance with law, BP and AR.

CVUSD has identified student directory information to include:

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

Directory information does not include the student's citizenship status, immigration status, place of birth, or any other information indicating national origin. The District will not disclose any such information without the parent/guardian's written consent or court order.

The main purpose of directory information is to allow the District to include certain information in school and/or District publications (e.g., a playbill showing your child's role in a drama production, the annual yearbook, honor roll or other recognition lists, graduation programs, sports activity sheets, school or District website) and is released primarily to the school sites, PTA, or District office to print a student's name in reference to an award or class activity.

As noted in EC 49073 and AR 5125.1, the District may disclose directory information without prior written consent from the parent/guardian to colleges, employers, prospective employers, military recruiters, and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Employers and media are rare situations, but are possibilities depending on the circumstances. Directory information shall not be disclosed to any other private profit entity not listed herein.

Private schools and colleges may be given the names and addresses of 12th grade students, and students who are no longer enrolled provided they use this information only for purposes directly related to the institution's academic or professional goals. For grades 11-12, military recruiters shall have access to a student's name, address and telephone numbers, unless the parent/guardian has specified that the information is not to be released, in accordance with law, BP and AR.

Directory information regarding any student identified as a foster youth or homeless youth shall not be released without the express written consent of the eligible student, parent/guardian or educational rights holder authorizing release of the information.

### *Parent Consent*

- The categories of directory information the District plans to release, and the recipients thereof are set forth in the preceding paragraphs.
- Unless the District has received written notice from parent/guardian to not release their student's directory information, the District may release directory information without parent/guardian's prior written consent (with the exception of foster or homeless youth), or student, if age 18.
- Requests to not release a student's directory information may be submitted by clicking the deny box under Directory Information during Aeries Data Confirmation, or by providing a request in writing to the school principal no later than the 10th day after commencement of the first day of school. If notification is not timely submitted, directory information may be disclosed without prior consent.

## Media Release Information

CVUSD is proud of the many accomplishments of its students and staff. CVUSD requests permission to reproduce, through audio or visual means, activities related to a student's education. CVUSD uses photographs and video footage of students and/or their work in District-produced materials including printed publications, video productions, website posts, and official District social media platforms.

There are times when schools may be featured in various news media. News reporters, photographers and/or film crews from TV, radio stations, newspapers, magazines, online publications, other media, businesses or organizations may wish to interview, photograph and/or film a student in relation to a story about our schools or students such as a school performance, a sports competition, or other newsworthy events.

*Parent Consent.* These events and interviews are almost always needed on a spur-of-the-moment basis; therefore, the District requests parent/guardian permission for each school year, rather than on a case-by-case basis. Parent/guardian may give written consent to allow or deny the release of a student's image, whether a still photograph or video, during Aeries Data Confirmation. Parent/guardian may subsequently submit a request in writing to school personnel to change their permissions.

### **School Accountability Report Card (SARC)**

(BP 0510, EC 35256, EC 33126)

Each school is required annually to issue a School Accountability Report Card which informs parents/guardians and the community about the conditions, needs, and progress at each District school and to provide data by which parents/guardians can make meaningful comparisons between schools. The process of gathering and analyzing data also provides opportunities for school and district staff to review achievements and identify areas for improvement. This information is available upon request to school personnel and on the District's website at <https://www.chino.k12.ca.us/domain/2333>.

### **Student Fees**

(BP/AR 3260)

Students shall not be required to pay a student fee for participation in any educational activity offered by the school. A student fee is a fee, deposit, or other charge imposed on students, or a student's parents/guardians. Educational activities are required to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

### **Student Surveys**

(EC 51513, 20 USC 1232(h))

No test, questionnaire, survey, or examination containing any questions about a student's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the student's parents/guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any student in kindergarten or grades 1-12, inclusive, unless the parent/guardian is notified in writing that this test, questionnaire, survey, or examination is to be administered and gives written permission for the student to take the test, questionnaire, survey, or examination.

A student shall not be required, as part of any applicable program, to submit to a survey, analysis, or evaluation without the prior written consent of the parent/guardian, or without consent of the student (if the student is an adult or emancipated minor), that reveals information concerning:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or of the student's family.
3. Sexual behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close family relationships.
6. Legally recognized privileged or analogous relationships such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent/guardian.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

If a student participates in a survey addressing any of the above beliefs, practices or behaviors, school officials and staff members shall not request or disclose the student's identity. The District may administer the required California Healthy Kids Survey (CHKS) to students in grades 5, 7, 9, and 11 in an anonymous and voluntary manner, if parents/guardians have been (1) provided with prior written or electronic notification, and (2) provided with an opportunity to request their student not participate in the anonymous survey. (Survey questionnaires are routinely posted on the District's website for preview.) The District requires permission from parents/guardians for 5<sup>th</sup> grade participation in the CHKS, provided they are given written notice and an opportunity to request the student not participate.

The Parent and Student Information Handbook serves as written notice to parents/guardians regarding the routine administration of the California Healthy Kids Survey to students in grades 5, 7, 9, and 11.

### **PROGRAMS OF CHOICE**

The Board desires to provide a variety of innovative educational programs to accommodate students' diverse learning needs and interests, foster student engagement in the schools, and enhance student achievement. Toward this end, the Board may establish and maintain alternative schools or programs of choice. A district alternative school or program of choice may differ from the traditional educational program in its academic emphasis, sequence of curriculum, educational philosophy, instructional strategy, structure, setting, size, scheduling, targeted student population, decision-making process, and/or other components. All alternative schools or programs of choice shall offer enrolled students the opportunity to acquire the knowledge and skills necessary to achieve district content standards in core academic subjects and shall provide access to the course of study required for high school graduation. For more information on the District's Programs of Choice, visit Alternative Education's webpage at <https://www.chino.k12.ca.us/page/21697>, or contact your student's school administrator or counselor.

### **Community Day School (serves grades 7-12)**

(BP/AR 6185, EC 48662)

The Board recognizes the need to provide an appropriate alternative educational program for expelled students who are prohibited from attending regular schools in the District and for certain students referred by probation or district processes. The Chino Valley Learning Academy is the District's community day school that was established to serve these students.

A student may be assigned to a community day school only upon meeting one or more of the following conditions:

1. Student is expelled for any reason (AR 5144.1 - Suspension and Expulsion/due Process)
2. Student is probation-referred pursuant to WIC 300 and/or WIC 602
3. Student is referred by a SARB or other district-level referral process

### **Continuation High School (serves grades 9-12)**

(BP/AR 6184, EC 48432.5)

The Board shall provide a continuation education program to meet the educational needs of district students who are not attending a high school or other appropriate educational institution and who are not legally exempted from compulsory continuation school attendance. Students eligible for continuation education classes shall be age 16 or 17 at the time of their enrollment and shall not have graduated from high school.

