



Annual Notification of
Parents'/Students' Rights
2021-2022 School Year



ANNUAL NOTIFICATION

The Coronado Unified School District (CUSD) is required to annually notify pupils, parents, and guardians of their rights and responsibilities, pursuant to California Education Code (EC) 48980.

An acknowledgment of receipt of this notice must be signed by the parent or guardian and returned to the school as required by EC 48982.

2021-2022 School Year

**Coronado Unified School District
201 Sixth Street, San Diego, CA 92118
(609) 522-8900 ~ coronadousd.net**



Karl Mueller
Superintendent of Schools
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Dear Students, Parents and Guardians,

State law requires the Coronado Unified School District (CUSD) to provide annual notification to students, parents and guardians of their rights and responsibilities pertaining to their child's education. Please read this Annual Notification. The parent or guardian is required to acknowledge their receipt of this notice by signing and returning the signature page to their child's school or CUSD program. The parent's or guardian's signature is an acknowledgment that they have been informed of their rights and does not indicate the parent's or guardian's consent for their child to participate or not participate in any particular program listed within the Annual Notification.

Some legislation requires additional notification to the parents or guardians during the school term prior to a specific activity. A separate letter will be sent to the parents or guardians prior to any of these specified activities or classes, and the student will be excused whenever the parents or guardians file with the principal of the school a statement in writing requesting that their child not participate. Other legislation grants certain rights that are to be spelled out in this Annual Notification.

CUSD and its Board recognize that parent or guardian involvement in their child's education promotes student achievement and contributes greatly to the student's success. This Annual Notification contains information on the various ways parental involvement is both permitted and encouraged by federal and state laws, as well as CUSD's policies. CUSD commits to providing a quality education to all of its students in a safe and healthy environment. CUSD looks forward to a successful and positive school year, made possible by the dedicated efforts of its administrators, teachers, paraeducators, support staff, students, and parents and guardians.

Sincerely,

Karl Mueller
Superintendent
Coronado Unified School District

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RULES AND PROCEDURES ON SCHOOL DISCIPLINE-EC 35291

ALL STUDENTS

A. Suspension and Expulsion

1. Suspension-EC 48900

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

- a. (1) Caused, attempted to cause or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold or otherwise furnished a firearm, knife, explosive or other dangerous object, unless in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (2) Except as provided

in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated paragraph(1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020. (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.

- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For purposes of this subdivision, "hazing" is any method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events
- r. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 2. Causing a reasonable pupil to experience substantially detrimental effect on the pupil's physical or mental health.

3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
 4. Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- ii. (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, pager, of a communication including, but not limited to, any of the following:
1. A message, text, sound, video, or image.
 2. A post on a social network Internet website, including but not limited to: a) Posting to or creating a burn page. "Burn page" means an Internet website created for the purpose of having one or more of the effects listed in paragraph (i); b) creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (i). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purposes of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (i). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 3. An act of cyber sexual bullying. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1)-(4), inclusive of paragraph (i). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording, or other electronic act. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned events.
- (B) Notwithstanding paragraph (i) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

- iii. "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.
- s. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for the acts that are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:
 - i. While on school grounds;
 - ii. While going to or coming from school;
 - iii. During the lunch period whether on or off the campus;
 - iv. During, or while going to or coming from, a school sponsored activity.
- t. A pupil who aides or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- u. As used in this section, "school property" includes, but is not limited to electronic files and databases.
- v. For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.
- w. (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. (2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

2. Expulsion

A student may be recommended for expulsion for any of the reasons enumerated in Education Code section 48915, and pursuant to the expulsion procedures identified in Education Code sections 48918 and 48918.5.

B. Attendance of Suspended Child's Parent or Guardian for Portion of School Day-EC 48900.1

Pursuant to board policy, a teacher may require a parent or guardian of a pupil who has been suspended by a teacher pursuant to Section 48910 for either committing an obscene act, engaging in habitual profanity or vulgarity or disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, to attend a portion of a school day in the classroom of his or her child or ward.

C. Sexual Harassment Policy-EC 231.5, 48980(g), 48900.2

CUSD will not tolerate sexual harassment by anyone participating in any CUSD program or activity. This includes student-to-student or peer sexual harassment as well as harassment between a student and any CUSD participant. CUSD takes all complaints of sexual harassment seriously, investigates and addresses identified sexual harassment, and if the investigation results in the determination that sexual harassment has occurred, takes reasonable, immediate corrective action to stop the harassment, eliminate a hostile environment, and prevent future sexual harassment. Alleged pupil sexual harassment in violation of CUSD policy or federal or state law will be handled pursuant to CUSD policy and procedures which can be found online at <https://coronadousd.net/departments/student-services/>, in the Discipline Action Guide. A pupil in grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined below.

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

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

D. Hate Violence-EC 48900.3

A pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled

determines that the pupil has caused, attempted to cause, or threatened to cause, or participated in an act of, hate violence, as defined in EC 233(e).

E. Harassment, Intimidation or Threats-EC 48900.4

A pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

F. Terroristic Threats Against School Officials, School Property or Both-EC 48900.7

A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. A "terroristic threat" includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

G. Suspension/Expulsion: Alternative and Other Means of Correction-EC 48900, 48900.5, 48911

Generally, suspension shall be imposed only when other means of correction fail to bring about proper conduct. CUSD may document other means of correction short of suspension and expulsion and place the documentation in the pupil's record. Other means of correction may include: a conference between school personnel, the pupil's parent or guardian and the pupil; referrals to the school counselor or psychologist; study teams, guidance teams or other intervention-related teams that assess behavior and develop and implement behavior plans; referral for psycho-educational assessment; after-school programs that address specific behavioral issues; and community service on school grounds during non-school hours. A pupil may be suspended, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons. A suspension shall be preceded by an informal conference between the principal, the principal's designee or the district's superintendent of schools and the pupil, and whenever practicable, the teacher, supervisor, or school employee who referred the

student to the principal. At this conference, the pupil shall be informed of the reason for the disciplinary action and other means of correction that were attempted before the suspension.

RIGHTS AND OPTIONS AVAILABLE TO PREGNANT AND PARENTING PUPILS-EC 46015

A pregnant or parenting pupil is defined as any pupil who gives or expects to give birth, or any parenting pupil who identifies as the parent of an infant. Pregnant and parenting pupils are entitled to at least eight weeks of parental leave, which can be taken before birth of the pupil's infant if there is a medical necessity, or after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The pupil is neither required to take time off nor notify their school that they are doing so; this is a guaranteed minimum right that can be expanded if deemed medically necessary. Parental leave will be considered an excused absence, and the pregnant or parenting pupil is not required to complete any academic work during this period.

A pregnant or parenting pupil may return to their previous school and course of study, and is entitled to make up opportunities for any work missed during the leave. These students are allowed to enroll in a fifth year of high school in order to complete any state or local graduation requirements, except when the school finds that the pupil is reasonably able to complete these requirements in time to graduate high school by the end of their fourth year.

A pregnant or parenting pupil who does not wish to reenroll in his or her previous school is entitled to alternative education options offered by the local education agency. If so enrolled, the pupil shall be given educational programs, activities, and courses equal to those they would have been in if participating in the regular program. Furthermore, a school may not penalize a student for using any of the accommodations mentioned above.

If a student believes that his or her school is discriminating on the basis of sex in opposition to the rights and entitlements listed above, that student can file a complaint through the standard Uniform Complaint Procedures of *California Code of Regulations*, Title 5 Sections 4600, et. seq.

CALIFORNIA HEALTHY YOUTH ACT-EC 51934, 51938

Students enrolled in CUSD programs or activities may receive instruction in personal health and public safety, which may include accident prevention, first aid, fire prevention, conservation of resources, and health education including comprehensive sexual health education and HIV prevention.

CUSD plans to provide comprehensive sexual health education and/or HIV prevention education during the 2021-2022 school year. The instruction shall include, among other things, information about sexual harassment, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:

- Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and

- Information on how social media and mobile device applications are used for human trafficking.

Students will be taught by CUSD personnel. If CUSD decides to arrange for an outside consultant to provide comprehensive sexual health education and/or HIV prevention education, CUSD will provide notice to parents no fewer than 14 days before the instruction is delivered by mail or another form of communication.

A pupil's parent or guardian has the right to request from CUSD, a copy of the California Healthy Youth Act, Education Code section 51930, *et. seq.* A pupil's parent or guardian also has the right to inspect and review the written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.

A pupil's parent or guardian may submit a written request to excuse the pupil from participation in any class involving comprehensive sexual education or HIV prevention education by submitting their request in writing to CUSD.

CUSD may administer for pupils in grades 7 to 12 inclusive, anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the pupil's attitudes concerning or practices relating to sex. A parent or guardian may excuse their child from the test, questionnaire, or survey by opting out of their student's participation in the tests, questionnaires or surveys. An opt-out form is provided within these notifications. Parents or guardians have a right review the test, questionnaire, or survey if they wish.

The excused pupil shall not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.

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

PUPIL SAFETY: HUMAN TRAFFICKING PREVENTION RESOURCES-EC 49381

The governing board of CUSD will work with their schools that maintain any grades 6 to 12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods in those schools by January 1, 2020.

PUPIL NUTRITION-EC (IF CHARTER, 47613.5) 49510-49520; 49564-49564.5, 49557.5

Free or reduced-priced meals are available for pupils in receipt of public assistance. The federal National School Lunch Program and the federal School Breakfast Program ensure that pupils whose parents or guardians have unpaid school meal fees are not shamed, treated differently, or served a meal different from the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees. Meal program details are provided at the pupil's school site. All parents and guardians receive a letter with the application form upon enrollment. To apply for free or reduced-price meals, households must fill out the application and return it to the school or apply online at <https://coronadousd.net/departments/food-services-student-nutrition/>.

RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS-EC 32255-32255.6

Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals based on moral objections, and may complete an alternative educational project acceptable to the teacher. In order to refrain from participation, a parent or guardian must submit a written note of the objections to participating in an educational project involving the harmful or destructive use of animals. An opt-out form is provided within this notice.

IMMUNIZATION AND COMMUNICABLE DISEASES-EC 48216, 49403

CUSD shall follow all laws, rules, and regulations regarding immunizations required for students to enroll. CUSD shall not admit any student until the student is properly immunized as required by law. If there is good cause to believe a student has been exposed to a disease and his or her proof of immunization does not show proof of immunization against that disease, CUSD may temporarily exclude the child from school until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

If the parent or guardian files with the governing authority a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization, that child shall be exempt from the immunization requirements.

Effective January 1, 2016: The California Legislature eliminated the exemption from specified immunization requirements based upon personal beliefs. A pupil who, prior to January 1, 2016, submitted a letter or affidavit on file with CUSD stating beliefs opposed to immunization shall be allowed enrollment to any CUSD school until the pupil enrolls in the next grade span. Grade span means (1) from birth to preschool; (2) Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten; and (3) grades 7 to 12 inclusive.

MEDICATION-EC 49423

Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the physician or physician

assistant and a parental request for assistance in administering the medications. Any student may carry and self-administer prescription auto-injectable epinephrine only if the student submits a written statement of instructions from the physician or physician assistant and written parental consent authorizing the self-administration of medication, providing a release for the school nurse or other personnel to consult with the child's health care provider as questions arise, and releasing the district and personnel from civil liability if the child suffers any adverse reaction as a result of the self-administration of medication.

CONTINUING MEDICATION REGIMEN-EC 49480

The parent or legal guardian of any pupil on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other contact person of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

MEDICAL AND HOSPITAL SERVICES FOR PUPILS-EC 49471, 49472

CUSD does not provide medical or hospital services through non-profit membership corporations or insurance policies for pupil injuries arising out of school-related activities. CUSD will notify each parent or guardian of each pupil participating in athletic activities that such medical or hospital services are not provided.

PUPILS WITH TEMPORARY DISABILITIES; INDIVIDUAL INSTRUCTION-EC 48206.3, 48207, 48207.3, 48207.5, 48208

Special individual instruction (as distinct from independent study) is available for students with temporary disabilities that make attendance at school impossible or inadvisable. Parents or guardians should first contact the principal to determine services.

DISABLED PUPILS-SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101, et seq.) prohibits discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, are eligible to receive services and aids designed to meet their needs as adequately as the needs of non-disabled students are met.

- Name and contact information of CUSD's designated individual for implementing Section 504: Niamh Foley, Director of Student Services, 619-522-8900, ex. 1032

- Screening and evaluation procedures used by CUSD when there is a reason to believe a student has a disability under Section 504: Niamh Foley, Director of Student Services, 619-522-8900, ex. 1032
- A student has the right to a written accommodation plan if the student qualifies for services under Section 504.
- A student has the right to be educated with non-disabled students to the maximum extent appropriate based on the student's needs.
- A copy of the parents or guardians legal safeguard can be obtained at <https://coronadousd.net/departments/student-services/special-education/>, under Procedural Safeguards.

SPECIAL EDUCATION: CHILD FIND SYSTEM-IDEA; EC 56301

Federal and state law require that a free and appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years. Any parent suspecting a child has exceptional needs due to a disability may request an assessment for eligibility for special education services. CUSD's child find policy and procedures are available in the Special Education Handbook available on our website at <https://coronadousd.net/departments/student-services/special-education/>.

SPECIAL EDUCATION: COMPLAINTS-EC 56500.2

Parents or guardians have a right to file a written complaint with the school if they believe the school is in violation of federal or state law governing the identification or placement of special education students, or similar issues. State regulations require the party filing the complaint to forward a copy of the complaint to CUSD at the same time the party files the complaint with the California Department of Education. Procedures are available from your building principal.

SPECIAL EDUCATION: DUE PROCESS HEARINGS-EC 56502

The State Superintendent is required to develop a model form to assist parents and guardians in filing requests for due process. Available at www.dgs.ca.gov/oah/SpecialEducation.aspx is the model form for parents that wish to initiate due process hearings relating to special education rights.

SPECIAL EDUCATION: INSPECTION OF RECORDS-EC 56043(n)

Upon request, parents or guardians of children with exceptional needs may examine and receive copies of the student's records within five business days after a request is made and prior to any Individualized Education Program meeting, hearing or resolutions session regarding their child.

SPECIAL EDUCATION: NONPUBLIC, NONSECTARIAN SCHOOLS OR AGENCIES-EC 51225.2; 56365; 56366.1; 56366.4; 56366.10

NPSs/NPAs Training: The NPA or NSP is required to document the training of staff who will have contact or interaction with students during the school day in the use of evidence-based practices and interventions specific to the unique behavioral needs of the NPS'/NPA's student

population. The training must be provided within 30 days of enrollment for new staff, and annually to all staff who have contact with students during the school day. The training shall be selected and conducted by the NPS/NPA and must satisfy the following conditions:

1. Be conducted by persons licensed or certified in fields related to the evidence-based practices and interventions being taught
2. Be taught in a manner consistent with the development and implementation of individualized education programs; and
3. Be consistent with the requirements of Education Code relating to pupil restraint and seclusion

The content of the training shall include, but is not limited to, all the following:

1. Positive behavioral intervention and supports, including collection, analysis, and use of data to inform, plan and implement behavioral supports;
2. How to understand and address challenging behaviors, including evidence-based strategies for preventing those behaviors; and
3. Evidence-based interventions for reducing and replacing the challenging behaviors, including de-escalation techniques.

The LEA contracting with the NPS/NPA shall annually verify compliance with these training requirements and the NPS/NPA shall annually report to the California Department of Education ("CDE") this verification. Written records of the annual training shall be maintained and provided upon request.

NPS/NPA Administrator Credential/License: The NPS/NPA is required to document (in the application for certification with CDE) that the administrator of the NPS/NPA holds or is in the process of obtaining one of the following:

1. An administrative credential granted by an accredited postsecondary education institution and two years of experience with students with disabilities;
2. A pupil personal services credential and authorizes school counseling or psychology;
3. A license as a clinical social worker issued by the Board of Behavioral Sciences;
4. A license in psychology regulated by the Board of Psychology;
5. A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation;
6. A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator;
7. A license as a marriage and family therapist certified by the Board of Behavioral Sciences
8. A license as an educational psychologist issued by the Board of Behavioral Sciences; or
9. A license as a professional clinical counselor issued by the Board of Behavioral Sciences

NPS/NPA Notification of Law Enforcement Involvement: A NPS/NPA is required to notify CDE and the LEA of any student involved incident at the NPS/NPA in which law enforcement was contacted. This notification shall be provided in writing no later than one business day after the incident occurred.

NPS/NPAs Qualified Individual to Implement a Behavioral Intervention Plan ("BIP"): A NPS serving students with significant behavioral needs or who have a BIP must have an individual onsite during school hours who is qualified and responsible for the design, planning and implementation of behavioral interventions to be certified by CDE.

Requirements for LEA's: For a NPS/NPA seeking initial certification, the LEA is required to verify that the plan and timeline for the new training requirements are included in the master contract. For NPS/NPA's not in existence as of January 1 immediately preceding a school year, the LEA verify that the new training requirements are complied with 30 days following the commencement of the school year. The LEA is required to submit verification to the Superintendent at that time.