A decision to transfer a student involuntarily into continuation education classes shall be based on a finding that the student meets either of the following conditions:

1. Student committed an act enumerated in EC 48900.
2. Student has been habitually truant or irregular in legally required school attendance.

With the consent of the Superintendent or designee, a student may voluntarily enroll in continuation classes to receive special attention, such as individualized instruction. Students so enrolled may return to the regular high school at the beginning of the following school year, or at any time the Superintendent or designee gives consent.

### **Home and Hospital Program (serves grades K-12)**

(AR 6183)

Any student with a temporary disability which makes school attendance in regular day classes impossible or inadvisable may receive individual instruction in the student's home under the Home and Hospital Instruction program. The purpose of Home and Hospital Instruction is to support the student in maintaining continuity of instruction during the student's absence from the regular program. To qualify, the student's disability must be diagnosed and verified in writing by a licensed physician. The term "temporary disability" applies to a student who has an accident or incurs a physical, mental or emotional disability after which the student cannot reasonably be expected to return to regular day classes or an alternative education program without special intervention for a period of two weeks or longer. A student may also qualify for Home and Hospital Instruction through the IEP process.

### **Independent Study (serves grades 9-12) and**

### **Home-Based Independent Study (serves grades K-8)**

(BP/AR 6158)

The Board authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction.

Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part-time or full-time classroom study. Students interested in enrolling in the independent study program should contact their school principal (counselor for students in grades 9-12). Parents/guardians desiring to teach their student at home are encouraged to enroll their student in independent study. Such enrollment allows continued contact and cooperation between the school system and home-based students.

### **Short-Term Independent Study**

(BP/AR 6158)

Short-term independent study is an educational option available to any student who will be temporarily absent from school. In certain circumstances, a program of this type may be implemented to complete days of attendance missed that prevented student from regular attendance for a period of no less than five consecutive school days and a maximum of twenty consecutive school days per semester. Although it is desired that vacations are taken on non-school days, this option is available for continuity in the student's education.

### **Virtual Program (serves grades 9-12)**

This program provides online curriculum taught by CVUSD teachers, offering students the educational opportunity to work from any device with Internet access outside of the brick and mortar classroom. Virtual classes are like traditionally taught classes as both use courses aligned to state, national and district approved curriculum; however, virtual classes have the advantage of twenty-four hours a day and seven days a week access to learning. Classes are available for all levels of student learners, including college prep, honors, and Advanced Placement® (AP).

## SCHOOL SAFETY

### Bicycle Helmet Law

(VC 21212)

Persons under 18 years of age may not operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

Bicycle riding is not allowed on campus. Bicycles are to be kept in the designated bike rack area and are stored at the student's own risk. It is the responsibility of parent/guardian to work with school personnel to promote bicycle safety whenever possible. The District is not liable for any damage to bicycles or lost or stolen items.

### Civility on School Grounds

(EC 32210)

Insults and abuses directed at school employees will not be tolerated and are illegal. Violations will be reported to law enforcement officials and violators may be arrested and/or prosecuted. Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor and shall be punished by a fine of not more than five hundred dollars (\$500).

### Contraband Detection Dogs

(BP/AR 5145.12)

In an effort to keep schools free of dangerous contraband, the District uses specially trained nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law, BP and AR. Random canine searches will be conducted on and around CVUSD campuses throughout the school year. The dogs may sniff the air around lockers, desks, or vehicles on District property or at District-sponsored events.

### Emergency Procedures

Emergency procedures depend on the circumstances and specifics of the incident. In the event of an emergency, the District receives direct input from public safety officials. Schools may be directed to evacuate, lock down, or initiate shelter-in-place. The goal is protection for students and staff members. Should a national, local, or school emergency occur during school hours, parents/guardians are asked to cooperate with public safety officials, District, and school personnel. Notification regarding reunification will come via the school site's office, District personnel, or the District's website.

Proper identification will be required at the school site and students will be released to those listed in Aeries Contacts only if parent/guardian cannot be reached. Students will not be released to friends, neighbors, siblings, etc., unless they are listed in Aeries Contacts. To authorize additional individuals or daycare center personnel to pick up student in the event of an emergency, update the student's contact information in Aeries Parent Portal. For security reasons, phone authorizations are not accepted.

### Environmental Safety

(BP/AR 3514, 15 USC 2643, 40 CFR 763.84, 40 CFR 763.93)

The District is obligated to provide a safe and healthy environment at school facilities for students, staff, and community members. An Asbestos Management Plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. The Asbestos Management Plan shall be available for inspection in the District and school offices during normal business hours and parents/guardians, teachers, and employee organizations are annually informed of the availability of these plans.

### Pesticides and Pesticide Use

(EC 17612, AR 3514.2, Food and Agricultural Code Section 13184)

The District expects the following products to be applied at the school site during the upcoming school year. If any other product(s) will be used, the school site administration shall notify parents/guardians with at least a 72-hour notice. For more information on pesticides and pesticide use reduction, visit <https://www.cdpr.ca.gov>.

CHEMICAL	NATURE OF USE	ACTIVE INGREDIENT
4-Speed-xt	Herbicide	Isooctyl-Ester-Triclopyr
Advion Ant Gel	Insecticide	Indoxacarb
Advion Roach Gel	Insecticide	Indoxacarb
Amdro	Pesticide	Hydramethylnon
Amine 2, 4-d	Herbicide	Dimethylamine Salt
Archer	Insect Growth Regulator	Pyriproxyfen
Atrimmec	Plant Growth Regulator	Dikegulac-sodium

CHEMICAL	NATURE OF USE	ACTIVE INGREDIENT
Avalon RCO	Gophers	Strychnine Alkaloid
Best Dimension 270 G	Herbicide	Dithiopyr
Best Turf Plus Trimec	Fertilizer / Herbicide	Dichlorophenoxyacetic
Boothill Bait Blocks	Rodenticide	Bromadiolone
Contrac All-Weather Blox	Rodenticide	Bromadiolone
Criterion	Grubs and Larvae	Imidacloprid

CHEMICAL	NATURE OF USE	ACTIVE INGREDIENT
Deadline M-Ps	Pesticide	Metaldehyde
Demand-CS	Insecticide	Lambda-cyhalothrin
Distance	Pesticide	Pyriproxyfen
Drive XLR8	Herbicide	Dimethylamine Salt of Quinclorac
Dupont Advion	Pesticide	Indoxacarb
Dupont Fire Ant Bait	Fire Ants	Indoxacarb
Extinguish Plus	Fire Ants	Hydramethylon
Final All-Weather Blox	Rodenticide	Brodifacoum
Fumitoxin	Gophers and Moles	Aluminum Phosphide
Fusilade DX	Herbicide	Dithiopyr
Fusilade II	Herbicide	Fluazifop-P-butyl
Gastoxin	Gophers	Aluminum Phosphide
Gentrol	Insect Growth Regulator	Hydroprone
Gordon's Trimec	Crabgrass plus lawn weed killer	2, 4-D Dimethylamine Salt Quinclorac Dicamba Dimethylamine Salt
Kleen-Up Pro	Herbicide	Glyphosate
Krovar DF	Herbicide	Bromacil, Divron
Lesco Pre-M Aquacap	Herbicide	Pendimethalin
Lifeline	Herbicide	Glufosinate-ammonium
Manage	Herbicide	Methyl 5
Maxxthor	Fire Ants	Bifenthrin
MSO Gold	Adjuvant	Methyl Ester of Soya Oil
NutSedge Hammer	Herbicide	Halosulfuron-methyl
Omega Gopher Grain Bait	Gophers	Strychnine Alkaloid
P.I.	Insecticide	Pyrethrins
PCQ	Pelleted Rodent Bait	Diphacinone
Pendulum Aqua Cap	Herbicide	Pendimethalin

CHEMICAL	NATURE OF USE	ACTIVE INGREDIENT
Pendulum Pre-Emergent	Herbicide	Pendimethalin
Phantom Specimen	Termiticide / Insecticide	Chlorfenapyr
Precor 2000 Plus	Fleas	Methoprene Permethrin Phenothrin
Quali-Pro T/I 2.5G	Herbicide Pre-emergent	Trifluralin / Isoxaben
Raid Deep Reach Fogger	Insecticide	Cypermethrin
Ramik Green	Rodenticide	Diphacinone
Ramik Oats	Rodents	Diphacinone
Ranger Pro	Herbicide	Isopropylamine salt of glyphosate
Round-up Pro	Herbicide	Glyphosate
Rozol	Rodenticide	Chlorophacione-liphadione
Sluggo	Slug & Snail Bait	Iron Phosphate
Snapshot 2.5 TG	Herbicide	Trifluralin
Speed Zone	Herbicide for Turf	Carfentrazone-Ethyl / 2, 4-D, 2-Ethylhexyl Ester
Suspend SC	Fire Ants	Deltamethrin
Talon G	Rodenticide	Brodifacoum
Talpirid	Moles	Bromethalin
Talstar PL	Insecticide	Bifenthrin
Talstar Xtra	Fire Ants	Bifenthrin
Taurus SC	Termiticide / Insecticide	Fipronil
Temprid SC	Insecticide	Imidacloprid
Termidor SC	Termiticide / Insecticide	Fipronil
Timbor	Termites	Disodium Octaborate Tetrahydrate
T-Nex I AQ	Turf Growth Management	Trinexapac-Ethyl
Turflon Ester	Herbicide	Triclopyr
Uld bp 100	Ants and Cockroaches	Pyrethrins
Wisdom TC Flowable	Termites	Bifenthrin
ZP Rodent Oat Bait Ag	Rodents	Zinc Phosphide

## **Release of Students During the School Day**

(BP/AR 5142)

Students shall be released during the school day in the custody of an adult only if:

1. The adult is the student's custodial parent/guardian
2. The adult is listed by parent/guardian in Aeries Contacts as someone to whom the student may be released when the custodial parent/guardian cannot be reached, and the principal or designee verifies the adult's identity
3. The adult is an authorized law enforcement officer acting in accordance with law
4. The adult is taking the student to emergency medical care, at the request of the principal or designee

## **Safe School Plans**

(BP/AR 3516, EC 32281)

All District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. Therefore, each CVUSD school has a comprehensive school safety plan relevant to the needs and resources of that particular school, and regularly conducts practice emergency drills. To view a copy of the school's safety plan, and/or a description of its major elements, contact the school's principal.

## **Search and Seizure**

(BP/AR 5145.12)

The District is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances on school premises and at school activities. As necessary to protect the health, safety, and welfare of students and staff, school officials may search students, their property, and/or District property under their control, and may seize illegal, unsafe, and prohibited items.

School officials may search any individual student, their property, or District property under their control when there is a reasonable suspicion that the search will uncover evidence that student is violating law, BP, AR, or other rules of the District or school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on District property, cellular phones, or other electronic communication devices. All student lockers and desks are the property of the District. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned. Searches of individual students shall be conducted in the presence of at least two District employees. Whenever possible, at least one of the employees shall be of the same gender as the student. The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

## **School Bus Safety**

(AR 3543, AR 5131.1, EC 39831.5)

Upon issuance of a bus pass, parents/guardians of students not previously transported in a school bus shall receive written information on school bus safety via the School Bus Rider's Handbook. Prior to departure on a school activity trip, all students riding on a school bus or school activity bus shall receive safety instructions that include, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction may also include responsibilities of passengers seated next to an emergency exit.

For information on bus passes, contact the Bus Pass Office located in the Transportation Department, Monday through Friday between the hours of 7:30 a.m. to 4:30 p.m., or visit <https://www.chino.k12.ca.us/page/21722>.

## **Sex Offender Information (Megan's Law)**

(BP/AR 3515.5, PC 290 *et seq.*, 42 USC 14071)

Information about registered sex offenders in California can be found on the California Department of Justice's website at <https://www.meganslaw.ca.gov>. The website provides information on registered sex offenders pursuant to PC 290.46 so that members of the public can better protect themselves and their families. Also, pursuant to PC 290.46, not all registered sex offenders are posted on this website.

## **Student Released to Law Enforcement**

(BP 5145.11, EC 48906)

When a site administrator releases a student into the custody of a law enforcement officer, the administrator shall immediately attempt to notify the parent/guardian or responsible relative of the student's release and the place to which the student is reportedly taken, except in cases of suspected child abuse. If the student is suspected of being a target of child abuse and is being removed from the school premises, school personnel shall give the telephone number and address of the student's parent/guardian to the law enforcement officer. The officer then has the responsibility of immediately notifying the parent/guardian.