An LEA that enters into a master contract with a NPS/NPA school shall conduct, at minimum, the following:

1. An onsite visit to the NPS/NPA before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement
2. At least one onsite monitoring visit during each school year to the NPS/NPA at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to:
 - a. A review of services provided to the pupil through the individual service agreement between the LEA and NPS/NPA;
 - b. A review of progress the pupil is making toward the goals set forth in the pupil's Individualized Education Program;
 - c. A review of progress the pupil is making toward the goals set forth in the pupil's BIP if the pupil has a BIP;
 - d. An observation of the pupil during instruction; and
 - e. A walkthrough of the facility
3. The LEA shall report the findings resulting from the monitoring visit to CDE within 60 days of the onsite visit. On or before June 30, 2020, CDE, shall, with input from special education local plan area administrators, create and publish criteria for reporting this information to the department.

PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT-EC 49451

A parent or guardian may, by written statement filed annually, refuse to consent to the physical examination, including the vision, hearing and scoliosis screening, of his/her child; however, a child may be sent home if, for good reasons, the child is believed to be suffering from a recognized contagious or infectious disease. Schoolchildren are examined for vision, hearing, and curvature of the spine at selected grade levels. An opt-out form is included within this notification. Please contact your student's school health office for the 2020-21 screening dates, or our District Nurse, Joellen Semo, at joellen.semo@coornadousd.net

Education Code section 49455 requires a pupil's vision to be appraised by the school nurse or other authorized person during kindergarten or upon first enrollment or entry in a California school district of a pupil at an elementary school, and in grades 2, 5, and 8, unless a pupil's first entry or enrollment occurs in grade 4 or 7.

CHILD HEALTH AND DISABILITIES PREVENTION PROGRAM-HSC 124085, 124105

Before a child enters first grade, his or her parents must obtain a waiver or health screening for the child and complete the provided certificate or sign a waiver. The screening should take place before (within the prior 6 months) or during the kindergarten year. Parents are encouraged to obtain health screening simultaneously with required immunizations. Parents may inquire in the school office about free health screenings for low-income children provided under the Child Health and Disabilities Prevention Program.

FOSTER YOUTH BILL OF RIGHTS-EC 48853; 48853.5; 49069.5; 51225.1; 51225.2

"Pupil in foster care" means a child who has been removed from their home pursuant to Section 309 of the Welfare and Institutions Code ("WIC"), is the subject of a petition filed under Section 300 or 602 of the WIC, or has been removed from their home and is the subject of a petition filed under WIC section 300 or 602.

A pupil in foster care who is placed in a licensed children's institution or foster family home shall attend programs operated by the local educational agency in which that licensed children's institution or foster family home is located, unless one of the following applies:

1. The pupil is entitled to remain in their school of origin;
2. The pupil has an individualized education program requiring placement in a nonpublic, nonsectarian school, or in another local educational agency.
3. The parent or guardian, or other person holding the right to make educational decisions for the pupil pursuant to Section 361 or 726 of the WIC or Section 56055 ("educational rights holder"), determines that it is in the best interests of the pupil to be placed in another educational program and has submitted a written statement to the local educational agency that they have made that determination. This statement shall include a declaration that the parent, guardian, or educational rights holder is aware of all of the following:
 - a. The pupil has a right to attend a regular public school in the least restrictive environment.
 - b. The alternate education program is a special education program, if applicable.
 - c. The decision to unilaterally remove the pupil from the regular public school and to place the pupil in an alternate education program may not be financed by the local educational agency.

- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent, guardian, or educational rights holder.

The parent or guardian, or educational rights holder shall first consider placement in the regular public school before deciding to place the pupil in foster care in a juvenile court school, a community school, or another alternative educational setting.

A pupil in foster care may still be subject to expulsion under applicable law and board policy.

Pupils in foster care are subject to other laws governing the educational placement in a juvenile court school, of a pupil detained in a county juvenile hall, or committed to a county juvenile ranch, camp, forestry camp, or regional facility, notwithstanding the rights contained in this notice.

Children in foster care living in emergency shelters (as referenced in the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11301, et seq.)), may receive educational services at the emergency shelter as necessary for short periods of time for either of the following reasons:

1. For health and safety emergencies.
2. To provide temporary, special, and supplementary services to meet the child's unique needs if a decision regarding whether it is in the child's best interests to attend the school of origin cannot be made promptly, it is not practical to transport the child to the school of origin, and the child would otherwise not receive educational services.

The educational services may be provided at the shelter pending a determination by the educational rights holder regarding the educational placement of the child.

All educational and school placement decisions shall be made to ensure that the child is placed in the least restrictive educational programs and has access to academic resources, services, and extracurricular and enrichment activities that are available to all pupils. In all instances, educational and school placement decisions shall be based on the best interests of the child.

CUSD has designated Niamh Foley, Director of Student Services, (naimh.foley@coronadousd.net or 619-522-8900, ex. 1032) as the educational liaison for pupils in foster care. The role of educational liaison is advisory with respect to placement decisions and determination of school of origin and does not supersede the role of the parent or guardian retaining educational rights, a responsible adult appointed by the court, a surrogate parent or a foster parent exercising their legal rights with respect to the education of the child in foster care. The educational liaison serves the following roles:

1. Ensures and facilitates proper educational placement, enrollment in school, and checkout from school for children in foster care;

2. Assists children in foster care when transferring from one school to another school or from one school district to another school district in ensuring proper transfer of credits, records and grades.
3. When designated by the Superintendent, notifies a child in foster care's attorney and child welfare agency representative(s) of pending disciplinary proceedings and pending manifestation determination proceedings if they are also eligible to receive special education and related services under the IDEA.

At the initial detention or placement by the Juvenile Court, or any subsequent change in placement of a child in foster care by the Court, the local educational agency serving the child shall allow them to continue their education in the school of origin for the duration of the jurisdiction of the court. If the jurisdiction of the court is terminated prior to the end of the academic year:

1. Former children in foster care in grades kindergarten, or 1 to 8, inclusive, shall be allowed to continue their education in the school of origin through the duration of the academic year;
2. Former children in foster care in high school shall be allowed to continue their education in the school of origin through graduation;
3. Transportation is not required unless the former child in foster care has an IEP and the IEP team determines transportation is a necessary related service, required by the unique educational needs of the pupil in order to benefit from their special education program. Transportation may be provided at the local educational agency's discretion. The rights of these youth do not supersede any other law governing special education for eligible children in foster care.
4. To ensure that children in foster care have the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts, if a child in foster care is transitioning between school grade levels, they shall be allowed to continue in the school district of origin in the same attendance area, or, if they are transitioning to a middle school or high school, and the school designated for matriculation is in another school district, to the school designated for matriculation in that school district.

In consultation with the child in foster care and educational rights holder, the educational liaison may recommend that they waive their right to attend the school of origin and enroll in a public school within their attendance area. The educational liaison's recommendation must be accompanied by a written explanation for the basis of the recommendation and how it serves the child in foster care's best interests.

1. If the educational liaison, child in foster care, and educational rights holder agree it is in the best interest of the child to waive their right to attend the school of origin and attend the recommended school, the child in foster care shall immediately be enrolled within the recommended school.

2. The recommended school shall immediately enroll the child in foster care regardless of any outstanding fees, fines, textbooks or moneys due to any previous schools of attendance or if the child in foster care is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records, including proof of immunization, proof of residency or other documentation.
3. Within two business days of the request for enrollment, the educational liaison for the new school shall contact the school last attended by the child in foster care to obtain all academic and other records. The last school attended by the child in foster care shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. The educational liaison for the school last attended shall provide a complete copy of their education record to the new school within two business days of receiving the request.

If any dispute arises as to the school placement of a pupil under this section, the pupil has the right to remain in their school of origin, pending resolution of the dispute.

"School of origin" means the school that the child in foster care attended when permanently housed or the school in which the child in foster care was last enrolled. If the school the child in foster care attended when permanently housed is different from the school in which they were last enrolled, or if there is some other school that they attended with which they are connected and that they attended within the immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the child and the educational rights holder, shall determine, in the best interests of the child, the school that shall be deemed the school of origin.

If the child in foster care is absent from school due to a decision by a court or placing agency to change their placement, the grades and credits of the child in foster care will be calculated as of the date they left school and no lowering of grades will occur as a result of the absence of the child under these circumstances. If the child in foster care is absent from school due to a verified court appearance or related court ordered activity, no lowering of their grades will occur as a result of the absence of the pupil under these circumstances.

A child in foster care or a pupil who is a homeless youth who transfers between schools any time after the completion of the pupil's second year of high school shall be exempt from all coursework and other graduation requirements adopted by the governing board of the local educational agency that are in addition to the statewide coursework requirements, unless the local educational agency makes a finding that they are reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Within 30 days of the child's transfer into a school, the local educational agency should determine whether a child in foster care or a pupil who is a homeless youth is reasonably able to complete the local educational agency's graduation requirements within the pupil's fifth year of high school. If the pupil is reasonably able to complete the local educational agency's graduation requirements within a fifth year of high school, the local educational agency shall do all of the following:

1. Inform the pupil of their option to remain in school for a fifth year to complete the local educational agency's graduation requirements.
2. Inform the pupil, and the educational rights holder, about how remaining in school for a fifth year to complete the local educational agency's graduation requirements will affect the pupil's ability to gain admission to a postsecondary educational institution.
3. Provide information to the pupil about transfer opportunities available through the California Community Colleges.
4. Permit the pupil to stay in school for a fifth year to complete the local educational agency's graduation requirements upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the educational rights holder.

If the local educational agency fails to provide timely notice of the exemption, the pupil shall be eligible for the exemption, once notified, even if that notification occurs after the termination of the court's jurisdiction of the pupil or after the pupil is no longer considered homeless.

If a child in foster care or a pupil who is a homeless youth is exempt from local graduation requirements pursuant to this section and completes the statewide coursework requirements before the end of their fourth year of high school and that pupil would otherwise be entitled to remain in attendance at the school, a school or local educational agency shall not require or request that the pupil graduate before the end of their fourth year of high school, nor shall they be required to accept the exemption or be denied enrollment in courses for which they are otherwise eligible.

If a child in foster care or a pupil who is a homeless youth is not exempt from local graduation requirements or has previously declined the exemption pursuant to this section, a local educational agency shall exempt the pupil at any time if an exemption is requested by the pupil and the pupil qualifies for the exemption. The exemption shall apply after termination of the court's jurisdiction or after the pupil is no longer considered homeless.

A transfer shall not be requested solely to qualify for an exemption under this section.

The local educational agency shall accept coursework satisfactorily completed by a child in foster care or a pupil who is a homeless youth while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and issue that pupil full or partial credit for the coursework completed.

The local educational agency may not require a child in foster care or pupil who is a homeless youth to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, or a nonpublic, nonsectarian school. If the pupil did not complete the entire course, the local educational agency may not require the pupil to retake the portion of the course the pupil completed unless the local educational agency in consultation with the educational rights holder, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the child

in foster care or pupil who is a homeless youth shall be enrolled in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course. The pupil shall not be prevented from taking or retaking a course to meet eligibility requirements for admission to the California State University or University of California.

A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

A complainant not satisfied with the decision of a local educational agency may appeal the decision to the CDE and shall receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal.

If a local educational agency finds merit in a complaint, or the Superintendent finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil.

CHILDREN OF MILITARY FAMILIES AND OTHER PROTECTED PUPILS-EC 49701, 51225.1, 51225.2

A pupil who is a "child of a military family" is defined as school-aged child or children, enrolled in kindergarten through twelfth grade, in the household of an active duty member. "Active duty" means full-time status in the active uniformed service of the United States, including member of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. sections 1209 and 1211.

Children of military families who transfer between schools any time after the completion of the pupil's second year of high school shall be exempt from all coursework and other graduation requirements adopted by the governing board of the local educational agency that are in addition to the statewide coursework requirements, unless the local educational agency makes a finding that the child of a military family is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Within 30 days of the child of a military family's transfer into a school, the local educational agency should determine whether the child of a military family is reasonably able to complete the local educational agency's graduation requirements within the pupil's fifth year of high school. If the pupil is reasonably able to complete the local educational agency's graduation requirements within a fifth year of high school, the local educational agency shall do all of the following:

1. Inform the pupil of his or her option to remain in school for a fifth year to complete the local educational agency's graduation requirements.
2. Inform the pupil, and the educational rights holder, about how remaining in school for a fifth year to complete the local educational agency's graduation requirements will affect the pupil's ability to gain admission to a postsecondary educational institution.

3. Provide information to the pupil about transfer opportunities available through the California Community Colleges.
4. Permit the pupil to stay in school for a fifth year to complete the local educational agency's graduation requirements upon agreement with the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, upon agreement with the educational rights holder.

Within 30 calendar days of the date that a pupil who is a child of a military family who may qualify for the exemption from local graduation requirements transfers into a school, the school district shall notify the pupil and the pupil's parent or guardian of the availability of the exemption and whether the pupil qualifies for an exemption.

If the District fails to provide timely notice, the pupil shall be eligible for the exemption from local graduation requirements, even if that notification occurs after the pupil no longer meets the definition of "a child of a military family."

If a child of a military family is exempt from local graduation requirements pursuant to this section and completes the statewide coursework requirements before the end of his or her fourth year of high school and that pupil would otherwise be entitled to remain in attendance at the school, a school or local educational agency shall not require or request that the pupil graduate before the end of his or her fourth year of high school, nor shall the child of a military family be required to accept the exemption or be denied enrollment in courses for which they are otherwise eligible.

If a child of a military family is not exempt from local graduation requirements or has previously declined the exemption pursuant to this section, a local educational agency shall exempt the pupil at any time if an exemption is requested by the pupil and the pupil qualifies for the exemption. The exemption shall apply after the pupil no longer meets the definition of "a child of a military family" while the pupil is enrolled in school or if the pupil transfers to another school or school district.

A school district shall not require and a parent or guardian shall not request a child of a military family to transfer schools solely to qualify the pupil for an exemption under this section.

The local educational agency shall accept coursework satisfactorily completed by a pupil who is a child of a military family while attending another public school (including schools operated by the United States Department of Defense), a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and issue that pupil full or partial credit for the coursework completed.

The local educational agency may not require a child of a military family to retake a course if the pupil has satisfactorily completed the entire course in a public school, a juvenile court school, or a nonpublic, nonsectarian school or agency. If the pupil did not complete the entire course, the local educational agency may not require the pupil to retake the portion of the course the pupil completed unless the local educational agency in consultation with the educational rights holder, finds that the pupil is reasonably able to complete the requirements in time to graduate from high

school. When partial credit is awarded in a particular course, the child of a military family shall be enrolled in the same or equivalent course, if applicable, so that the pupil may continue and complete the entire course. The pupil shall not be prevented from taking or retaking a course to meet eligibility requirements for admission to the California State University or University of California.

A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations.

A complainant not satisfied with the decision of a local educational agency may appeal the decision to the CDE and shall receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal.

If a local educational agency finds merit in a complaint, or the Superintendent finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil.

The above protections shall also apply to pupils in foster care, pupils who are homeless, former juvenile court school pupils, migratory children, and pupils participating in a newcomer program, as defined in Education Code section 51225.2(a).

ASBESTOS-40 C.F.R. 763.93

CUSD has a current management plan for asbestos containing materials for all district portables. The plan is available for inspection at our Maintenance and Operations office at 705 Seventh Ave., Coronado, CA 92118, during normal business hours.

USE OF PESTICIDES-EC 17612, 48980.3

The name of all pesticides products expected to be applied at the school facilities during the upcoming year can be found at <https://coronadousd.net/departments/business-services/facilities-operations-maintenance/>. Persons wishing to be notified in advance of individual pesticide applications may register with CUSD for that purpose. To register, please complete the 2020-2021 Annual Pesticide Notification Request, which is included in this document, and return it to your school site. Additional information on pesticides is made available by the Department of Pesticide Regulation at www.cdpr.ca.gov.

SCHOOL BUS AND PASSENGER SAFETY-EC 39831.5

Bus safety regulations, including a list of school bus stops near each pupil's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops, can be found online at <https://coronadousd.net/parents-students/student-safety/>.

WILLIAMS COMPLAINT POLICY AND PROCEDURES-EC 35186

CUSD has adopted a uniform complaint process to help identify and resolve deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff and teacher vacancy or mis-assignment. Notice of the complaint process and the location at which to obtain a complaint form is posted in all classrooms.

NOTICE OF ALTERNATIVE SCHOOLS-EC 58501

“California State law authorizes all school districts to provide for alternative schools. The Education Code defines alternative school as a school or separate class group within a school, which is operated in a manner designed to:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the student learns because of his desire to learn.
- Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may result in whole or in part from a presentation by his teachers of choices of learning projects.
- Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

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

A copy of the notice shall also be posted in at least two places normally visible to pupils, teachers, and visiting parents in each attendance unit for the entire month of March in each year.

STATEMENT OF NON-DISCRIMINATION

Discrimination in education programs is prohibited by state and federal law. Education Code section 200, et seq. requires school district to afford all pupils regardless of gender, gender identity, gender expression, sex, race, color, religion, natural origin, immigration status, ethnic group identification, mental or physical disability, sexual orientation, or the perception of one or more of such characteristics, equal rights and opportunities in accessing educational programs, activities and facilities.

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin. Title IX prohibits discrimination on the basis of sex. The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination on the basis of disability. Also, pursuant to EC 212.1, "race" is inclusive of traits historically associated with race, including, but not limited to, protective hairstyles and textures.

CUSD will take the required steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging non-compliance with this policy are investigated through the Uniform Complaint Process.

ATTENDANCE-EC 48980(h)

A. Residency Requirements-EC 48200, 48204, 48204.3, 48204.4, 48204.6, 48204.7

Each person between the ages of 6 and 18 years (and not exempted) is subject to compulsory full-time education. Each person subject to compulsory full-time education and not exempted shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located.

A pupil may alternatively comply with the residency requirements for school attendance in a school district, if they meet any of the following:

1. Placed within the boundaries of the school district in a foster home or licensed children's institution as defined in Section 56155.5 or a family home within the boundaries of the school district pursuant to a commitment or a placement under the Welfare and Institutions Code;
2. A pupil who is in foster care who remains in their school of origin.
3. A pupil for whom interdistrict transfer has been approved;
4. An emancipated pupil who resides within the boundaries of the school district;
5. A pupil who lives in the home of a care giving adult that is located within the boundaries of the school district;
6. A pupil residing in a state hospital located within the boundaries of the school district.
7. A pupil whose parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of their employment within the boundaries of the school district for a minimum of three days during the school week;
8. One or both of the parents or legal guardians of the pupil are physically employed within the boundaries of the school district for a minimum of 10 hours during the school week;
9. A school district shall allow a pupil who is a child of a military family to continue their education in the school of origin, regardless of any changes of residence of the military family during that school year, for the duration of the pupil's status as a child of a military family;

10. A school district shall allow a pupil who is a migratory child to continue attending their school of origin, or a school within the school district of origin regardless of any change of residence of the pupil; and
11. A pupil whose parent or parents were residents of this state and have departed California against their will, and if the pupil seeks admission to a school of a school district, shall be admitted, regardless of their current residency, provided the pupil has:
 - a. Official documentation evidencing the departure of their parent or legal guardian;
 - b. Moved outside of California as a result of their parent or legal guardian departing against their will and the pupil lived in California immediately before moving outside of California; and,
 - c. Provides documentation that the pupil was enrolled in a California public school immediately before moving outside of California.

Residency Investigations: The governing board of CUSD has adopted a board policy regarding the process it follows for conducting investigations to determine whether a pupil meets residency requirements for school attendance in the school district. A copy of the CUSD Board Policy 48204.1, 48204.2.

B. Statutory Attendance Options

1. **Intradistrict Choice Policy (EC 35160.5(b)):** Residents of the school district may apply to other schools within the school district for their child to attend on a space available basis.
- **Interdistrict Attendance (EC 46600, et seq.):** The parent or guardian of a pupil may seek release from the home district to attend a school in any other school district. Each school district of resident and school district of proposed enrollment shall post on its Internet Web site the procedures and timelines, including a link to the policy of the governing board of the school district, regarding a request for an interdistrict transfer permit in a manner that is accessible to the public without a password. The information posted on the Internet Web site shall include, but need not be limited to, the following:
 - a. The date upon which the school district will begin accepting and processing interdistrict transfer requests for the subsequent school year.
 - b. The reasons for which the school district may approve or deny a request, and any information or documents that must be submitted as supporting evidence.
 - c. If applicable, the process and timelines by which denial of a request may be appealed within the school district before the school district renders a final decision.
 - d. That failure of the parent to meet any timelines established by the school district shall be deemed an abandonment of the request.
 - e. Applicable timelines for processing a request, including statements that the school district shall do both of the following:
 - i. Notify a parent submitting a current year request, as defined in Section 46600.1, of its final decision within 30 calendar days from the date the request was received.

- ii. Notify a parent submitting a future year request, as defined in Section 46600.1, of its final decision as soon as possible, but not later than 14 calendar days after the commencement of instruction in the school year for which interdistrict transfer is sought.
- f) The conditions under which an existing interdistrict transfer permit may be revoked or rescinded.
- **Open Enrollment Act (EC 48350, et seq.):** When a student is attending a school on the Open Enrollment List as identified by the Superintendent of Public Instruction, the student may request a transfer to another school with a higher Academic Performance Index that is either within or outside of the district.
- **District of Choice (EC 48300, et seq.):** Some school districts may choose to become a district of choice: a district that accepts transfer students from outside the district under the terms of a resolution. A school board that decides to become a district of choice must determine the number of transfers it is willing to accept and make sure that students are selected through a random and unbiased process.

C. Absence for Religious Instruction-EC 46014

Permissive absence may be granted for governing board approved religious exercises or instruction if a pupil has attended at least the minimum school day and for not more than four days per school month.

D. Absence for Confidential Medical Services-EC 46010.1

Students in grades 7 to 12 may be excused for the purpose of obtaining confidential medical services without consent of the pupil's parent or guardian.

E. Notification of Minimum Days and Pupil Free Staff Development Day-EC 48980(c)

A schedule of minimum days and pupil-free staff development days will be made available online at <https://coronadousd.net/> under the Parents & Students tab, at the beginning of the school year or as early as possible, but no later than one month prior to the scheduled minimum or pupil-free day.

F. Grade Reduction/Loss of Academic Credit-EC 48980(j)

No pupil shall have his/her grade reduced or lose academic credit for any excused absence pursuant to EC 48205 for missed assignments/tests that can reasonably be provided/completed.

G. Excused Absence; Justifiable Personal Reasons; Credit (EC 48205); Truancy (EC 48260, et seq.)

State law permits students to be absent for justifiable reasons and allows for completion of missed assignments. Students who are absent without valid excuse, and their parents/guardians, may be subject to truancy and/or criminal proceedings under Education Code section 48260, et seq.

- **Excused Absences:**

- a. Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
 - i. Due to the pupil's illness.
 - ii. Due to quarantine under the direction of a county or city health officer.
 - iii. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 - iv. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 - v. For the purpose of jury duty in the manner provided for by law.
 - vi. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
 - vii. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
 - viii. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
 - ix. For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in EC § 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district
 - x. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
 - xi. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

- b. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of any class from which a pupil is absent shall determine the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- c. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- d. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- e. "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

- **Truancy:**

- b. The first time a truancy report is issued, the pupil and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school's designees to discuss attendance issue and develop plan to improve attendance
- c. The second time a truancy report is issued within the same school year, the pupil may be given a warning by a peace officer pursuant to Penal Code section 830.1. The pupil may also be assigned to an afterschool or weekend study program located within the same county as the pupil's school.
- d. The third time a truancy report is issued within the same school year, the pupil shall be classified as a habitual truant and may be required to attend an attendance review board or a truancy mediation program pursuant to EC 48263.
- e. The fourth time truancy is issued within the same school year, the pupil may be within jurisdiction of the Juvenile Court that may adjudge the pupil to be a ward of the court pursuant to Welfare and Institutions Code section 601.

FINGERPRINTING PROGRAM-EC 32390

CUSD does not offer a voluntary fingerprinting program. Fingerprinting requires written parental consent as well as payment by the parent or guardian of any applicable fees.

SEX EQUITY IN CAREER COUNSELING AND COURSE SELECTION-EC 221.5(d)

Commencing in Grade 7, school personnel shall assist pupils with course selection or career counseling, affirmatively exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

COLLEGE ADMISSION REQUIREMENTS AND TECHNICAL EDUCATION-EC 51225.3, 51229

For students who wish to continue their education after high school, the State of California offers community colleges, California State Universities (CSU), and Universities of California (UC).

Information pertaining to college admission requirements, information about University of California and California State University websites, information about technical information and the availability of school counselors to help students in choosing appropriate high school courses can be found online at <https://chs.coronadousd.net/academics/counseling/>.

CUSD does a career technical education course to satisfy the visual/performing arts or world language graduation requirement, more information about high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California, as well as a complete list of career technical education courses offered by CUSD that satisfy the subject matter requirements for admission to the California State University and the University of California can be found online at <https://chs.coronadousd.net/academics/graduation-senior-information/>.

In order to attend a community college, students need only be a high school graduate or 18 years of age. In order to attend a CSU, students have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Test scores are not required if the student's GPA is 3.0 or above. In order to attend a UC, students must meet coursework requirements, obtain the necessary GPA and test scores, or rank on the top four percent at a participating high school, or qualify by examination alone. Students may also transfer to a CSU or UC after attending community college. For more information on college admission requirements, please refer to the following websites.

www.cccco.edu – This is the official website of the California Community College system. It offers links to all of the California Community Colleges.

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.

www.csumentor.edu – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

www.universityofcalifornia.edu – This massive website offers information regarding admissions, online application, and links to all UC campuses.

FINANCIAL ASSISTANCE FOR ADVANCED PLACEMENT FEES-EC 48980(j), 52242

A school district may help pay for all or part of the costs of one or more advanced placement examinations charged to economically disadvantaged pupils.

TEACHER QUALIFICATIONS

Parents or guardian of all pupils may request specified professional qualifications of the student's classroom teacher(s) and assigned paraprofessional(s).

EMPLOYEE INTERACTIONS WITH PUPILS-EC 44050

Code of Conduct for Employee-Pupil Interactions

(Ed Code 44050 and BP sections 4119.21, 4219.21, 4319.21)

Coronado Unified School District is committed to providing a safe and secure learning environment for all students. While the District encourages the cultivation of positive relationships with students, employees are reminded to be mindful of the fine line drawn between being supportive of students and a possible or perceived breach of responsible, ethical behavior. When communicating and interacting with students, employees should be mindful that students are more impressionable than adults and may perceive a school employee as being in a position of power and influence over them, even when the communication or interaction occurs outside of a school setting. The district's professional standards for its employees set forth expectations that employees must exercise good judgment when interacting with students. This includes, among other things, that employees refrain from engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student. To further illustrate and ensure employees comply with these professional standards, individuals who work with or have contact with students are expected to use good judgment and are cautioned to avoid situations including, but not limited to, the following:

1. Meeting individually with a student behind closed doors, regardless of gender.
2. Remaining on campus with student(s) after the last administrator leaves the school site. There are exceptions, such as teachers rehearsing with students for a drama/music activity or coaching academic decathlon students, with approval of the site-administrator in advance.
3. Engaging in any behaviors or discussions, either directly or indirectly with a student(s) or in the presence of a student(s), that are unprofessional, inappropriately personal, unethical, illegal, immoral, or exploitative.
4. Giving student(s) gifts, rewards, or incentives that are not school-related and for which it is directly or implicitly suggested that a student(s) is (are) to say or do something in return.
5. Making statements or comments, either directly or in the presence of a student(s), which are not age-appropriate, professional, or which may be considered sexual in nature, harassing, discriminating, or demeaning.
6. Touching or having physical contact with a student(s) that is not age appropriate or within the scope of the employee's/individual's responsibilities and/or duties.
7. Transporting student(s) in a personal vehicle without proper written administrator and parent authorization forms on file in advance.
8. Taking or accompanying student(s) off campus for activities other than a District-approved school journey or field trip.
9. Meeting with or being in the company of student(s) off campus, except in school-authorized and/or approved activities.

10. Communicating with student(s), in writing, by phone, email, electronically, via Internet or in person, at any time, for purposes that are not specifically school-related.
11. Calling student(s) at home or on their cell phone, except for specific school-related purposes and/or situations.
12. Providing student(s) with a personal home/cell telephone number, personal Email address, home address, or other personal contact information, except for specific school-related purposes and/or situations.
13. Engaging in harassing or discriminatory behavior towards students, parents, guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.
14. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information.

Even though the intent may be purely professional, those who engage in any of the above behavior(s), either directly or indirectly with a student(s) or in the presence of a student(s), are subjecting themselves to all possible perceptions of impropriety. Employees/individuals are advised that, when allegations of inappropriate conduct or behavior are made, the District is obligated to investigate the allegations and, if warranted, take appropriate administrative and/or disciplinary action.

A copy of CUSD's Code of Conduct for Employee-Pupil Interactions may also be accessed at <https://coronadousd.net/parents-students/studentsafety/>.

UNIFORM COMPLAINT PROCEDURES-5 C.C.R. 4622

CUSD has adopted a Uniform Complaint Procedure. CUSD shall follow uniform complaint procedures when addressing complaints involving adult education programs, categorical aid programs, migrant child education, career technical education training programs, child care and development programs, allegations of unlawful discrimination, harassment, intimidation, or bullying, lactation accommodations, non-compliance with school safety planning requirements, pupil fees, courses of study, instructional minutes for physical education, local control accountability plans, any deficiencies related to preschool health and safety issues for a California state preschool program, and matters pertaining to the right of foster youth, homeless youth, former juvenile court school pupils, and children of military families. Information regarding the Uniform Complaint can be found online at <http://gamutonline.net/district/coronado/displayPolicy/644488/>.

PARENT ATTENDANCE OF SUSPENDED STUDENTS DURING SCHOOL DAY-EC 48900.1

CUSD does not have a policy authorizing teachers to require the parent or guardian of a suspended pupil to attend a portion of a school day in the class of the suspended pupil.

HOMEWORK ASSIGNMENTS FOR SUSPENDED STUDENTS-EC 48913.5

Upon request of a parent, a legal guardian, or other person holding the right to make educational decisions for the pupil, a teacher shall provide to a pupil in any of grades 1 to 12 who has been

suspended from school or two or more schooldays the homework that the pupil would otherwise have been assigned. If a pupil turns in a homework assignment requested in the above manner to the teacher upon the pupil's return to school from suspension, or within the timeframe originally prescribe by the teacher (whichever is later), and it is not graded before the end of the academic term, then that assignment shall not be included in the calculation for that pupil's overall grade.

PUPIL INSURANCE FOR ATHLETIC TEAMS-EC 32221.5

CUSD operates an interscholastic athletic team or teams and is required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health programs. For information about these programs contact Robin Nixon, CHS Athletic Director at robin.nixon@coronadousd.net.

SCHOOL ACCREDITATION-EC 35178.4

CUSD will notify each parent or guardian of a pupil in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing or by posting the information on the school district's or school's internet website, or by any combination of these methods.

PUPIL HEALTH-ORAL HEALTH ASSESSMENT-EC 49452.8

By May 31 of the school year, pupils when first enrolled in public school are required to provide proof of an oral health assessment (conducted within 12 months before enrollment) by a licensed dentist or other licensed or registered dental health professional or provide written notice why an oral health assessment by a licensed dentist or other registered dental health professional cannot be completed. Additional information regarding the importance of oral health is included within this Annual Notification and may also be found online at <https://coronadousd.net/departments/student-services/health-services/>.

PUPIL RECORDS; NOTIFICATION OF RIGHTS-20 U.S.C. 1232g; EC 49063, 49068, 49069.7, 49073

Parents, pupils 18 and over, pupils 14 and over that are both homeless and an unaccompanied youth, and individuals who have completed and signed a Caregiver's Authorization Affidavit, have rights concerning pupil records under Education Code section 49063. These rights include:

- The right to inspect and review the student's education records within five (5) business days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will forward requests to the Custodian of Records. The Custodian of Records will make arrangements for access and notify the parent or eligible student.
- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They 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 school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, CUSD shall disclose education records without parental consent.
- When a student moves to a new district, CUSD will forward the student's records upon the request of the new school district within 10 school days.

A foster family agency with jurisdiction over a currently enrolled or former pupil, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver who has direct responsibility for the care of a pupil may access the current or most recent records of grades, transcripts, attendance, discipline, online communications on school platforms, any IEPs or Section 504 plans maintained by the responsible LEA of that pupil. The above-referenced individuals may access the pupil records listed above solely for the purpose of monitoring the pupil's educational progress, updating and maintaining the pupil's education records as required by Welfare and Institutions Code section 16010, and to ensure the pupil has access to educational services, supports and activities, including enrolling the pupil in school, assisting the pupil with homework, class assignments, and college and scholarship applications, and enrolling the pupil in extracurricular activities, tutoring and other afterschool or summer enrichment programs.

"Student Records" do not include:

- Instructional, supervisory or administrative notes by CUSD staff that are made only for that staff member or his/her substitute
- Records of a law enforcement unit that were created for use by the law enforcement unit
- Employee records made for personnel use
- Records of a doctor, psychologist, psychiatrist or other treatment provider and/or assistant regarding a student who is 18 or older or who is attending a postsecondary educational institution. In this case, "treatment" does not include remedial instructional measures.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the school 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, SW
Washington, D.C. 20202-5920

CONCUSSION AND HEAD INJURIES; OPIOIDS-EC 49475; 49476

Pursuant to the athletic programs offered by CUSD, (apart from athletic activity during the regular school day or as part of a physical education course) CUSD will provide each student athlete's parent and guardian with a "concussion and head injury" information sheet. The sheet shall be signed and returned by the athlete's parent or guardian before the athlete may participate in practice or competition.