## **Use of Surveillance/Video Cameras on District Property**

(BP/AR 3515)

The District uses video monitoring equipment on District property to achieve its goal of maintaining the health, welfare, and safety of all persons, and to safeguard District property. Video monitoring equipment may be used in locations deemed appropriate by the Superintendent, or designee(s), and as authorized by law. While the use of surveillance equipment is to serve as a deterrence, video and/or photographs taken by the District's surveillance equipment may be viewed and arrangements may be made with law enforcement for possible criminal investigations, which may lead to arrest and referral

for prosecution. The District does not provide video surveillance to students/parents/guardians and or legal representation or advocates, representing students/parents/guardians.

Furthermore, events recorded from the District's various surveillance systems may be used as evidence in specific student discipline matters. Records evidencing student misconduct shall be maintained in the student's file and maintained in a manner in accordance with law, BP and AR.

### **Use of Video Cameras on School Buses**

School buses are equipped with electronic surveillance to maintain the safety of students and staff. Such equipment, including video cameras, may be used to assist in the management of student behavior and ensure that students are complying with relevant District safety and student conduct rules. Students found to be in violation of the District's rules governing safety and student conduct shall be subject to discipline in accordance with BP and AR for student conduct. To the extent that video and/or images taken by school bus surveillance equipment is used for student discipline, the underlying video and/or images will be maintained, accessed, and disclosed in accordance with law, BP and AR.

### **Visitors/Outsiders**

(BP/AR 1250, PC 627.2, EC 3221 I)

All school visitors, including parents/guardians, before entering a school building or classroom shall:

- Register with the principal or designee upon arrival, including but not limited to, adherence to the Raptor Visitor Management School Security System
- Properly identify themselves and present one of the following for scanning through the Raptor Visitor Management System:
  1. a valid driver's license from any state
  2. an official state photo identification card from any state
  3. a military identification card
- Any person refusing to produce such identification may be asked to remain in the office or leave the school site if their identity cannot be verified.

School principals and site administrators may allow limited access based on their personal understanding of the situation and/or knowledge of the person in question. Such persons, however, should be manually entered into the Raptor Visitor Management System by the campus administrator and have their name and date of birth checked against the database.

- Approved visitors shall be given a Visitor's Pass/Identification Card which is to be returned to school office staff before exiting the school.
- Visits during school hours should first be arranged with the teacher and principal or designee.
- Parents/guardians who have a complaint are requested to schedule a conference with the employee and school principal.
- Conferences should be scheduled during noninstructional time.

The principal has complete authority to exclude from the school premises any person whom the principal has reason to believe:

- are disrupting the educational programs in the classroom or in the school
- are disrupting the teachers, other staff, or students on the premises
- are on the premises for the purpose of committing an illegal act
- when in the principal's judgment, the person's continual presence may pose a threat to students or staff due to inappropriate conduct or a previous incident on campus involving students or staff

## **SPECIAL EDUCATION**

The District provides educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall be provided a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

### **Identification**

The District actively seeks out all individuals with exceptional needs, ages 0 through 21 years, including children not enrolled in public school programs, who reside in the district, in order to provide them with appropriate educational opportunities in accordance with state and federal law. The Individuals with Disabilities Education Act (IDEA) requires a "child find" system that includes identification of these students.

Parents, guardians, teachers, agencies, appropriate professionals, and other members of the public can make a referral for a student for possible identification as an individual with exceptional needs.

### **Individualized Education Program/Assessment Plan**

An Individualized Education Program, commonly referred to as an IEP, is mandated by the Individuals with Disabilities Education Act (IDEA). An IEP is designed to meet the unique educational needs of a student, who has an identified disability and requires the support in school, as defined by federal regulations. The IEP is intended to help students reach educational goals more easily than they otherwise would. In all cases, the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process and must help teachers understand the student's disability and how the disability affects the learning process.

The IEP describes how the student learns, how the student best demonstrates that knowledge and what teachers and service providers will do to help the student learn more effectively. Key considerations in developing an IEP include assessing students in all areas of suspected disabilities, the consideration of the student's ability to access the general curriculum and how the disability affects the student's learning, development of goals and objectives that correspond to the needs of the student, and the determination of placement in the least restrictive environment for the student. The complete text of the Individualized Education Program can be found at the District's website under BP and AR 6159.

**Preschool Readiness Educational Partnership (PREP)** is a preschool inclusion program that works in a collaborative system in which students with special needs can attend school with their typically developing peers. This program integrates special education and related services into all aspects of the program. It is designed to promote success in language, pre-academics, and social development for both typically developing and students with special needs. It is a three-hour AM or PM program with the option of attending from two to four days a week.

#### **Referral/Assessment**

All initial referrals of children younger than kindergarten age shall be processed through the District's Special Education office. The Initial Referral for Assessment form is completed by the staff member interacting with the parent/guardian and forwarded to the appropriate member of the District Preschool Assessment Team (PAT). For preschool-aged students, a member of the PAT will follow up with the parent/guardian.

For school-aged students, the action may include a referral to the Student Study Team (SST) and/or the scheduling of a parent/guardian conference to discuss the concerns and possible interventions. If the parent/guardian specifically requests, in writing, that their student be assessed to determine eligibility for special education program services, an SST meeting shall be held to identify the areas of suspected disability and, if appropriate, develop an assessment plan to initiate an assessment for Special Education.

Anne Ingulsrud | Director, Special Education

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## **TESTING**

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

#### **Advanced Placement Exams**

(EC 52240, EC 52244)

Eligible high school students may receive financial assistance to partially cover the costs of the advanced placement examination fees. For more information, contact the high school's Advanced Placement Test Coordinator.

#### **California Assessment of Student Performance and Progress (CAASPP)**

The CAASPP is the statewide system of student assessments, under which various assessments are required. The CAASPP consists of the following:

- **Smarter Balanced Assessment Consortium Assessments**

The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades 3-8 and grade 11 to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

##### **Early Assessment Program**

All 11<sup>th</sup> grade students participate in the Early Assessment Program (EAP) by virtue of completing the Smarter Balanced Summative Assessment for English-language arts/literacy and mathematics. These assessments, which are administered as part of the CAASPP system, also serve as an indicator of readiness for college-level coursework in English and mathematics and are used by the California State University (CSU) and participating California Community Colleges (CCCs) to determine EAP status. Students must authorize the release of their CAASPP (i.e., Smarter Balanced Summative Assessment) results for each assessment to the CSU and CCC systems. The release of the CAASPP results will not affect a student's application for admission. Results are only used to determine student's placement after the student has been admitted to the CSU.

- **California Science Tests (CAST)**

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades 5 and 8 and once in high school (grade 11 or 12).

- **California Alternate Assessments (CAAs)**

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades 3-8 and grade 11 will take the



CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades 5 and 8 and once in high school (grade 11 or 12) will take the CAA for Science. The four CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS.