SAFE PLACE TO LEARN ACT-EC 234, 234.1

CUSD has adopted policies pertaining to the following:

- Prohibition of discrimination and harassment based on characteristics set forth in EC § 220 and Penal Code 422.55;
- Process for receiving and investigating complaints of discrimination and harassment;
- Maintenance of documentation of complaints and their resolution;
- Process to ensure complainants are protected from retaliation and the identity of a complainant is kept confidential if appropriate; and
- Identification of a responsible LEA officer to ensure compliance.

CUSD's antidiscrimination and anti-harassment policies are posted in schools and offices and available online at <https://coronadousd.net/departments/student-services/> in the Discipline Action Guide.

PUPIL PROTECTIONS RELATING TO IMMIGRATION AND CITIZENSHIP STATUS-EC 234.7

Except as required by state or federal law or as required to administer a state or federally supported educational program, CUSD shall not collect information or documents regarding citizenship or immigration status of pupils or their family members.

Should any request be made for information or access to a school-site by an officer or employee of a law enforcement agency for the purpose of enforcing immigration laws, CUSD's Superintendent shall report to the governing board any such requests in a timely manner that ensures the confidentiality and privacy of any potentially identifying information.

If CUSD becomes aware that a pupil's parent or guardian is not available to care for the pupil, CUSD staff shall first exhaust any parental instruction relating to the pupil's care in the emergency contact information it has for the pupil to arrange for the pupil's care. CUSD will not contact Child Protective Services to arrange for the pupil's care unless it is unable to arrange care

through the use of emergency contact information provided by the parents or other information provided by the parent or guardian.

All children have a right to a free public appropriate education, regardless of immigration status of religious beliefs. Therefore, CUSD has fully adopted model policies published by the Attorney General's Office entitled "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues" (<https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>). These policies include, but are not limited to, refraining from collecting national origin information during the school enrollment process, accepting all forms of evidence listed in California Education Code section 48002 for the purpose of verifying student age, and not including citizenship status, immigration status, place of birth, or any other information indicative of national origin as directory information. Please visit the State of California's Attorney General's "Know Your Rights" page for more information at <https://oag.ca.gov/immigrant/rights>.

AVAILABILITY OF PROSPECTUS-EC 49091.14

Each school site shall create a prospectus which includes the curriculum, including titles, descriptions, and instructional aims of every course offered. The prospectus shall be made available upon request by parent or guardian.

DIRECTORY INFORMATION-EC 49073

"Directory Information" includes one or more of the following items: student's name, address, telephone number, email address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. CUSD has determined that the following individuals, officials, or organizations may receive directory information:

- Certain school publications
- Outside organizations including, but not limited to, companies that manufacture class rings or publish yearbooks
- Military recruiters
- Post-secondary educational institutions
- Outside governmental agencies

No information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil's directory information. However, directory information related to homeless and unaccompanied youth will not be released without the express written consent for its release by the eligible pupil, his/her parent or guardian.

CUSD may disclose appropriately designated "directory information" as specified herein without written consent unless advised to the contrary in accordance with procedures.

Parents/guardians must notify CUSD in writing every year if they do not want CUSD to disclose directory information from their child's education records without prior written consent.

Also, in accordance with Section 49073.2, the LEA shall not include the directory information or the personal information of a pupil or of a parent or guardian of a pupil in the minutes of a meeting of its governing body, except as required by judicial order or federal law, if a pupil who is 18 years of age or older or a parent or guardian of a pupil has provided a written request to the secretary or clerk of the governing body to exclude his or her personal information or the name of his or her minor child from the minutes of a meeting of the governing body.

Personal information includes a person's address, telephone number, date of birth, and email address.

SURVEYS-EC 51513; 20 U.S.C. 1232h

CUSD will notify parents or guardians of the need for their written permission before any test, questionnaire, survey or examination containing any questions about their child's personal beliefs or practices (or the pupil's family's beliefs or practices) in sex, family life, morality and religion, may be administered to any pupil in kindergarten, or grades 1-12, inclusive. Notification will include specific or approximate dates of when any survey containing sensitive, personal information is to be administered and provide an opportunity for parents to opt pupils out of participating in the survey. Upon request, parents or guardians will be given the opportunity to inspect any third-party survey.

ACCESS BY MILITARY RECRUITERS-20 U.S.C. 7908

CUSD provides military recruiters access to secondary school students' names, addresses and telephone listings upon request by the military recruiters. A pupil or parent may request that this information not be released to military recruiters without prior written parental consent.

CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM-5 C.C.R. 11523

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal 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. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

CAL GRANT PROGRAM-EC 69432.9

All pupils enrolled in grade 12 will be deemed Cal Grant applicants, unless they, or their parent or guardian if the pupil is 17 years or younger, specifically opts-out of such notification. CUSD will electronically submit each 12th grade pupil's grade point average by October 1st of the pupil's 12th grade school year. A pupil of 18 years of age or a parent or guardian of a pupil 17 years or younger, may, by written statement, opt out of the Cal Grant program.

OFF-CAMPUS LUNCH-EC 44808.5

In order to give students an opportunity to demonstrate responsibility, independent judgment, and positive citizenship, the Governing Board of the CUSD pursuant to Section 44808.5 of the Education Code and BP 5112.5, has decided to permit the pupils enrolled within its high school grades 10-12, to leave the school grounds during the lunch period. Section 44808.5 of the Education Code states: "Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section."

PUPIL FEES-EC 49010

CUSD maintains a policy concerning the provision of a free education to pupils and for filing a complaint of non-compliance pursuant to the Uniform Complaint Procedures with the principal of the school alleged to be in non-compliance. More information is available online at <http://gamutonline.net/district/coronado/displayPolicy/644488/>.

RIGHTS OF PARENTS OR GUARDIANS TO INFORMATION-EC 51101

Parents/guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

- Within a reasonable period of time following making the request, to observe the classroom or classrooms in which their child is enrolled or for the purpose of selecting the school in which their child will attend pursuant to intra-district or inter-district pupil attendance policies or programs.
- Within a reasonable time of their request, to meet with their child's teacher or teachers and the principal of the school in which their child is enrolled.
- To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher. Although volunteer parents may assist with instruction, primary instructional responsibility shall remain with the teacher.
- To be notified on a timely basis if their child is absent from school without permission.
- To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of the school that their child attends on standardized statewide tests.

- To request a particular school for their child, and to receive a response from the school district. This paragraph does not obligate the school district to grant the parent's request.
- To have a school environment for their child that is safe and supportive of learning.
- To examine the curriculum materials of the class or classes in which their child is enrolled.
- To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
- To have access to the school records of their child.
- To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
- To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
- To participate as a member of a parent advisory committee, school-site council, or site-based management leadership team, in accordance with any rules and regulations governing membership in these organizations. In order to facilitate parental participation, school-site councils are encouraged to schedule a biannual open forum for the purpose of informing parents about current school issues and activities and answering parents' questions. The meetings should be scheduled on weekends, and prior notice should be provided to parents.
- To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
- To be notified, as early in the school year as practicable pursuant to EC 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child. Parents and guardians of pupils, including those parents and guardians whose primary language is not English, shall have the opportunity to work together in a mutually supportive and respectful partnership with schools, and to help their children succeed in school. Each governing board of a school district shall develop jointly with parents and guardians, and shall adopt, a policy that outlines the manner in which parents or guardians of pupils, school staff, and pupils may share the responsibility for continuing the intellectual, physical, emotional, and social development and well-being of pupils at each school-site.
- The policy shall include, but is not necessarily limited to, the following:
 1. The means by which the school and parents or guardians of pupils may help pupils to achieve academic and other standards of the school.
 2. A description of the school's responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all pupils to meet the academic expectations of the school.
 3. The manner in which the parents and guardians of pupils may support the learning environment of their children, including, but not limited to, the following:
 - a. Monitoring attendance of their children.
 - b. Ensuring that homework is completed and turned in on a timely basis.
 - c. Participation of the children in extracurricular activities.
 - d. Monitoring and regulating the television viewed by their children.

- e. Working with their children at home in learning activities that extend learning in the classroom.
- f. Volunteering in their children's classrooms, or for other activities at the school.
- g. Participating, as appropriate, in decisions relating to the education of their own child or the total school program.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS-EC 52052, 60640

The California Assessment of Student Performance and Progress ("CAASPP") System was established on June 1, 2014. Commencing with the 2014-2015 school year, the CAASPP System includes Smarter Balanced Summative assessments in English Language Arts and Math in grades three through eight and eleven and California Alternate Assessments ("CAA") in English Language Arts and Math in grades three through eight and eleven for students with significant cognitive disabilities. The California Science Test ("CAST") for science is required for all students in grades five, eight and once in high school unless the student's IEP indicates administration of the CAA. CUSD will not administer a standards based test in Spanish for reading/language arts in grades two through eleven for Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States for less than twelve months. A parent or guardian may make a written request to excuse his or her child from any or all parts of the assessment.

DRESS CODE/GANG APPAREL-EC 35183

Students are expected to come to school appropriately dressed. Students failing to dress appropriately will be asked to change. CUSD's dress code is available online at <https://coronadousd.net/departments/student-services/>, in the Discipline Action Guide.

SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN-EC 35183.5

CUSD allows for outdoor use of sun-protective clothing and the use of sunscreen by students during the day. More information contact Joellen Semo, District Nurse, at joellen.semo@coronadousd.net.

GATE PROGRAMS

CUSD's written plan for its GATE program includes procedures to inform parents or guardians of their pupil's participation or non-participation in the GATE program. A copy of the CUSD policy can be found at <https://coronadousd.net/departments/learning-instruction/>, Teaching to High Potential.

TITLE 1-20 U.S.C. 6311

Permits parents to request information regarding the professional qualifications of the student's classroom teachers, including the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request regarding their child's teacher, parents may also request:

- Information on the level of achievement of the parent's child in each of the State academic assessments, and
- Timely notice that the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.

Parents may obtain this information by logging on to www.ctc.ca.gov/ and looking up the child's teacher's credentials by entering the first and last name.

The law also requires that parents be notified when a teacher who is not *highly qualified* is hired and teaches the child *four (4) consecutive weeks or more*.

TOBACCO-FREE CAMPUS-HSC 104420, 104495

Health and Safety Code section 104495 prohibits smoking and use of any tobacco-related products and disposal of any tobacco-related waste within 25 feet of a school playground. The prohibition does not apply to a public sidewalk located within 25 feet of a playground. In addition, the City of Coronado also prohibits smoking on public property (sidewalks, streets, or alleys) or within 25 feet of doors or windows of businesses. The Coronado No-Smoking Ordinance can be found at https://www.coronado.ca.us/government/departments_divisions/city_manager/no-smoking_ordinance.

UNSAFE SCHOOL CHOICE-5 C.C.R. 11993(k); 20 U.S.C. 7912

Students shall be allowed to attend a safe school. CUSD shall notify parents or guardians of pupils in elementary and/or secondary schools considered to be "persistently dangerous" pursuant to California Department of Education guidelines and of available options for attendance at a safe school. "Any firearms violations" is an event which must be considered in determining whether a school site is at risk of being classified as persistently dangerous.

TRANSFER OF PUPILS CONVICTED OF VIOLENT FELONY OR MISDEMEANOR-EC 48929, 48980(m)

The governing board of CUSD has adopted a policy to allowing the governing board of CUSD to transfer students convicted of violent felonies or misdemeanors to other schools in the district if the pupil to be transferred and the victim of the crime for which the pupil was convicted are enrolled at the same school. A copy of CUSD Board Policy 5116.2 is available at <http://gamutonline.net/district/coronado/DisplayPolicy/1079128/>.

SCHOOL ACCOUNTABILITY REPORT CARD-EC 35256, 35258

The School Accountability Report Card provides parents and other interested members of the community a variety of information about the school, its resources, its successes, and the areas where it needs improvement. On or before February 1 of each year, an updated copy of the School Accountability Report Card for each CUSD operated school can be found on CUSD's website at <https://coronadousd.net/departments/learning-instruction/>. A hard copy will also be provided upon request to any student's parent or guardian.

COMPREHENSIVE SCHOOL SAFETY PLAN-EC 32286, 32288

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

DUTY CONCERNING CONDUCT OF PUPILS-EC 44807

All students participating in CUSD programs or activities will comply with CUSD policies, rules and regulations, pursue their studies and obey the valid authority of CUSD staff. Any student who feels another participant is disrupting the student's learning environment is strongly encouraged to report that misconduct to a CUSD staff member. The CUSD staff member will, in turn, report to the designated CUSD staff member in charge of handling student complaints. CUSD staff expects all students enrolled in CUSD programs or activities to conduct themselves in a manner that enriches the educational environment and does not disrupt the learning process. CUSD believes all students enrolled in CUSD programs or activities should experience a positive learning environment. All students participating in CUSD programs or activities are expected to cooperate by respecting the rights of other participants, which includes the right to a learning environment free from disruptions. Student conduct includes conduct on school grounds, going to and from school and during recess and lunch periods.

Every teacher has a duty to hold pupils accountable for their conduct on the way to and from school, and on the playground, or during recess. A teacher, vice principal, principal or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree or physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

DANGEROUS OBJECTS-PENAL CODE 417.27

CUSD prohibits dangerous objects on campus, such as laser pointers and B.B. guns, unless possession is for valid instructional or other school related purpose.

CHILD ABUSE AND NEGLECT REPORTING-PENAL CODE 11164

CUSD staff is required by law to report cases of child abuse and neglect to the appropriate law enforcement agency when they have a reasonable suspicion that a child has been a victim of child abuse and/ or neglect. Reasonable suspicion does not require certainty that the child abuse and/or neglect has occurred. The reporting staff member's name and report are confidential. The fact that a child is homeless or an unaccompanied minor is not, in and of itself, a sufficient basis for reporting child abuse or neglect.

DISRUPTION IN PUBLIC SCHOOL OR MEETING-EC 32210

Any person who willfully disturbs any public school or public school meeting is guilty of a misdemeanor and shall be punished by a fine of not more than five hundred dollars (\$500).

MEGAN'S LAW-PENAL CODE-290

Information about registered sex offenders in California and how to protect their families can be found at <http://meganslaw.ca.gov/>.

LIABILITY OF PARENT OR GUARDIAN FOR WILLFUL PUPIL MISCONDUCT-EC 48904

The parent or guardian of any minor may be held financially liable for the pupil's willful misconduct which results in injury or death to any pupil or person employed or volunteering for CUSD or injury to real or personal property belonging to CUSD or an CUSD employee. The parent or guardian of a minor shall be liable to CUSD for all property belonging to CUSD loaned to the minor and not returned upon demand of an employee of CUSD authorized to make the demand. CUSD shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct before withholding the pupil's grades, diploma or transcript pursuant to this Section.

CHILDREN IN HOMELESS SITUATIONS-42 U.S.C. 11432

CUSD as appointed a liaison(s) for homeless children responsible for ensuring the dissemination of public notice of the educational rights of students in homeless situations.

- Liaison contact information: Niamh Foley, Director of Student Services. 619-522-8900, ex. 1032 or niamh.foley@coronadousd.net
- Circumstances for eligibility include:
 - a. Right to immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, schools records, or legal guardianship papers;

- b. Right to education and other services including to participate fully in all school activities and programs for which child is eligible, to qualify automatically for school meal programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment;
- c. That no homeless youth shall be required to attend a separate school for homeless children or youth; and
- d. That homeless youth shall not be stigmatized by school personnel.

ACCEPTABLE USE OF TECHNOLOGY

CUSD's policy on the acceptable use of technology on school campuses and access by pupils to the Internet and on-line sites is available <https://coronadousd.net/departments/technology/>.

CUSTODY ISSUES

Schools are not a forum to settle custody disputes and the school has no legal jurisdiction to refuse a biological parent access to his or her child and the child's school records unless a signed restraining order or proper divorce papers specifically setting forth limitations are on file at the school office. Custody disputes must be handled by the courts.

WALKING OR RIDING A BIKE TO SCHOOL-VC 21212

CUSD requests that parents or guardians of children who walk or ride their bike to school plan a safe route to school with their children. The route shall not involve shortcuts through private property and all students are expected to exhibit good behavior. Furthermore, a student under 18 years of age may be fined for not wearing a properly fitted and fastened helmet, and the parent or legal guardian of a minor who violates this section shall be jointly and severally liable with the minor for the fine.

MATHEMATICS PLACEMENT POLICY-EC 51224.7

CUSD utilizes a fair, objective and transparent mathematics placement policy that takes multiple objective academic measures of pupil performance into consideration, annually examines aggregate pupil placement data to ensure pupil qualification for progressing through mathematics courses and offers clear and timely recourse for any pupil or parent or guardian who questions the placement. More information about CUSD's mathematics placement policy is available on <https://coronadousd.net/cusd-mathematics/>.

CYBER SEXUAL BULLYING-EC 234.2

CUSD may suspend or expel students who engage in cyber sexual bullying consistent with the CUSD'S disciplinary procedures described above. The California Department of Education has developed information regarding cyber sexual bullying available at <http://www.cde.ca.gov/ls/ss/se/bullyingprev.asp>

LOCAL SCHOOL WELLNESS POLICY-EC 49432

The local school wellness policy for each CUSD school is available at <https://coronadousd.net/departments/food-services-student-nutrition/>.

ILLEGAL RECORDING OF CONFIDENTIAL COMMUNICATION-PC 632, EC 51512

It is unlawful to intentionally eavesdrop or record the confidential communication between two or more parties without the consent of all parties to the confidential communication. The eavesdropping or recording of a confidential communication includes by means of any electronic amplifying or recording device whether the communication is carried on among the parties in the presence of one another or by means of a telegraph, telephone, or other device, except a radio. Such an act is punishable by a fine not exceeding two thousand five hundred dollars (\$2,500), or imprisonment in the county jail not exceeding one year, or in the state prison, or by both that fine and imprisonment. Additionally, pursuant to Education Code section 51512, the use by any person, including a student, of any electronic listening or recording device in any classroom without prior consent of the teacher and the principal is prohibited. Any person, other than the student, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation is subject to CUSD's disciplinary procedures.

PUPIL COLLECTION OF DEBT-EC 49014

A pupil or former pupil, unless emancipated at the time the debt is incurred, shall not owe or be billed for a debt owed to an LEA.

An LEA cannot take negative action against a pupil or former pupil for a debt owed, including, but not limited to, all of the following:

- Denying full credit for any assignments for a class;
- Denying full and equal participation in classroom activity;
- Denying access to on-campus educational facilities, including, but not limited to, the library;
- Denying or withholding grades or transcripts;
- Denying or withholding a diploma;
- Limiting or barring participation in an extracurricular activity, club, or sport; and
- Limiting or excluding from participation in an educational activity, field trip, or school ceremony.

ELECTRONIC PRODUCTS OR SERVICES THAT DISSEMINATE ADVERTISING-EC 35182.5

If CUSD enters into a contract for electronic products or services that requires the dissemination of advertising to students, the district must provide written notice to the parents or guardians of the students that the advertising will be used in the classroom or other learning centers.

ACCESS TO STUDENT MENTAL HEALTH SERVICES-EC 49428

CUSD shall notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both.

To notify parents or guardians, a school shall use at least two of the following methods:

- Distribute the information in a letter (electronic or hardcopy)
- Include the information in the annual parent notification
- Post the information on the school's Internet Web site or page

To notify pupils, a school shall use at least two of the following methods:

- Distribute the information in a document or school publication
- Include the information in pupil orientation materials or in a pupil handbook at the beginning of the year
- Post the information on the school's Internet Web site or page

If a school decides to notify parents through distributing the information in a letter and posting the information on the school's Internet Web site or page, then it need not also include the information in the annual parent notification.

PUPIL SUICIDE PREVENTION POLICIES-EC 215

Before the beginning of the 2020-21 school year, the governing board or body of a local educational agency that serves pupils in kindergarten and grades 1 to 6 shall adopt a policy on pupil suicide prevention for the above grade levels. The age appropriate policy shall be developed in consultation with school and community stakeholders, the county mental health plan, school-employed mental health professionals, and suicide prevention experts. The policy shall also, at minimum, address procedures relating to suicide prevention, intervention, and postvention.

INFORMATION ABOUT COMPLETION OF APPLICATIONS FOR STUDENT FINANCIAL AID-EC 51225.8

Commencing with the 2020-21 school year, the governing board/body of school districts and charter schools must ensure that each student, at least once before the pupil enters grade 12, receives information on how to properly complete and submit either the Free Application for Federal Student Aid (FAFSA) or California Dream Act application. A paper copy of the FAFSA or the California Dream Act application must be provided to a pupil or parent/guardian upon request.

The information provided in the notice shall include, but not necessarily be limited to, the following materials:

1. The types of documentation and personal information that each student financial aid application requires, including, but not necessarily limited to, documents relating to income taxes, finances and income, college choices, academic status, and personal identification such as social security or taxpayer identification numbers
2. An explanation of definitions used for each application, such as “legal guardianship,” “household size,” “parent,” “dependent,” and taxable college grants and scholarships”
3. Eligibility requirements for student financial that may be applied for using the FAFSA or the California Dream Act Application
4. Application timelines and submission deadlines
5. The importance of submitting applications early, especially when student financial aid is awarded on a first-come, first-served basis

The manner in which this information is provided shall be at the discretion of the governing board of the school district or charter school.

BULLYING AND HARASSMENT PREVENTION INFORMATION-EC 234.6

Commencing with the 2020-21 academic year, each county office of education, school district, and charter school – or LEA (“local education agency”) for the purpose of this section – shall ensure that all of the following information is readily accessible in a prominent location on the local educational agency’s existing website in a manner that is easily accessible to parents or guardians and pupils:

1. The LEA’s policy on pupil suicide prevention in grades 7 to 12
2. The LEA’s policy on pupil suicide prevention in kindergarten and grades 1 to 6, including reference to the age appropriateness of that policy
3. The definition of discrimination and harassment based on sex, and the rights derived from the Sex Equity in Education Act
4. The Title IX information and training materials included on a LEA’s internet website
5. A link to the Title IX information included on the department’s internet website
6. The LEA’s written policy on sexual harassment, as it pertains to pupils
7. The LEA’s policy, if it exists, on preventing and responding to hate violence
8. The LEA’s anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies
9. The LEA’s anti-cyberbullying procedures
10. A section on social media bullying that includes all of the following references to possible forums for social media bullying:
 - a. Internet websites with free registration and ease of registration
 - b. Internet websites offering peer-to-peer instant messaging
 - c. Internet websites offering comment forums or sections
 - d. Internet websites offering image or video posting platforms
11. A link to statewide resources, including community-based organizations, compiled by the department
12. Any additional information the LEA deems important for preventing bullying and harassment

USE OF SMARTPHONES- EC 48901.7

A student cannot be prohibited from possessing or using a smartphone at school in the following situations:

1. During an emergency situation or as a response to a perceived threat of danger;
2. When a teacher or administrator gives permission to a student to possess or use a cell phone, subject to reasonable limitations imposed by the person giving permission;
3. When necessary for the health or well-being of a student, as determined by a licensed physician and surgeon; and
4. When possession or use of the cell phone is required pursuant to a student's individualized education program

CORONADO UNIFIED SCHOOL DISTRICT
2021-2022 PARENTAL OPTIONS
(Applicable Only for the Current School Year)

PARENTS: PLEASE READ AND COMPLETE THE INFORMATION BELOW AND RETURN IT TO YOUR SCHOOL

Student Name: _____ Date of Birth: _____
Address: _____
City: _____ Zip Code: _____
Telephone No.: _____ Grade: _____
School: _____

Physical Examination

Coronado Unified School District may require physical examinations of students enrolled in Coronado Unified School District programs or activities. Any physical examination required by the Coronado Unified School District shall be kept confidential. A parent or guardian having control or charge of any child enrolled in public schools may file annually with the principal of the school in which s/he is enrolled a statement in writing, signed by the parent or guardian, stating that s/he will not consent to a physical examination of the child.

- ☐ I **do not** want my child to undergo a physical exam for Coronado School District programs or activities.
- ☐ I grant consent for my child to undergo a physical exam for Coronado School District programs or activities.

Sexual Health and HIV/AIDS Prevention Education

Students enrolled in Coronado Unified School District programs or activities may receive instruction in health education, including comprehensive sexual health education and HIV prevention and including information regarding sexual harassment, sexual abuse and human trafficking. Parents or guardians may submit a written request to excuse their child from participation in any class involving comprehensive sexual education or HIV prevention education, or from participation in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks.

I would like my child **excused** from:

- ☐ Participation in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks.

All instructional materials are available for review. You may also request a copy of the California Healthy Youth Act (California Education Code sections 51930–51939).

This instruction will be provided by (name of school district personnel/outside consultants).

Right to Refrain From Harmful or Destructive Use of Animals

Pursuant to Education Code section 32255, et seq., any student with a moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, shall notify his or her teacher regarding this objection. The student must obtain a note from his or her parent or guardian requesting exemption from participation in an education project involving the harmful or destructive use of animals.

- ☐ I would like my child excused from participation in an education project involving the harmful or destructive use of animals
- ☐ My child may participate in an education project involving the harmful or destructive use of animals.

Signature of Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)

**CORONADO UNIFIED SCHOOL DISTRICT
2020-2021 ANNUAL PESTICIDE NOTIFICATION REQUEST**

PARENTS: PLEASE READ AND COMPLETE THE INFORMATION BELOW AND
RETURN IT TO YOUR SCHOOL OFFICE

Parents/guardians can register with the school to receive notification of individual pesticide applications. Persons who register for this notification shall be notified at least seventy-two (72) hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application.

Parents/guardians seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code section 13184, can do so by accessing the Department's web-site at www.cdpr.ca.gov.

CUSD's Integrated Pest Management Plan may be viewed at
<https://coronadousd.net/departments/business-services/facilities-operations-maintenance/>.

Student Name: _____ Date of Birth: _____
Address: _____
City: _____ Zip Code: _____
Telephone No.: _____ Grade: _____
School: _____

- ☐ I would like to be pre-notified every time a pesticide application is to take place at the school.
I understand that the notification will be provided at least 72 hours before the application.

Signature of Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)

NOTE TO SCHOOL SITES:

All completed forms should be forwarded CUSD's Director of Maintenance, Operations and Transportation

CORONADO UNIFIED SCHOOL DISTRICT
2020-2021 CONCUSSION INFORMATION SHEET
(Applicable only for the Current School Year)

A concussion is a brain injury and all brain injuries are serious. They are 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. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complication including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without the loss of consciousness. Signs and symptoms of a concussion may show up right after the injury and can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of a concussion yourself, seek medical attention right away.

Signs and symptoms of a concussion may include one or more of the following:

Headaches	Amnesia
Pressure in the head	Slurred speech
Nausea and vomiting	Fatigue or low energy
Neck pain	Loss of consciousness
Balance problems or dizziness	Nervousness or anxiety
Blurred, double, or fuzzy vision	Irritability
Sensitivity to light or noise	Ringing in the ears
Feeling sluggish or slow	Confusion
Feeling foggy or groggy	Concentration or memory problems
Drowsiness	Change in sleep pattern
Sadness/More emotional	Repeating the same comment/question
Seizures/convulsions	Shows behavior or personality changes

What can happen if my child keeps on playing with a concussion or returns to school?

Athletes with the signs and symptoms of a concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even the severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often under report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student/athlete safety.

If you think your child has suffered a concussion

Pursuant to Education Code section 49475, any athlete even suspected of suffering a concussion shall be immediately removed from the athletic activity for the remainder of the day. No athlete

may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance from a licensed health care provider. If the licensed health care provider determines that the athlete sustained a concussion or a 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.

You should also inform your child's coach if you think that your child may have a concussion. Remember it is better to miss one game than miss the whole season. ***"When in doubt, the athlete sits out."***

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

www.cdc.gov/headsup/youthsports/index.html

Student-athlete Name Printed

Student-athlete Signature

Date

Parent or Legal Guardian Printed

Parent or Legal Guardian Signature

Date

*Adapted from the CDC and the 3rd International Conference on
Concussion in Sport Documents created 05 20 10.*

CORONADO UNIFIED SCHOOL DISTRICT
2020-2021 SUDDEN CARDIAC ARREST
INFORMATION SHEET
(Applicable only for the Current School Year)

Sudden Cardiac Arrest (SCA) is a life-threatening emergency that occurs when the heart suddenly stops bearing. It strikes people of all ages – including children and teens – and can lead to death in minutes if the individual does not get help immediately. **Survival depends on people nearby calling 911, starting CPR¹, and using an available AED² as soon as possible.**

SCA is not the same as a heart attack. Here are some key differences:

SCA VICTIM:

Unresponsive
Not breathing normally
Needs CPR/AED

HEART ATTACK VICTIM:

Responsive
Breathing
Does not need CPR/AED

Recognizing SCA as it occurs is imperative to survival; it is the third leading cause of death in the United States. It affects 1,000 people every day, and only 1 in 10 currently survive. However, the administration of CPR and AED from bystanders can improve the survival rate to 5 in 10.

If an athlete has passed out or fainted during an athletic activity, the athlete shall immediately be removed from the athletic activity for the remainder of the day, and shall not be permitted to return to any athletic activity until the athlete receives written clearance to return to athletic activity from a licensed healthcare provider. If the licensed healthcare provider suspects that the athlete has a cardiac condition that puts the athlete at risk for sudden cardiac arrest or other heart-related issues, the athlete shall remain under the care of the licensed healthcare provider to pursue a follow-up testing until the athlete is cleared to play.

Each athlete and the athlete's parent/guardian must sign and return this information sheet before initiating practice or competition. However, athletes 18 years of age or older do not need to have a parent/guardian sign, and athletes 6 years of age or younger only need the signature of their parent/guardian.

Student-athlete Name Printed

Student-athlete Signature

Date

Parent or Legal Guardian Printed

Parent or Legal Guardian Signature

Date

Adapted from the Sudden Cardiac Arrest Foundation. Learn more at sca-aware.org.

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¹ CPR: Cardiopulmonary resuscitation is when you push hard and fast on the center of chest to make the heart pump; compression may be given with or without rescue breaths.

² AED: Automated external defibrillator is a device that analyzes the heart and if it detects a problem may deliver a shock to restart the heart's normal rhythm.

FAQs: RIGHTS AND OPTIONS AVAILABLE TO PREGNANT/PARENTING PUPILS

Assembly Bill (AB) 2289 states that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children by establishing specified rights. The law is effective as of January 2019.

Can my school treat me differently because of my pregnancy or parental status?

No, Title IX of the United States Code prohibits discrimination based on sex, which includes both pregnancy and parental status.

Can my school prevent me from participating in any educational program or activity?

No, a school may not exclude or deny a pregnant or parenting pupil from any educational program or activity, including class or extracurricular activity, based solely on the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery. However, a school may require a pupil to obtain a doctor's note to ensure that they are emotionally and/or physically able to continue participation in the educational program.

Can my school force me to take part in a pregnant minor program?

No, a pregnant or parenting pupil does not have to participate in any alternative educational program because of pregnancy or parental status. A student may voluntarily take part in these programs if they choose.

Am I entitled to any parental leave in preparation or to take care of my newborn child?

Yes, any pregnant or parenting pupil is entitled to a minimum of eight weeks of parental leave, which may be increased under medical necessity. A pupil is not required to complete any class work during this period, and it must be counted as an excused absence by the school.

What if my child is sick?

Taking care of a sick child counts as an excused absence, and the school may not require you to provide a doctor's note for this kind of absence.

What happens when I return to school?

A pregnant or parenting pupil will return to their normal course of study. The pupil is entitled to opportunities to make up any missed work from parental leave. This includes being able to stay for a fifth year of school to complete graduation requirements. The pupil may also enroll in an alternative educational program provided it is equal to that of their former schoolwork.

Do these rights only apply to pregnant pupils?

No, these rights apply equally to all pregnant and parenting pupils, defined as any student who gives or expects to give birth, or any student who identifies as a parent of an infant. A pupil may file a uniform complaint if their school violates the rules above.



Discipline Action Guide 2021-2022 School Year

May 2021

Dear Students and Parents:

Attached is a copy of the 2021-22 Discipline Action Guide. The District takes seriously the issue of student misbehavior. If you have questions, please contact your school principal or the District Office.

The parent or guardian is required to acknowledge their receipt of this notice during the CUSD online registration process. The parent or guardian acknowledges online that they have been informed of the Coronado Unified School District Discipline Action Guide.

As you read the documents, you will see that there is a broad range of potential consequences which may follow for particular types of offenses. Administrators will apply discretion in determining the types of consequences to apply for a particular offense. Please understand, however, that:

- State law mandates that a student committing certain types of offenses must be considered for expulsion. In our District, this means the student will be referred to the School Board for an expulsion hearing, and that expulsion may follow.
- In applying discretion, administrators and School Board members will look at all factual factors which they believe to be relevant. These factors may include, for example, not only the nature of the offense but also the extent of any injury or damage to other people or to property, the intentions of the student involved (including in particular the extent that the student was acting with hate or other "mean spirited" intent, or with a careless disregard for others), and the student's relative record of prior offenses.
- Since the consequences are a function of discretion, this means the same consequences may not be applied for the same offenses in all circumstances. The Discipline Action Guide serves as a list of offenses and a range of possible consequences.
- The college application process may require disclosure of suspensions or expulsions, and this in turn may affect a student's chances for admission to the college of his or her choice. While the District wants the best for its students and endeavors to maintain perspective in determining consequences, students should be mindful of this potential impact of misbehavior on their futures.

We hope that these materials are helpful to you in understanding the behavior which is expected of students in our District, and the consequences that may follow from misbehavior.

Sincerely,



Karl Mueller
Superintendent of Schools

Section One – Introduction

Essential to the mission of the Coronado Unified School District, we recognize that every child, everyday needs a Connection and Challenge and a Champion. We are committed to academic excellence and personal success for all students and staff. Central to this commitment is educational equity which is dependent upon two main factors: fairness and access which is intentionally designed for meaningful participation. The two factors are closely related and dependent on each other for achieving our goal ensuring each individual make meaningful connections at school, is challenged to do their best every day, and has a champion to encourage them every day.