Pursuant to EC 60615, parents/guardians may annually submit to the school a written request to excuse their student from any or all of the CAASPP assessments.

### **California High School Proficiency Exam (CHSPE)** (EC 48412, 5 CCR 11523)

The CHSPE is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible students who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A student who receives a Certificate of Proficiency may, with verified approval from the parent/guardian, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. Students planning to continue studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements. For more information, including administration dates and registration deadlines, visit <https://www.chspe.org/>.

### **Electronic Student Score Reporting**

All student score reports from state testing will be available electronically to parents/guardians via Aeries Parent Portal. Parents/guardians must sign up for an account to view test scores; paper copies will not be mailed home. For more information on how to sign up for an Aeries Parent Portal account, visit <https://www.chino.k12.ca.us/domain/3248>.

### **English Language Proficiency Assessments for California (ELPAC)** (EC 313, EC 60810, Titles I and III of the Elementary and Secondary Education Act (ESEA))

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: **Initial ELPAC** and **Summative ELPAC**. The **Initial ELPAC** is only administered to students entering California public schools for the first time if they have indicated that their primary or home language is not English. This required test will help identify students who need help learning English. This is important so they can get the support they need to do well in all school subjects. The **Summative ELPAC** is administered annually to all English Learners in grades K-12 until they are reclassified as proficient in English. It is used to identify students' English language proficiency level and to measure their progress in learning English. Students are tested on their skills in listening, speaking, reading, and writing. The student's voice will be recorded as part of the speaking test for the **Initial and Summative ELPAC**. A small percentage of student responses will be used to validate the accuracy of scoring and will not be used for identification. All recorded responses will be destroyed after the scores are validated. Parents/guardians who would like to opt-out their student of recording may do so by contacting their school's administrator.

### **Physical Fitness Test**

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades 5, 7 and 9 take the fitness test.

## **TECHNOLOGY**

### **District Responsible Use Policy**

The Chino Valley Unified School District (CVUSD) is committed to the integration of technology into student learning with the purpose of preparing them for a technology-driven world. California's Common Core State Standards include the use of technology when describing students who are College and Career ready. Properly prepared students will use technology and digital media throughout their education and well into their careers, regardless of the educational or professional path they choose.

With proper instruction and access to vital online resources, CVUSD students learn how to use powerful tools to realize their intellectual curiosity and promote their creative capacity. CVUSD students use a variety of digital resources and tools to facilitate learning through research, communication, collaboration, critical thinking, and creation. Students collaboratively research, create, edit, and share files for school related projects, such as showcasing class projects.

A few tools for students are Google Workspace for Education and Microsoft Office 365 (Office 365). Both Google Workspace for Education and Office 365 provide access to applications that are instrumental in a 21st century learning environment.

The following services are provided to students as part of CVUSD's Google Workspace for Education implementation:

- Google Apps – including, but not limited to, Google Docs/Sheets/Slides/Forms – an online productivity and creativity suite used for word processing, creating spreadsheets, drawing, and presentations, very similar to Microsoft Office (grades K-12)
- Google Drive – Online storage where students can store files used for assignments and other school related work (grades K-12)

To learn more about the power of Google Apps for Education, or G-Suite tools, visit <https://www.google.com/edu/products/productivity-tools/>

The following services are provided to students, as part of CVUSD's Office 365 implementation:

- Outlook – an individual email account for school use managed by the District (grades 4-12)
- Office Apps – including, but not limited to, Microsoft Word, Excel and PowerPoint, an online productivity suite (grades K-12)
- OneDrive – Online storage where students can store files used for assignments and other school related work (grades K-12)

With Office 365 access, students in grades 4-12 will be given a district-issued @stu.chino.k12.ca.us email address. E-mail delivery to student accounts is currently restricted to internal, student to student, student to teacher, and some district authorized external email addresses. This means parents/guardians and others outside the CVUSD organization cannot e-mail students unless they receive prior authorization. To learn more about Microsoft Office 365 tools, visit <https://www.microsoft.com/en-us/microsoft-365>

Through our district-wide Digital Citizenship program, students will be instructed in appropriate, safe, and effective ways to use email as a tool for communication and file sharing. Additionally, the District uses an e-mail internet monitoring and filtering product through the district firewall which helps to protect students from encountering inappropriate content. To learn more about CVUSD's Digital Citizenship curriculum, see the Common Sense Media resources at: <https://www.commonsense.org/education/digital-citizenship/curriculum>.

The District takes all appropriate measures to ensure that all official online District resources are compliant with state and federal child privacy laws. We are committed to ensuring these tools do not use our students' data in any non-educational manner. We work with each vendor and do our best to confirm they are compliant with FERPA, COPPA, SOPIPA, and CA ABI 584, which are all laws that protect the privacy of student data. Additionally, we strongly encourage all our vendors to sign the Student Privacy Pledge, which is a legally binding promise to properly protect student generated data. To learn more about the Student Privacy Pledge, <https://studentprivacypledge.org/>

Access to and use of educational apps at school is considered an important privilege afforded at the discretion of the teacher, the school, and the district. CVUSD reserves the right to immediately withdraw the access and use of student email and access to any and all online resources when there is reason to believe that violations of law or district policies have occurred. In such cases, the alleged violation will be dealt with per district policies.

Computer and internet access is provided to all students unless parents/guardians request in writing to the school site principal that access should be revoked. As such, the District has moved to this Responsible Use Policy (RUP), which will be applied to all enrolled students. This RUP is "opt-out," meaning parents/guardians wishing to revoke access to these educational tools for their students must do so in writing to the principal indicating their student should be excluded from these services and/or the internet. Exclusion from educational apps and/or the use of the internet entirely will severely limit your student's district online tools use, including, but not limited to, CVUSD's Google Classroom Learning content management system, Lexia, Accelerated Reader, Edpuzzle, McGraw Hill, Houghton Mifflin Harcourt, Savvas, Vista Learning, Bradford, ClassLink, remote instructional tools (Zoom, Microsoft Teams, and Google Meet), and a variety of other online learning applications. For questions regarding your student's use of Google Apps for Education or any other digital resources provided by the District and student's school, contact the school site principal. The school site principal will address your concerns and help with understanding the importance of these tools to your student's academic career.

**Parent or Legal Guardian: Read this document carefully and work with us in helping student understand and abide by the rules outlined in this Responsible Use Policy.**

### **Purpose**

The Chino Valley Unified School District (CVUSD) believes in the educational value of using instructional technology and recognizes the potential of such to support curriculum and student learning. Our goal in providing electronic resources is to promote academic excellence by facilitating resource sharing, innovation, and communication. We will make every effort to protect students from any misuses or abuses as a result of their experiences with an information service.