Our district recognizes the importance of providing instruction with the rigor, relevance, and engagement which fosters the potential for each student. We know that equity and school climate are critical for healthy learning environments. Together, they underscore the quality and character of school life that fosters full access to:

1. High expectations for learning and achievement that are appropriated supported for each individual.
2. Emotionally and physically safe and healthy learning environments;
3. Caring and connected relationships with peers and adults; and
4. Meaningful participation that enhances academic, social-emotional, civic, and moral development.

The Coronado Unified School District acknowledges that an equitable school climate positively responds to the wide range of cultural norms, goals, values, interpersonal relationships, learning styles, leadership practices, and organizational structures within the district and broader community that ensures every child, every day has a Challenge, a Connection and a Champion.

All Students Have a Right to a High-Quality Education

The right to a high-quality education ensures that school disciplinary measures will not be used to exclude students from school or otherwise deprive them of such an education, unless it is necessary to preserve the safety of students and staff. One objective of discipline in schools is to assist students in learning and displaying self-discipline or control of their own behavior. Attainment of this objective depends on the good judgment and compassion of teachers, understanding and leadership by administrators, and the support of all parent(s)/guardian(s) within the community. Success with the District Discipline Plan is predicated on the belief that it will be openly communicated and implemented as a cooperative effort between parent(s), guardian(s), students, and staff.

A. General Principles

The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success, as well as support a school climate where students

and staff are responsible and respectful. Successful school discipline is guided by the following principles:

- Engaging and effective instruction and classroom management are the foundations.
- Preventing misbehavior before it occurs and using effective interventions after it occurs.
- Strengthening school safety and academic success by encouraging all school staff to build positive relationships with students and be actively engaged in their students' academic lives and learning.
- Promoting high standards of behavior from school teams by teaching, modeling, and monitoring behavior and by fairly and consistently correcting misbehavior as necessary.
- Pairing school discipline with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community and is more likely to result in getting the student re-engaged in learning.
- Maximizing the amount of time students spend learning and minimizing the time students are removed from their classrooms due to misbehavior.

Please note that school climate reflects the physical and psychological aspects of a school that are likely to change as circumstances or people change. The climate of a school is evident in the feelings and attitudes expressed by students, teachers, staff, and parents. It is how students and staff "feel" about being at school each day. Student learning and staff satisfaction are strongly connected to the climate of a school. Howard (2005) describes a positive school climate as:

"... places where people care, respect, and trust one another; and where the school, as an institution, cares for, respects, and trusts people. In such a school, people feel a high sense of pride and ownership that comes from each individual having a role in making the school a better place."

B. Reasonable Consequences

District programs and schools will make every reasonable effort to correct student misbehavior through site-based resources at the lowest possible level, and support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior.

Teachers can address the vast majority of disciplinary issues at the classroom level. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and match the severity of the student's misbehavior.

C. Use of Out-of-School Suspensions, Expulsions, and Referrals to Alternative Schools should be Minimized

The use of measures such as out-of-school suspensions, expulsions, and referrals to alternative schools that exclude students from school should be minimized. These measures typically result in the loss of valuable instructional time and should be reserved for infractions that cannot be appropriately addressed through other interventions and disciplinary responses.

D. Role of Law Enforcement

District and school staffs are encouraged to avoid the unnecessary criminalization of students and as such, city police involvement should be limited to situations when it is necessary to protect the physical safety of students and staff, and/or appropriate to address the criminal behavior of persons other than students. Police involvement should not be requested in a situation that can be safely and appropriately handled by the District's internal disciplinary procedures. Additionally, city law enforcement personnel working on school grounds are encouraged to exercise their authority to arrest in a manner that is consistent with the goals and requirements of this Plan.

E. Addressing Racial Disparities in School Discipline

Reducing the racial disparities in school discipline is an important goal of this plan. As is noted in the available district data (see Appendices), school discipline policies affect all students, however, past practices have disproportionately impacted students of color. African American, Latino/Hispanic, and Native American students, in particular, are more likely to be suspended, expelled, and arrested than their White peers, even for the same behavior. African American, Latino, and Native American students also tend to receive harsher punishments than their peers for the same offenses.

The systemic racial inequalities that persist in school discipline practices must be acknowledged and the district must therefore eliminate institutional structures which contribute to any form of discrimination or bias that present barriers to success for students.

Schools are equally charged with eliminating racial disparities in the application of school discipline. Specifically, schools will need to monitor the impact of their actions on all students, while critically analyzing disciplinary practices and the subsequent effects on youngsters from racial and ethnic groups, or other protected classes, that have historically been over-represented among those who are suspended, expelled, referred to alternative schools, arrested, or referred to law enforcement.

F. Students with Disabilities

Many students with disabilities require intense academic support and prolonged removal from the learning environment, for any reason, can have a negative impact on their achievement. Learning environments which experience few interruptions (e.g., out-of-school suspensions, expulsions, referrals to alternative schools, referrals to law enforcement, etc.) will likely achieve the greatest educational benefit for any student, but particularly for students with disabilities. When considering suspensions and expulsions, school officials must also carefully determine if the behavior is a manifestation of the student's disability. It is important that behavioral interventions are positive and in accordance with students' Individualized Education Programs (IEPs), behavior support or intervention plans (if applicable), and 504 plans (if applicable).

G. Foster and Homeless Youth

Homelessness. Generally, out of school suspension is not recommended for students who are homeless. Children and youth living in shelters, cars, parks, and other unstable living environments have NO safe place to go during the daytime hours. Also, students experiencing homelessness often experience trauma. Because of these safety concerns, alternate methods of discipline and trauma informed practices should be considered and used as appropriate.

Foster Care. Many children and youth are placed under the care of Child Welfare Services because they have suffered abuse and/or neglect. Some school behaviors may be symptoms of having experienced trauma. School officials are encouraged to consult with the school counselor or school psychologist to develop a behavior plan appropriate to the circumstances for these students.

H. Non-Discrimination

School and district staff responsible for implementing this Plan shall do so without discrimination based on ethnicity, ethnic group identification, race, color, creed, religion, national origin, ancestry, gender, sexual orientation, marital status, age, disability, resident status, or membership in any of the protected class(es).

I. Due Process

School and district officials must make sure that disciplinary due process rights are explained to students and parents. A failure to provide students and parents/guardians with due process could possibly result in a breakdown of trust between schools and some students, families, and communities they serve. To ensure effective relationships and adequate communication in student disciplinary matters, there should be consideration and respect for: (1) parents/guardians right to be immediately notified when their child faces disciplinary action; (2) students' right to a fair hearing; and (3) parents/students right to appeal suspensions, expulsions, and referrals to alternative schools.

J. Staff Training

Every school within the district is encouraged to annually allocate a portion of their professional development to issues regarding student behavior and discipline. This will help build capacity, facilitate effectiveness, and underscore the equitable application of pertinent policies, practices, methods, and procedures. Recommended areas of professional development/training include: classroom management, conflict resolution, alternatives to suspensions, and techniques/strategies for avoiding power struggles. Staff training and relevant professional development should also address the needs of students at the school-wide, classroom, as well as the individual level. All relevant training should emphasize problem-solving skills and focus on prevention, intervention, positive intervention systems of support, response to intervention (behavior), trauma informed care, social emotional learning, and data-based decision making. The analysis and review of data for monitoring the effectiveness and success of applied school and district interventions is crucial. It is also important that

professional development and training remain fluid and based on the needs of the district, individual schools, and students.

K. Individual School Policies

Schools may adopt their own school rules and Codes of Conduct so long as they are consistent with this Plan. Any such rules or codes shall be approved by the Superintendent or a designated district official and will be made available to students and their parents/guardians in a manner consistent with this Plan.

L. Community Involvement

Meaningful parent, student, and community involvement in the creation and application of school and district policy is essential for building effective schools with positive and inclusive learning environments. As such, parents/guardians, students, and community members should have input in the development of discipline rules for their school and classrooms.

M. Distribution of Plan

The District shall make every attempt to distribute a copy of this Plan to all students and their parents/guardians in a language they can understand. It shall also be posted on the district website and in a visible and prominent location within each school.

Section Two - Using Disciplinary Interventions and Supports

A. Prevention

Prior to initiating the behavioral responses found in the District Discipline Plan, schools and district programs should consider the process as well as the positive behavior interventions and supports found below:

School-wide Positive Behavioral Supports

	In Place	Somewhat in place	Not in place	Evidence
Structure/Organize the Environment for Success				
Clearly defined and posted behavioral rules/ expectations				
Clearly defined and posted procedures for all environmental and classroom routines				
Clearly defined and posted expectations for transitions				
Teach Students How to Behave Responsibly in ALL Environments				
Teach and review the rules/expectations systematically				
Role-play the behavioral expectations- "What does the behavior look and sound like?				
Pre-correct - prior to directing students to perform a task, provide a description of what the expected behavior will look and sound like.				
Cue/Prompt/Remind - Provide a pre-arranged/previously taught cue to remind students to engage				
Observe Student Behavior				
Check for student understanding of the behavioral expectations-e.g., "Please summarize for me what we have discussed so I am sure there is no confusion."				
Evaluate environmental factors that may be contributing to misbehavior (e.g., seating arrangement, noise, clutter)				
Collaborate with colleagues to identify patterns and trends				

	In Place	Somewhat in place	Not in place	Evidence
Circulate and scan as a means of observing/ monitoring ALL student behavior as the behavior of others may impact/effect				
Collect data about behavior (e.g., frequency, duration, time, location) and make decisions about what is going well and what needs to be adjusted				
Interact Positively with Students				
Model friendly, respectful behavior while monitoring the environment				
Interact with students using unconditional positive regard				
Provide age-appropriate, non-embarrassing feedback				
Provide a 4:1 ratio of positive to negative interactions for academics and behavior				
Correct Behavior Fluently				
Provide a warning - (e.g., "Respect is a school rule. All students are expected to talk respectfully to all students and adults here at school. This is an official warning").				
Provide a structured choice-clearly offer a choice between two alternatives and state the outcomes of each.				
Provide corrections consistently, calmly, immediately, and briefly				
Other				

Behavioral Supports Matched to Motivational Functions

It is important to look at the possible reasons for the persistent behaviors that have been identified as areas/environments of concern. Below are possible motivational factors with strategies that can be implemented to provide solutions and supports typically at the Tier 2 level of services. Directions for completing the document are as follows: "Identify the possible reason for the persistent behavior; mark the strategies you have implemented to offer Tier 2 behavioral supports and; provide evidence of implementation for Student Success Team".

Motivational Functions of Behavior	Mark Behavioral Supports & Provide Evidence
Options for Ability: Sometimes behaviors occur because the student does not have the neurological or physiological ability to behave the way the teacher would like. Interventions include: teaching replacement behavior(s) for the new skill or making behavioral accommodations.	<ul style="list-style-type: none"> • Teach classroom/environmental routines • Teach expectations • Teach and review policies and procedures • Provide visual, auditory and kinesthetic supports • Reinforce the desired behavior • Other: (please describe)
Options for Awareness: Students may exhibit patterns about which they are almost completely unaware. Interventions include: helping the student become aware of the behavior through cueing or self-monitoring.	<ul style="list-style-type: none"> • Correct immediately • Provide goal setting • Use signals/ prompts • Implement Replacement behaviors/positive options • Reinforce the desired behavior • Other: (please describe)
Options for Adult Attention: In order to get attention from an adult, some students may seek attention in inappropriate ways. Interventions include: ways to increase the frequency, duration, and intensity of adult attention the student receives when exhibiting positive behavior.	<ul style="list-style-type: none"> • Correct calmly • Planned discussion-confer with student • Provide non-contingent attention • Circulate frequently • Reinforce the desired behavior • Other: (please describe)
Options for Peer Attention: Some students demonstrate inappropriate behavior to seek attention from peers-playing class clown, showing off, arguing, bullying or being annoying. Interventions include: an increase of positive attention when appropriate peer interactions occur.	<ul style="list-style-type: none"> • Increase pro-social peer attention • Provide explicit instruction in social skills • Work with peer group on planned ignoring • Change seat location • Reinforce the desired behavior • Other: (please describe)
Options for Power/Control: Some students seek power or control by eliciting emotional reactions from staff. Interventions include: giving the student control over certain aspects when he/she exhibits positive behaviors and avoids power struggles or arguments.	<ul style="list-style-type: none"> • Data collection • Put student in charge of an area or role in the class/environment • Manage the cycle of behavioral escalation Give viable choices • Reinforce the desired behavior • Other: (please describe)
Options for Avoidance: Typically, the student is trying to escape or avoid something. Interventions include: a skill-building component and ways to learn the behavior that is desired.	<ul style="list-style-type: none"> • Adjust expectations/procedures • Planned discussion-confer with student • Use first/then • Adapt instruction • Increase assignment interest • Change schedule • Reinforce the desired behavior • Other: (please describe)

B. Possible Types/Levels of Interventions and Supports to Disciplinary Responses

It is important to look at the possible reasons for the persistent student behavior(s) that have been identified as areas of concern. School teams are strongly encouraged to first look at the probable motivational factors and strategies that might be implemented to provide solutions and supports. Once the possible reason(s)/factor(s) for the behavior have been identified, appropriate intervention strategies and supports should be selected. Please be mindful, however, that more than one motivational factor could be occurring and multiple strategies and supports may need to be implemented simultaneously.

Please note that the below list is not intended to be exhaustive and is a representative sample of disciplinary responses/interventions that site administrators may consider. With proper documentation (e.g., behavior/discipline history, behavior charts, positive behavior intervention and support plans, parent/student conferences, work samples, etc.), school administrators maintain the authority to elevate the level(s) of disciplinary response/intervention.

When choosing consequences/responses for students' inappropriate behavior, teachers, administrators, and school staff must consider the following:

- Age, health, and disability or special education status of the student;
- Appropriateness of student's academic placement;
- Student's prior conduct and record of behavior;
- Student's willingness to repair the harm;
- Seriousness of the offense and the degree of harm caused;
- Impact of the incident on overall school community
- Unique circumstances:

Homelessness. Generally, out of school suspension is not recommended for students who are homeless. Children and youth living in shelters, cars, parks, and other unstable living environments have **NO safe place** to go during the daytime hours. Also, students experiencing homelessness often experience trauma. Because of these safety concerns, alternate methods of discipline and trauma-informed practices should be considered and used as appropriate.

Foster Care. Many children and youth are placed under the care of Child Welfare Services because they have suffered abuse and/or neglect. Some school behaviors may be symptoms of having experienced trauma. School officials are encouraged to consult with the school counselor or school psychologist to develop a behavior plan appropriate to the circumstances for these students.

Section Three - Description of Inappropriate and Disruptive Behaviors and Levels of Response and Intervention/Supports

Level 1	Examples of Classroom Managed Responses	
	These consequences and interventions aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Below are possible consequences and interventions that may be used.	
Level 2	<i>Possible Consequences</i> <ul style="list-style-type: none"> • Contact parent • Verbal corrective feedback • In-class time out • Parent/guardian conference • Student verbal or written apology • Use buddy teacher system • Loss of classroom privileges • Student written reflection • Teacher and student conference 	<i>Possible Interventions</i> <ul style="list-style-type: none"> • Establish positive relationship with student • Seat change • Pre-correction and redirection • Role play replacement behavior • Establish buddy teacher system • Parent/guardian accompany student in class • Daily progress report for behavior • Increase positive recognition • Goal setting with student
	Examples of Administrative Responses	
Level 3	These consequences and interventions, used in response to an office discipline referral, aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Below are possible consequences and interventions that may be used. Level 1 interventions may still apply.	
	<i>Possible Consequences</i> <ul style="list-style-type: none"> • Parent/guardian notification required • Detention • Student verbal or written apology • Use buddy teacher system • Change of class • Conference with student • Removed privilege/restricted activity • Restitution/community service • Time out • Relationship development action • Restorative conferencing 	<i>Possible Interventions</i> <ul style="list-style-type: none"> • Refer to SST/Individual Education Plan (IEP)/504 team • Increase positive recognition • Collaborative problem solving • Establish positive relationship with student • Refer for substance abuse intervention • Mentoring • Develop/revise positive behavior plan/contract • Check In/Check Out • Social/Academic Skills Group • Refer for educational/psychological evaluation • Refer to school/community based mental health
Level 4	Examples of Administrative Removal Responses	
	Level 3 consequences and interventions involve short-term removal of a student from the school environment due to the severity of the behavior or because Level 1 and Level 2 consequences have failed to bring about proper conduct. Level 1 and Level 2 interventions may still be applied in addition to those listed in Level 3. The duration of the suspension is to be limited as much as practicable while adequately addressing the behavior.	
Level 5	<i>Required Consequences</i> <ul style="list-style-type: none"> • Parent/guardian notification • Suspension from school (one to five days) <u>or</u> In-School Suspension (one to five days) 	<i>Possible Interventions</i> <ul style="list-style-type: none"> • Develop/revise positive behavior plan • Revise 504/IEP (for students with disabilities) and Behavior Support Plan • Develop Functional Behavioral Assessment and Behavior Intervention Plan • Restorative Justice re-entry conferencing
	Examples of Administrative Removal Responses	
Level 5	Level 4 involves the removal of the student from the school environment due to the severity of the behavior or because Level 1, 2, or 3 consequences and interventions have failed to bring about proper conduct. These consequences focus on protecting the safety of the school community and ending self-destructive and dangerous behavior. Level 1, 2 and 3 interventions may still be applied, if applicable.	
	<i>Required Consequences</i> <ul style="list-style-type: none"> • Parent/guardian notification • Suspension from school (5 days) • May refer for expulsion (total removal from school) if other means of correction have not brought about proper conduct <u>or</u> are not feasible <u>or</u> there is a continuing danger to the physical safety of the student or others 	<i>Possible Interventions</i> <ul style="list-style-type: none"> • Manifestation determination (IEP only)/504 compliance review • Develop/revise positive behavior plan • Revise IEP (for students with disabilities) and Behavior Support Plan • Develop Functional Behavioral Assessment and Behavior Intervention Plan • Alternative educational placement
Level 5	Mandatory Recommendation for School Expulsion	
	Mandatory removal from school and referral for expulsion for acts as specified in Education Code.	
	<i>Required Consequences</i> <ul style="list-style-type: none"> • Parent/guardian notification • Suspension from school (5 days) • Mandatory referral for expulsion 	<i>Possible Interventions</i> <ul style="list-style-type: none"> • Manifestation determination (IEP only)/504 compliance review • Alternative educational placement