### **21<sup>st</sup> Century Learner**

Technology is an integral part of students' lives and futures, and we strive to provide a technology rich learning environment for students. Students need to learn and master the technology skills necessary to succeed in the technological 21<sup>st</sup> century global society. However, inappropriate use of these resources may result in disciplinary action and/or referral to legal authorities. The site administrator, district administrator, and/or systems administrator may limit, suspend, or revoke access to technology, if deemed necessary.

### **Filtering and Monitoring**

As required by the Federal Children's Internet Protection Act (CIPA), content filtering technology is used to restrict access to unacceptable materials on all internet access provided by CVUSD. The District makes every effort to limit access to objectionable material; however, no web filtering is 100% safe. With internet access, a risk exists that students may access material that may not be of educational value in the school setting. Students who intentionally access, publish, or attempt to access or publish inappropriate or illegal material or internet sites, may be subject to discipline, which may include the possibility of suspension or expulsion.

If a student identifies a security problem, the student is required to immediately notify a teacher or administrator and not demonstrate the problem to other users. Further, students should never use another individual's account. All use of the system must be under the student's own account. If a user is identified as a security risk, the user may be denied access to the information system and face potential disciplinary consequences.

### **Individualized Learning Resources**

Students may participate in online environments related to curricular projects or school activities and use digital tools, such as, but not limited to, mobile devices, blogs, discussion forums, RSS feeds, podcasts, wikis, and online meeting sessions. In providing educational materials – such as a learning management system to provide individualized instruction based on student ability determined by student input – these resources may collect students' personally identifiable information. Parents/guardians will be deemed to have given consent for students under the age of 13 to access such educational resources, unless the parent/guardian affirmatively opts out of allowing student access to the educational program. To opt a student under the age of 13 out of access to online educational resources that may collect personally identifiable information, parents/guardians should contact the site principal to process this request.

### **No Expectation of Privacy**

The use of CVUSD owned information technology is not private. Students must understand that there is no implied right to privacy when using the district system. All electronic communications and downloaded material, including files deleted from a user's account, may be reviewed by district officials to ensure proper use of the system. CVUSD has the right to monitor, inspect, copy, review, and store any and all usage of CVUSD technology resources including transmitted and received information at any time and without prior notice.

### **Digital Citizenship**

Access is an academically important privilege that entails responsibility. While utilizing CVUSD network and educational technology resources, students are expected to exhibit responsible behavior and refrain from engaging in inappropriate use.

The use of any of CVUSD's electronic information resources should be in support of education and research, having the educational goals and objectives of the Chino Valley Unified School District in order to further the education of students. Technology provided by CVUSD will be used by the student primarily for pursuing and promoting knowledge about the lessons and units teachers assign as part of the teacher's regular curricula. Students are personally responsible for this provision at all times when using electronic information resources.

When using any District electronic resource, students are expected to comply with all Board Policies, Administrative Regulations, and any applicable laws. The following are some of the electronic resources made available to CVUSD students.

- Email – Students in grades 4-12 are issued electronic mail from the CVUSD network and it should be used for educational purposes only and under the direction of a teacher or administrator. Students will in no way use email to spread rumors, gossip, or engage in activity that is harmful to others. Students should not give out their email address unless instructed to do so from a teacher or administrator.
- Cloud Computing – We have experienced a shift in technology from software that resides on servers and computers to applications that reside on the internet or in the cloud. Students need to understand how to safely use these applications. Students must follow the direction and rules outlined by their teacher and/or administrator when cloud computing.
- Learning Management System – Learning Management Systems (such as Google Classroom or Microsoft Teams) will be used by students to access teacher created lessons, tests, discussions, assignments, calendars, wikis, grades, and other classroom resources.
- Instructional Technology Tools – Instructional technology tools will be used for creating projects and presentations, peer editing, creative writing, sharing, discussions, research, collaborating, and communicating.
- Communication and Social Media – Students may use blogs, discussion boards, messaging, and/or social media in a moderated environment established to support educational purposes under the direction of a teacher or administrator. These tools and services are accessible via the internet and may be intended for a global audience. While using these communication tools and social media, students must adhere to all aspects of this Responsible Use Policy. Students should not use these communication tools and social media sites for personal use or without direction from a teacher or administrator.
- Cyber/Personal Safety – Students are responsible for their individual accounts and should take all precautions to prevent others from being able to use them, which includes, but is not limited to, keeping passwords private. Students should never share their username/passwords with other students or log in under another student's name and/or trespass in other student's files. Students should not share personal information about themselves or others over the internet. Students should not agree to meet with anyone they have met online and should notify a teacher or other school employee if they receive any message that is inappropriate or makes them feel uncomfortable.
- Netiquette – Students should always use the internet, network resources, and online sites in a courteous and respectful manner. Students should also recognize that an abundance of valuable content online is often unverified, incorrect, or inappropriate. Students should use trusted sources when conducting research via the internet. Students should also remember not to post anything online that they would not want parents/guardians, teachers, or future colleges or employers to see. Verbal or written language that is considered inappropriate in the classroom is also inappropriate online. Once something is online, it can be shared and spread in ways never intended.

## **Unacceptable Use, Violations**

Students must understand that all rules of conduct described in the School Handbook also apply when using technology resources. Unacceptable use can come in many forms, but it is commonly considered as the viewing of any website and/or any message(s) sent or received that indicate or suggest pornography, unethical or illegal activity, racism, sexism, inappropriate language, threats, intimidation, sexual harassment and/or bullying of any individual or groups and other issues further described within this document. Students should report any misuse of CVUSD technology resources (electronic resources) to administration.

Violation of Board Policies, Administrative Regulations and/or laws, including, but not limited to, California Education Code 48900 subdivisions related to improper conduct or misuse of District property, including hardware or cloud-based content, even if not expressly defined herein, may lead to disciplinary action including loss of computer, network and/or internet and e-mail privileges, suspension, expulsion, or prosecution when appropriate.