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
Absence from Class or School						
• Tardiness	•	•				
• Cutting class	•	•				
• Excessive absences/truancy	•	•				
Bullying						
• Intentional physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900 (r))	•	•	•	•		
• Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described in law (EC 48900 (r))			•	•		
• Engaged in, or attempted to engage in, hazing as defined in law (EC 48900 (q))			•	•		
Contraband - Tobacco						
• Possession of tobacco or any products containing tobacco or nicotine (EC 48900 (h))	•	•	•			
• Possession of nicotine delivery systems (e.g., vaporizers, hookah pens) (EC 48900 (h))	•	•	•			
• Use of tobacco or any products containing tobacco or nicotine (EC 48900 (h))		•	•			
Contraband - Alcohol and Intoxicants						
• Possessed or under the influence of an alcohol beverage or an intoxicant of any kind (EC 48900 (c)) *		•	•	•		•
• Used, sold, or furnished an alcohol beverage or an intoxicant of any kind (EC 48900 (c))			•	•		•
Contraband - Controlled Substances						
• Possessed, offered, arranged, or negotiated to sell any drug paraphernalia (EC 48900 (j))		•	•	•		
• Possessed or under the influence of a controlled substance (EC 48900 (c)) *		•	•	•		•
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (EC 48900 (p))				•		•
• Used or administered a controlled substance (EC 48900 (c))			•	•		•
• Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance, alcoholic beverage or other intoxicant (EC 48900 (d))				•		•
• Sold a controlled substance (EC 48915 (c)(3))					•	•

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
Contraband - Weapons						
• Possessed an imitation firearm (EC 48900 (m))		•	•	•		
• Possessed a knife or other dangerous object (EC 48900 (b)) *		•	•	•		
• Sold or otherwise furnished any knife or other dangerous object (EC 48900 (b))			•	•		
• Brandished a knife at another person (EC 48915 (c)(2))					•	•
• Possessed an explosive as defined in federal law (EC 48915 (c)(5))					•	•
• Possessed, sold, or otherwise furnished a firearm (EC 48915 (c)(1))					•	•
Contraband - Other items						
• Possession of unauthorized items not otherwise included in this code	•	•				
• Unauthorized sale or distribution of goods not otherwise included in this code	•	•				
• Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician or Education Code (EC 48900 (a)(1), (c), (d), (k)) *		•	•	•		•
Disruption						
• Engaged in behavior causing an interruption during class or other school activity	•	•				
• Ran, made excessive noise, or loitered in a hallway or between classes	•	•				
• Engaged in gambling	•	•				
• Repeated and chronic behavior that creates an environment preventing teaching and learning (EC 48900 (k))		•	•	•		
• False activation of a fire alarm (EC 48900 (k))		•	•	•		
• Caused a major disruption to the atmosphere of order and safety in the school, such as a riot (EC 48900 (k))			•	•		
Dress Code Violation						
• Wearing clothing that does not fit within dress code guidelines established by the District or school in accordance with BP 605.01, Pupil Dress and Grooming	•	•				
• Wearing clothing that does not fit within dress code guidelines and causes a major disruption to a safe school environment (EC 48900 (k))	•	•	•			

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
Harrassment						
• Minor annoying behavior or negative gestures toward other students	●	●				
• Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff (EC 48900 (k))		●	●			
• Intentionally engaged in harrassment, threats or intimidation directed against District personnel or student(s) causing disorder and creating a hostile school setting (Grades 4 – 12, inclusive) (EC 48900.4)		●	●	●		
• Harrassed/threatened/intimidated a student victim/witness in a school disciplinary proceeding (EC 48900 (o))		●	●	●		
Immodest/Offensive Behavior						
• Inappropriate display of affection	●	●				
• Viewing or displaying obscene or sexually explicit content (EC 48900 (i))		●	●	●		
• Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person (EC 48900 (j))		●	●	●		
• Sexual harrassment; Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law (Grades 4 - 8) (EC 48900.2)			●	●		
• Committed a sexual battery (EC 48915 (c)(4))					●	●
• Committed or attempted to commit a sexual assault (EC 48900 (n), 48915 (c)(4))					●	●
Lying/Cheating						
• Lying to get self or others out of trouble	●	●				
• Intentional lying to get another person(s) in trouble (EC 48900 (k))		●	●			
• Cheating or plagiarism	●	●				
Non-cooperative Behavior						
• Trespassing; Unauthorized attendance at school activities	●	●				
• Failure to follow directions, share, respond to staff requests, or allow others to participate in an activity	●	●				
• Failure to follow directions leading to potential disruption or harm to self or others (EC 48900 (k))	●	●	●			
• Failure to follow directions that directly leads to disruption or the harm of self or others (EC 48900 (k))		●	●	●		

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
Physical Aggression						
• Minor physical aggression without injury (horseplay)	●	●				
• Mutual fight (with little or no injury)	●	●	●			
• Mutual fight (with moderate physical injury) (EC 48900 (a)(1))			●	●		
• Attack on student, attempting to cause physical injury (EC 48900 (a)(1)) *		●	●	●		
• Aides or abets in the infliction or attempted infliction of physical injury (EC 48900 (i))		●	●	●		
• Caused or attempted to cause or participated in an act of hate violence (Grades 4 - 8) (EC 48900.3)		●	●	●		
• Attack on student, causing physical injury (EC 48900 (a)(1))			●	●		
• Willfully used force or violence upon the person of another, except in self defense (EC 48900 (a)(2))				●		
• Caused serious injury to another person, except in self-defense (EC 48915 (a)(1))				●		
• Unintentional, incidental physical contact with school personnel	●	●				
• Unintentional striking of a staff member who is intervening in a fight or other disruptive activity (EC 48915 (a)(5)) *		●	●			
• Intentional assault or battery upon any school employee (EC 48915 (a)(5))				●		●
Property Misuse/Damage						
• Littering	●	●				
• Minor or accidental damage	●	●				
• Attempted to cause damage to property (EC 48900 (f))	●	●	●			
• Caused damage to property (EC 48900 (f))		●	●	●		
• Breaking and entering on District property (EC 48900 (f))		●	●	●		
• Set fire to property (EC 48900 (f))		●	●	●		
Stealing/Possessing Stolen Property						
• Stole school or private property (EC 48900 (g))	●	●	●			
• Knowingly possessed stolen property (EC 48900 (h))	●	●	●			
• Attempted to commit robbery or extortion (EC 48900 (e), 48915 (d)) *		●	●	●		
• Committed robbery or extortion (EC 48900 (e), 48915 (d))			●	●		
Tantrum						
• A combination of disruptive behavior (e.g., whining, yelling, throwing objects) to express frustration or gain attention	●	●				

PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (*).

Problem Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	Required Law Enforcement Notification
Technology Violation						
• Violation of school rules regarding use of personal technology not resulting in harm	●	●				
• Violation of District's Acceptable Use Agreement for using District technology not resulting in harm	●	●				
• Using District technology without permission	●	●				
• Repeated violations of school rules, District Acceptable Use Agreement, or using District technology without permission (EC 48900 (k))		●	●	●		
• Use of electronic device(s) for which it is determined that such use directly causes physical or emotional harm to another person (EC 48900 (r))		●	●	●		
Verbal and Written Aggression						
• Yelling or using aggressive language towards another student	●	●				
• Minor name calling or teasing, whether written or verbal, towards other students	●	●				
• Repeated name calling or teasing, whether written or verbal, towards other students despite directions to stop by staff (EC 48900 (k))		●	●			
• Use of profanity or vulgarity not directed at others (EC 48900 (k))	●	●	●			
• Habitual use of profanity or vulgarity (EC 48900 (i))		●	●			
• Threatened to cause an act of hate violence (EC 48900.3)		●	●	●		
• Threatened to cause physical injury (EC 48900 (a)(1)) *		●	●	●		
• Made terroristic threats against school officials or school property or both (EC 48900.7)		●	●	●		●

The District Discipline Plan and the above matrix provide a clear delineation of infractions categorized by levels of severity. Each infraction is accompanied by disciplinary measures that are based on Education Code and the judgment of school officials. To create a safe and orderly learning environment, it is crucial for the district and school staff to actively engage parents and the broad school community. A coordinated team approach, which includes parent(s)/guardian(s), school staff and students, must be utilized. Finally, the collaborative teams must remain focused on positive school environments as well as student achievement.

A. Behavior Off of School Property and Outside the School Day

A student may not be disciplined for conduct that occurs off school property and outside the school day unless the conduct seriously endangers the safety of students or staff and is related to a school activity. Please note, however, that any misconduct that occurs while students are going to or coming from school may be subject to disciplinary action. When considering "off-campus" misconduct/disruptions, please reflect on the following: (1) Does the action violate any school/district rule or regulation? (2) Does the action contain threats of violence against staff/students or threats of vandalism to school property? (3) Does the action mention or advocate for physical harm to staff or students or damage to school property? (4) Are there specific instances, or threats of, disruption to the school program?

It should be noted that the above questions are not exhaustive and site specific concerns can be addressed by contacting the Student Support Services.

B. Use of Expulsions and Referrals to Alternative Schools or Programs

Recommendations for expulsion and applications to alternative schools may only be made under the following circumstances:

- The student has committed a Level 5 behavior (mandatory expulsion offenses);
- A 5-day out-of-school suspension and/or all other interventions are deemed inadequate to address the behavior;
- The student's continued presence in the school endangers the safety of students or staff.

If all conditions are *not* met, the behavior must be addressed through alternative interventions and disciplinary responses.

Even if all conditions *are* met, school administrators should consider each of the factors identified before recommending expulsion or referral to an alternative school.

C. Arrests and Referrals to Law Enforcement

Typically, the only infractions that may result in arrest or referral to law enforcement are Level 5 behaviors. All other inappropriate or disruptive behaviors could be addressed through alternative interventions and disciplinary responses. With proper documentation, however, school administrators may elevate the disciplinary response to a higher level.

While **Level 5** behaviors may result in arrest or referral to law enforcement, such action should only be used as a last resort and incidents resolved without the involvement of law enforcement whenever appropriate. School officials should use their discretion before notifying law enforcement and are encouraged to consider the following:

- Whether the misconduct was particularly egregious;
- Whether the student persists in misconduct after being told to cease such behavior,

and continues to endanger the safety of others;

- The age of the student engaging in misconduct; and
- Whether the student's misconduct is specifically intended to cause, or irresponsibly causes, physical harm to others, or endangers the safety of others.

Section Four-Procedures for In-School Suspensions, Out-of-School Suspensions, Expulsions, and Referrals to Alternative Schools

A. Procedures for In-School and Out-of-School Suspensions

When a student is suspended in-school or out-of-school, he or she has the right to an informal conference with the principal or designee. At the conference, the student must:

- Be allowed to call a parent/guardian, and have the parent/guardian attend the conference if they are able to within a reasonable amount of time;
 - Be informed of the allegations and evidence against him or her;
 - Have an opportunity to respond to the allegations, verbally or in writing, and present his or her version of events;
 - Be informed of the right not to submit a written statement, if a written statement is requested; and
 - Have an opportunity to present evidence in his or her defense, including the right to have witnesses interviewed by the principal or designee.
- If, after the informal conference, the principal or designee decides to issue an in-school or out-of-school suspension, the school must make a reasonable attempt to contact the parent/guardian at once by phone. The school must also provide a written notice of out-of-school suspension in a language that the parent/guardian can understand. Both the oral and written notices must:
- Inform the parent/guardian that the student has been suspended;
 - Include the grounds for the suspension, the period of the suspension, and offer to schedule a time and place for the parent/guardian to meet with the principal or designee to review the suspension prior to or concurrent with reinstatement; and
 - State that make-up work will be provided during the period of suspension, and that the student has the right to appeal the suspension and how to do so.

If a behavioral emergency requires immediate removal of the student from school, the informal conference shall follow as soon after the student's removal as practicable. If immediate removal from school is necessary, the school shall promptly notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.

While suspended in-school or out-of-school, students shall be provided the opportunity to earn equivalent grades and academic credits as other students. They must also be provided the opportunity to make up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to not doubly punish students with suspensions and academic sanctions, while also providing an opportunity for the student to reengage into the educational program of the district following the suspension period.

Students who are suspended in-school or out-of-school during the administration of state or district assessments must be provided an opportunity to take the test(s) and may be allowed to participate in related test preparation activities, upon approval by the school principal or a designee.

B. Right to Appeal In-School and Out-of-School Suspensions

Students have the following rights during the appeals process:

- The right to request a meeting with the school principal within five days of the incident;
- The right to have a representative at the meeting;
- The right to address the principal or other administrator or appropriate designee on the evidence and the appropriateness of the penalty; and
- The right to submit a dissenting opinion regarding the disciplinary action, and have it included in the student's disciplinary file.

The school administrator must do the following:

- Review all written documents;
- Make a determination of whether there was sufficient evidence to find:
 - That the alleged violation occurred; and
 - Whether the penalty imposed was appropriate.
- Provide a written decision within five days of the meeting.

If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file and a corrected copy of the student's file will be provided to the student's parent or guardian by mail. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the principal.

If the school administrator denies the appeal, the student and his or her parent/guardian must be notified of the right to a second appeal of the disciplinary action to the Student Services Office.

C. Procedures for Expulsions and Referrals to Alternative Schools

When a student is recommended for expulsion or referral to an alternative school, the student is entitled to a hearing within 30 school days. The student and his or her parents/guardian must be provided with written notice of the hearing in a language they can understand. The written notice shall be forwarded to the student at least ten (10) calendar days before the hearing date and must include:

- The date and place of the hearing;
- A statement of the reasons for the recommended action;
- A copy of the district's disciplinary rules which relate to the alleged violation;
- A statement that the student may be present at the hearing to hear the evidence and be accompanied by a parent/guardian, counsel, or other representative; may have an opportunity to present relevant evidence, may inspect and obtain copies of all documents to be used at the hearing, and may have the opportunity to question all witnesses who testify at the hearing.

Hearings must be conducted by an expulsion review panel consisting of three certificated persons, none of whom is a member of the Board or employed at the school in which the student is enrolled.

The Board of Education must review the findings of facts and recommended action of the expulsion review panel. A written notice to the student and his or her parent/guardian of the action taken must be issued within ten (10) days of the hearing. The period of expulsion or placement in an alternative school shall not exceed one calendar year, unless the student does not complete his/her required rehabilitation plan.

It should be noted that in California, only five infractions require that a public school student **MUST** be recommended for expulsion. These include:

- 1) Possessing, selling or furnishing a firearm.
- 2) Brandishing a knife at another person.
- 3) Unlawfully selling a controlled substance.
- 4) Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5) Possession of an explosive.

Expulsion Process/Procedures

1. Site principal determines student may be recommended for expulsion (student begins the 5-day suspension).
2. Where appropriate, site principal contacts Student Support Services to discuss merit of case (for non-mandated offenses).
3. If student is protected under IDEA or Section 504, a Manifestation Hearing must be conducted to determine eligibility under IDEA or Section 504. Educational services must be provided to protected student(s) upon 11th and 6th day of suspension.
4. If site administrator agrees to move forward with expulsion, principal submits the expulsion paperwork to Student Support Services and proceeds to #5.
5. Student Support Services, meet with family within five days of suspension period to conduct suspension/extension conference and explain the expulsion process.

6. Site prepares written documentation:

- Written documentation must be completed accordingly and submitted via email attachment or hard copy to the Student Support Services within the five days of suspension period (no exceptions).
- Description of facts leading to a recommendation for expulsion (describe the incident in sufficient detail so that the reader can picture what happened).
- Explain how the misconduct is related to school activity or attendance which includes: (1) while on school grounds; (2) while going to or coming from school; (3) during lunch (whether on or off school ground); or (4) during or while going to or coming from a school sponsored activity.
- For all offenses, except the five mandatory offenses (48915 c), address the additional findings of fact that are required: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or (2) due to the nature of the act/violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others - 48915 (b) and (e). • Include direct evidence and any hearsay evidence that the school will present: (1) student admission directly heard by the administrator, (2) eye witness for the expulsion hearing, or (3) sworn statement.
- Include all written statements from students, witnesses, police, staff, and student who committed the act.
- Include discipline history, attendance history, current/past grades, and all contact information for family.