- **Web Access/Internet/Network** – Students shall not attempt or gain unauthorized access to the network or District blocked sites. Students will not use the network or internet for non-school activities or personal gain.
- **Copyright/Plagiarism** – Students will not violate copyright laws or licensing agreements. Plagiarism is the act of using someone else's words or ideas as your own. Students will not copy materials without the permission of the author and must properly cite all information acquired through the internet or other information technologies. Plagiarism of internet resources will be treated in the same manner as any other incidences of plagiarism.
- **Cyberbullying** – Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Students should never send, or encourage others to send, abusive messages. Students who send emails or post comments with the intent of scaring, hurting, or intimidating others will receive severe disciplinary action and loss of privileges. In addition, students should never post pictures, information or work of other students without their permission. Students should understand that instances of Cyberbullying created when not at school or after school hours can result in disciplinary action at school.
- **Vandalism** – Vandalism is defined as any malicious attempt to harm or destroy property, including data of another user or system on the network or the internet. This includes, but is not limited to, uploading or creating computer viruses, and any attempt to disrupt network services. Vandalism includes any activity that can be described as hacking, cracking, passwords, sending junk or unwanted e-mail (SPAM). Vandalism also includes the intentional damage of computer hardware, peripherals, and software media. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral including suspension and/or expulsion, and the immediate loss of access to the system. Parents/guardians may be liable for the cost of the damage that students cause to school property.
- **Software** – Software is available to students to be used as an educational resource. Students should not load or modify software without the consent of an administrator.
- **Hardware** – Hardware and peripherals are provided as tools for student educational purposes. Students are not permitted to install or relocate network hardware and/or peripherals (except for portable devices), or to modify settings to equipment without the consent of the District Information Technology Department.

## **Student Responsible Use Pledge**

CVUSD provides computers, internet access, and other technology resources for educational use. In accepting the responsibility of being issued access to CVUSD technology resources, students are expected to abide by the following pledge:

As a student, I will practice good digital citizenship when using these technology resources. Good digital citizenship is good citizenship. I understand that I must act appropriately and follow these rules in order to be a good digital citizen, and I realize that I can be disciplined if I do not follow these guidelines and use computers and the internet inappropriately.

## **Respect and Protect Myself**

- I understand that school computer files, email, and internet use are not private and can be monitored by teachers or administrators.
- I understand that I must not give my password or username to anyone and will not use others' usernames and passwords.
- It is my responsibility to stay safe on the internet. I will not share personal information about myself or others, such as, home address, phone numbers, passwords, personal photos, or social security numbers. I will not meet with anyone met on the internet. I will tell my parents/guardians, teachers, or administrators immediately if someone asks to meet me.
- I will not attempt to access profane or obscene material. If I do so accidentally, I will not share it with other students and will notify a teacher or administrator right away.

## **Respect and Protect Others**

- I will use the computer and internet only with teacher permission and for the purpose that the teacher requested.
- I will respect copyright laws, not copy material without permission, and I will make sure to show where I found my information.
- I will be polite and show respect and never cyberbully others. I will not harass, insult, or attack others.
- I will not send or display offensive messages or pictures or use obscene language in messages.

## **Respect and Protect Property**

- I will respect and take good care of devices/equipment and technology resources I use.

## **SITE-LEVEL GRIEVANCE PROCEDURE** (BP/AR 5131.2, BP/AR 5145.7, 5 CCR 4964)

To accommodate the investigation of sexual harassment, harassment, discrimination or bullying complaints, the District shall initiate a formal process to assure prompt and consistent action occurs to reach resolutions congruent with legal standards and considered fair to the complainant and the respondent. All complaints of sexual harassment, harassment, discrimination, bullying, or any behavior prohibited by the district's Nondiscrimination Policy – 5145.3, and Bullying Policy – 5131.2, shall be handled in accordance with the following procedure.

### *Definitions:*

- "Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment, harassment, discrimination, or bullying.
- "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, harassment, discrimination, or bullying.
- "Formal complaint" means a document filed by a complainant alleging sexual harassment, harassment, discrimination, or bullying against a respondent and requesting that the District investigate the allegation.
- "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

1. **Notice and Receipt of Complaint:** Students who believe they have been subjected to or have witnessed sexual harassment, harassment, discrimination, or bullying may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the principal or district coordinator for nondiscrimination/Title IX (Title IX Coordinator). In addition, any school employee who observes any incident of sexual harassment, harassment, discrimination or bullying involving a student shall, within 24 hours, report this observation to the principal or Title IX Coordinator, whether or not the victim files a complaint.

2. **Initiation of Investigation:** The principal or Title IX Coordinator shall initiate an impartial investigation of an allegation of sexual harassment, harassment, discrimination or bullying within five school days of receiving notice of the allegation, regardless of whether a formal complaint has been filed. The District shall be considered to have "notice" of the need for an investigation upon receipt of information from the complainant, the complainant's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

Any principal or the Title IX Coordinator who receives an anonymous complaint or media report about alleged sexual harassment, harassment, discrimination or bullying shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged behavior.

3. **Initial Interview with Complainant:** When a complainant has provided information about sexual harassment, harassment, discrimination or bullying, the principal or Title IX Coordinator shall describe the District's grievance procedure and discuss what actions are being sought. Complainant shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide evidence to support the allegation, and put the complaint in writing. Students who request confidentiality, shall be informed that such a request may limit the District's ability to investigate the complaint.

4. **Investigation Process:** The principal or Title IX Coordinator shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action.

The principal or Title IX Coordinator shall interview and obtain written statements from individuals who are relevant to the investigation, including, but not limited to, the complainant, the respondent, anyone who witnessed the reported sexual harassment, harassment, discrimination or bullying, and anyone mentioned as having relevant information. The principal or Title IX Coordinator may take other steps such as reviewing any records, notes, or statements related to the allegation or visiting the location where the incident is alleged to have taken place.

When necessary to carry out the investigation or to protect student safety, the principal or Title IX Coordinator also may discuss the complaint with the Superintendent or designee, the complainant's parent/guardian, the respondent's parent/guardian, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the District's risk manager.

5. **Supportive Measures:** The principal or Title IX Coordinator shall determine whether supportive measures are necessary during and pending the results of the investigation such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. **Optional Mediation:** For student-on-student sexual harassment, harassment, discrimination, or bullying, when complainant and respondent so agree, the principal or Title IX Coordinator may arrange for them to resolve the complaint informally with the help of a counselor, teacher, or administrator. Complainant shall never be asked to work out the problem directly with the respondent unless such help is provided and both parties agree. Complainant shall be advised of the right to end the informal process at any time.

## 7. Factors in Reaching a Determination

- (a) In reaching a decision about the complaint, the principal or Title IX Coordinator may consider:
  - (i) Statements made by the persons identified above
  - (ii) The details and consistency of each person's account
  - (iii) Evidence of how the complainant reacted to the incident
  - (iv) Evidence of any past instances of sexual harassment, harassment, discrimination or bullying by the respondent
  - (v) Evidence of any past sexual harassment, harassment, discrimination or bullying complaints that were found to be untrue
- (b) To judge the severity of the alleged misconduct, the principal or Title IX Coordinator may take into consideration:
  - (i) How the misconduct affected one or more students' education
  - (ii) Type, frequency, and duration of the misconduct
  - (iii) Identity, age, and sex of the complainant and respondent, and the relationship between them
  - (iv) Number of persons engaged in the misconduct and at whom the sexual harassment, harassment, discrimination or bullying was directed
  - (v) Size of the school, location of the incident(s), and context in which they occurred
  - (vi) Other incident(s) at the school involving different students

## 8. Written Report on Findings and Follow-Up: No more than thirty days after receiving the complaint, the principal or Title IX Coordinator shall conclude the investigation and prepare a written findings report. This timeline may be extended for good cause. If an extension is needed, the principal or Title IX Coordinator shall notify the parties and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that misconduct occurred, the report shall also state that corrective actions have been taken to address the misconduct and prevent any retaliation or further sexual harassment, harassment, discrimination, or bullying. This report shall be presented to the complainant, respondent, their respective parents/guardians, and the Superintendent or designee.

In addition, the principal or Title IX Coordinator shall ensure that the complainant, respondent and their parent/guardian are informed of the procedures for reporting any subsequent problems. The principal or Title IX Coordinator shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing information to students, staff, and parents/guardians about how to recognize sexual harassment, harassment, discrimination, or bullying, and how to respond
3. Disseminating and/or summarizing the District's policy and regulation regarding sexual harassment, harassment, discrimination, or bullying
4. Communicating the school's response to parents/guardians and the community which are consistent with the laws regarding the confidentiality of student and personnel records
5. Taking appropriate disciplinary action

Disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment, harassment, discrimination or bullying which the complainant knew was not true.

If the matter is not resolved for sexual harassment, harassment, or discrimination at the Chino Valley USD level, complainant may contact, San Francisco Office, Office for Civil Rights, U.S. Department of Education, 50 United Nations Plaza, Mailbox 1200, Room 1545, San Francisco, CA 94102. Telephone: 415-486-5555; FAX: 415-486-5570; TDD: 800-877-8339; Email: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

Stephanie Johnson | Director, Student Support Services, Title IX Coordinator,  
District Coordinator for Nondiscrimination Regarding Student-On-Student Complaints  
Chino Valley USD | 5130 Riverside Drive, Chino, CA 91710 | (909) 628-1201, Ext. 6745  
[www.chino.k12.ca.us](http://www.chino.k12.ca.us) | [stephanie\\_johnson@chino.k12.ca.us](mailto:stephanie_johnson@chino.k12.ca.us)

## **UNIFORM COMPLAINT PROCEDURE** (BP/AR 1312.3)

The District is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The District shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the District's uniform complaint procedures. (5 CCR 4620) The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination such as discriminatory harassment or intimidation against any person participating in District programs and activities, based on their actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression or genetic information, or any other characteristic identified in EC 200 or 220, Government Code 11135, or PC 422.55, or based on their association with a person or group with one or more of these actual or perceived characteristics, in District programs and activities, including, but not limited to, those funded directly by or that receive or benefit from any state financial assistance. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging:

- District violation of applicable state and federal law or regulations governing adult education programs, after school education and safety programs, agriculture vocational education, American Indian education centers and early childhood education programs assessments, bilingual education, peer assistance and review programs for teachers, compensatory education, consolidated categorical aid programs, economic impact, English learner program, federal education programs in Title I-VII, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, regional occupational centers and programs, school safety plans, state preschool program, tobacco-use prevention education programs, special education programs and any other District-implemented program which is listed in EC 64000(a).
- Any complaint alleging District noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or to address other breastfeeding-related needs of the student. (EC 222)
- Any complaint alleging District noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)
- Any complaint alleging District noncompliance with legal requirements related to the implementation of the local control and accountability plan. (EC 52075)
- Any complaint by or on behalf of any student who is a foster youth, alleging District noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the District's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements. (EC 48853, 48853.5, 49069.5, 51225.1, 51225.2)
- Any complaint by or on behalf of a homeless student as defined in 42 USC 11434a, former juvenile court school student, or a child of a military family as defined in EC 49701 who transfers into the District after student's second year of high school, alleging District noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements. (EC 51225.1, 51225.2)
- Any complaint alleging District noncompliance with the requirements of EC 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions. (EC 51228.3)
- Any complaint alleging District noncompliance with the physical education instructional minutes requirement for students in elementary school. (EC 51210, 51223)
- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments, shall be investigated pursuant to the District's Williams Complaint Procedure. (AR 1312.4)

The Board encourages the early, informal resolution of complaints at the site level whenever possible. A complaint must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. These uniform procedures require the complainant to submit a written complaint to Human Resources who will coordinate an investigation and response within sixty days of receipt of the written complaint unless the complainant agrees in writing to extend the timeline. A complainant may appeal the District's decision to the California Department of Education (CDE) by filing a written appeal within fifteen days after receiving the District's decision. The CDE may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 exists; including cases in which the District has not taken action within sixty days of the date the complaint was filed with the District. If a district is found to have violated a State or Federal law and/or regulation, and the district does not take corrective action to comply, then various civil remedies may be available. Contact the appropriate compliance officer for additional information or assistance.

### **Uniform Complaints Compliance Officers**

The Board designates the following compliance officers to receive and investigate complaints and ensure District's compliance with law:

Norm Enfield, Ed.D. | Superintendent, Chino Valley Unified School District | (909) 628-1201, Ext. 1100

Richard Rideout | Assistant Superintendent, Human Resources

Chino Valley USD | 5130 Riverside Drive, Chino, CA 91710 | (909) 628-1201, Ext. 1111

[www.chino.k12.ca.us](http://www.chino.k12.ca.us) | [richard\\_rideout@chino.k12.ca.us](mailto:richard_rideout@chino.k12.ca.us)

### **WILLIAMS COMPLAINT PROCEDURE**

(EC 35186, 32289, BP 1312.3, AR 1312.4)

The Williams Complaint is the procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignments.

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 the school site. Parents/guardians, students, teachers, or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged individuals express their concerns to the school principal before completing the complaint form to allow the school to respond to these concerns.

### **Williams Uniform Compliance Officer**

The Board designates the following compliance officer to receive and investigate complaints and ensure District's compliance with law:

Lea Fellows | Assistant Superintendent, Curriculum, Instruction, Innovation and Support

Chino Valley USD | 5130 Riverside Drive, Chino, CA 91710 | (909) 628-1201, Ext. 1690

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