7. Principal/designee presents the case to the expulsion review panel.

Note. See Appendix B for the Expulsion Flowchart.

D. Right to Appeal Expulsions

The Superintendent or designee must also notify the student and his or her parent/guardian of their right to appeal the decision to the San Diego County Board of Education within 30 calendar days of the written notice. The notice must be in a language that the parent/guardian can understand.

Section Five-Data Collection and Monitoring

A. Quarterly Review of Data

School teams will collect and analyze school discipline data on a quarterly basis to identify those students and staff who need assistance with discipline. The review will include the following:

- Prevention and intervention strategies in use;
- The number of in-school suspensions, out-of-school suspensions, expulsions, referrals to alternative schools, arrests, and referrals to law enforcement (data should be disaggregated by age, grade, gender, race/ethnicity, English language learner status, disability, school, teacher, offense, and punishment or alternative used);
- Differences in referrals among staff members; and
- The extent to which disciplinary actions are consistently applied to all students.

Based on the review, schools will: (a) identify areas of concern; (b) provide targeted professional development, supports, and services; (c) initiate appropriate corrective action; and (d) revise school procedures/practices as needed.

B. School Climate and Discipline Oversight Committees

Every school shall have a School Climate and Discipline Oversight Committee, comprised of school personnel, parents/guardians, and students. School discipline and attendance data should be provided to the committee on a quarterly basis. The purpose of the committee will be to:

- Monitor school climate;
- Develop, monitor, and evaluate school discipline policies and practices.

The committee shall submit their findings and any recommendations to the school principal on at least an annual basis.

C. District Discipline Oversight Committee

The District Committee shall also be provided school discipline and attendance data on a quarterly basis. This Committee is charged with the following:

- Monitoring school climate district-wide;
- Developing, monitoring, and evaluating school discipline policies and practices district-wide;
- Provide recommendations for site-specific and district-wide professional development.

The District Discipline Oversight Committee shall submit their findings and any recommendations to the Board of Education and Superintendent on at least an annual basis.

Appendices

Appendix A

Glossary of Disciplinary Interventions or Responses

Behavior Support Plan: A proactive plan designed by school staff to address behavior that is impeding student learning or the learning of others through positive behavioral interventions, strategies, and supports, including the teaching of new behavior. This plan is appropriate for both students with and without disabilities.

Community Service: Allows the student to participate in some sort of activity to serve and benefit the community. Examples include working at a homeless shelter, cleaning up litter, helping at a facility for the aged, etc.

Conference: Conferences can involve students, teachers, administrators, and parents/guardians in discussion about student misbehavior and potential solutions that address social, academic, and personal issues related to the behavior.

Functional Behavior Assessment: Involves gathering information about a student's inappropriate or disruptive behavior and determining approaches school staff should take to correct or manage the student's behavior.

Mentoring Program: A student is paired with a mentor (a counselor, teacher, student, or community member) who helps the student in personal, academic, and social development.

Parent/Guardian Outreach: Parent/guardian outreach requires school staff to inform parents/guardians of their child's behavior and seek the parents' /guardians' assistance with correcting inappropriate or disruptive behavior.

Peer Mediation: Peer mediation is a form of conflict resolution in which students help other students deal with, and develop solutions to conflicts.

Positive Behavior Intervention Supports: Positive behavior interventions and supports is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

Referral to Substance Use Intervention Group (Teen Recovery Centers): Students with behavior related to substance use and/or when there is reason to believe substance abuse counseling is needed, may be referred to school-based or community-based services.

Referral to Community-Based Organizations: Students can be referred to community-based organizations for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.

Referral to School-Based Health and Mental Health Clinics: These services provide counseling and assessments to students who are in need. Students are allowed to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents/guardians are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.

Re-engagement Process: The goal of the re-engagement process is to support the student's ability to be successful in school when they return to school following a period of exclusionary discipline such as expulsion; while on probation, or while hospitalized. The goal is to develop a plan to re-engage the student in a school program tailored to the student's individual circumstances.

Restorative Justice Strategies: There are many examples of restorative justice practices, ranging from simple conversations with students who misbehave to more intensive interventions involving multiple actors. Below are some examples that may be used by communities seeking alternatives to out-of-school suspensions, expulsions, referrals to law enforcement, and arrests.

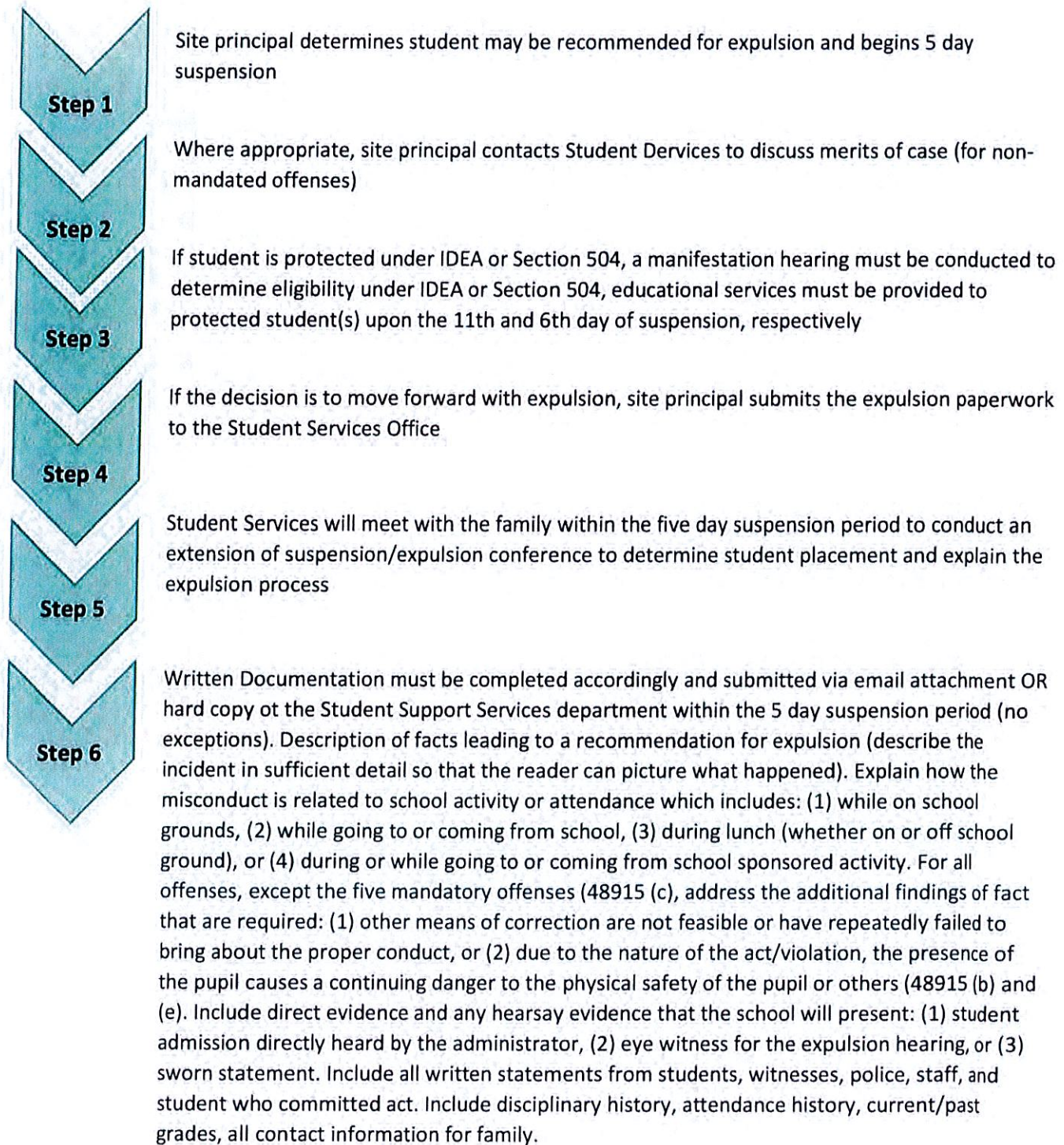
- Community Accountability Panels. Designed to hold the offender accountable for the offense by imposing mutually agreed upon consequences to address harm or damage caused. The key participants in this model are the community panel members, the offender, and sometimes the victim, where appropriate.
- Family Group Conferencing/Conferencing. Brings together those involved in and affected by the offense to allow the offender to take responsibility, the victim to voice the impact of the offense, and community members to assist in the resolution of the offense. The facilitator acts as a guide for the dialogue between the victim and the offender to take place.
- Victim-Offender Mediation. Provides a forum for victims and offenders to meet in a safe and respectful environment with the assistance of a facilitator. The purpose of the meeting is to explore and discuss the effects of an offense, and the ways in which healing can take place.
- Restorative Circles. Community meetings designed to address both family and community circumstances that are underlying causes of misbehavior. They are meant to rebuild relationships, develop rehabilitative plans, and respond to victims' needs. They involve the offender(s), victim(s), the friends and families of each, community members, and faith-based advisors.
- For more information, see www.safersanerschools.org; www.restorativejustice.org; and <http://www.iirp.org>.

Social-Emotional Learning: Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Trauma Informed Care: Trauma-Informed Care and practice is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment.

Appendix B

Expulsion Flowchart





Acceptable Technology Use Policy
2021-2022 School Year



Karl Mueller
Superintendent of Schools
201 6th Street, Coronado, CA 92118
619.522.8900 www.coronadousd.net

May 2021

Dear Parents and Guardians:

Below you will find the Board Policy, Administrative Regulation, Computer System Support and Service Liability Disclaimer, and Accidental Damage Advisory for student use of technology at the Coronado Unified School District. Without a parent and student agreement, students will not be able to use the technology equipment and network at our schools.

CUSD has a network which is accessible to all students. CUSD reserves the right to monitor and review all network usage to ensure adherence to all technology policies.

Technology is highly integrated into the curriculum at CUSD and students will need access to a home computer as well as the internet. If you do not have access to a computer or internet, please contact your school site administrator.

The District's website address is www.coronadousd.net. Please visit the site to learn more about the district, schools, and activities of the Governing Board.

At times, student work or pictures may be displayed on the district, school, or classroom websites. Please indicate on the Registration site whether you will allow your child's picture or work to be displayed on the websites. Only students' first name will be used.

If you have any questions about technology use in the District, please contact the District Office at (619) 522-8900. Please read the following guidelines and acknowledge your agreement by checking the box below.

Sincerely,

Karl Mueller
Superintendent of Schools

Coronado USD

Administrative Regulation

Student Use Of Technology

AR 6163.4

Instruction

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

(cf. 0440 - District Technology Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

(cf. 6163.1 - Library Media Centers)

Online/Internet Services: User Obligations and Responsibilities

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

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.
3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

(cf. 5131 - Conduct)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 5131.6 - Alcohol and Other Drugs)

6. Students shall not use the system to engage in commercial or other for-profit activities.

7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.

8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

(cf. 5131.9 - Academic Honesty)
(cf. 6162.6 - Use of Copyrighted Materials)

9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

(cf. 5131.5 - Vandalism and Graffiti)

10. Students shall not attempt to interfere with other users' ability to send or receive email,

nor shall they attempt to read, delete, copy, modify, or use another individual's identity.

11. Students shall report any security problem or misuse of the services to the teacher or principal.

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

(cf. 5145.12 - Search and Seizure)

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

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Regulation CORONADO UNIFIED SCHOOL DISTRICT
approved: August 19, 2010 Coronado, California

Coronado USD

Board Policy

Student Use Of Technology

BP 6163.4

Instruction

The Governing Board intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

(cf. 0440 - District Technology Plan)
(cf. 1113 - District and School Web Sites)
(cf. 4040 - Employee Use of Technology)
(cf. 5131 - Conduct)
(cf. 6163.1 - Library Media Centers)

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

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.12 - Search and Seizure)

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

(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Use of District Computers for Online Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

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

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

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

Student use of district computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access. Student use of school computers, networks, and internet services is a privilege, not a right. Compliance with the district's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited.

Legal Reference:

EDUCATION CODE

51006 Computer education and resources

51007 Programs to strengthen technological skills

51870-51874 Education technology

60044 Prohibited instructional materials

PENAL CODE

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 15

6501-6506 Children's Online Privacy Protection Act

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:

6777 Internet safety
UNITED STATES CODE, TITLE 47
254 Universal service discounts (E-rate)
CODE OF FEDERAL REGULATIONS, TITLE 16
312.1-312.12 Children's Online Privacy Protection Act
CODE OF FEDERAL REGULATIONS, TITLE 47
54.520 Internet safety policy and technology protection measures, E-rate discounts

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

MY SPACE.COM PUBLICATIONS

The Official School Administrator's Guide to Understanding MySpace and Resolving Social Networking Issues

WEB SITES

CSBA: <http://www.csba.org>

American Library Association: <http://www.ala.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

Center for Safe and Responsible Internet Use: <http://csriu.org>

Federal Communications Commission: <http://www.fcc.gov>

Federal Trade Commission, Children's Online Privacy Protection:

<http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>

U.S. Department of Education: <http://www.ed.gov>

Web Wise Kids: <http://www.webwisekids.org>

Policy CORONADO UNIFIED SCHOOL DISTRICT

adopted: August 19, 2010 Coronado, California

CUSD Computer System Support & Service Liability Disclaimer

Coronado Unified School District (CUSD) assumes no responsibility for any special, incidental, indirect or consequential damages of any kind, or any damages whatsoever (including without limitation, those resulting from: (1) reliance on the materials or products presented, (2) costs of replacement goods, (3) loss of use or data, (4) delays or scholastic interruptions, (5) and any theory of liability, arising out of or in connection with the use or performance of information whether or not CUSD has been advised of the possibility of such damages. Customer agrees to hold CUSD harmless for any such damages that may arise from the attempted service of systems.

Due to the nature of the repair services offered by CUSD, laptops, netbooks, or devices not owned by CUSD cannot be repaired by a district technician. There is inherent risk of damage involved in any repairs. CUSD accepts no liability of any kind for any damage to laptops, netbooks, devices, components, cases, data or peripherals submitted while on a CUSD school site campus or while in transit to or from a CUSD school site campus.

Although all attempts are made to provide accurate, current and reliable information, you should recognize the possibility that errors may exist in the information available. Before following any advice, installing any software or hardware recommended, or submitting system for support and service, you are strongly encouraged to do a full backup of your data and system. CUSD shall under no circumstances be responsible for data loss or system failure.

Services and products advertised may be modified or discontinued without prior notice.

It is important to understand that a Manufacturer's product warranty is limited. Generally this is limited to the computer's electronic parts. Software fixes and installations are not covered unless otherwise stated.

Please be advised that it is the end user's responsibility to understand the impact of upgrades to the operating system, applications and utility software. Such upgrades can lead to incompatibilities and possible loss of data. Computer hardware and software work together and incompatibility may not become apparent until a later date. We advise contacting the manufacturer of your software regarding compatibility issues.

CUSD is not responsible for installation or recovery of software.

CUSD is not responsible for any form of data.

CUSD is not responsible for installation of applications.

It is accepted practice to perform periodic file system maintenance. This can be done by the user on most PC machines using the utilities. You, the client, are solely responsible for backing up all data before any repair is made to your device.

CUSD Accidental Damage Advisory

Student Owned Devices (BYOD) – Accidental Damage

Computer devices are delicate. CUSD expects all students to follow the rules for careful, safe handling and storage of the computer devices. However, accidents may occur, and mishaps, such as broken screens, are expensive to repair.

This is why the Accidental Damage Protection offered in a computer package is so important. Accidental Damage Protection goes beyond the usual parts, labor, or technical support warranties that may be in effect on your laptop.

NOTE: Accidental Damage Protection does not cover theft or loss of the computer device. You are advised to adjust your homeowner's/renter's policy to reflect acquisition of a computer device.

Coronado Unified School District assumes no responsibility for LOST, STOLEN, or DAMAGED computer devices.

TERMS

* Computer system is defined as: Hardware (CPU enclosure, mouse, keyboard, printer, monitor and associated cables), software (operating system software, applications software and related software) and the additional physical devices specified in the comments box on the front of this document.

** Data is defined as: Any information not part of operating system software, applications system software or related software that is stored on the computer system described in this document or on any device that interacts with the computer system described in this document



Elementary & Secondary
Attendance Policy
2021-2022 School Year

Coronado Unified School District

Elementary School Attendance Policy

The Coronado Unified School District (CUSD) recognizes that there is no substitute for having students at school to receive instruction. We believe that parents, students, and all school personnel must be involved in pupil attendance. We strive to maximize students' instructional time in school, as such, students are expected to arrive at school on time, every day.

We are required by law to have school attendance procedures as well as consequences for school non-attendance. The following attendance policy is in effect at Silver Strand and Village Elementary Schools. It is important that students and parents understand and adhere to the elements in this policy. State law requires that all children ages 6 -18 shall attend school full-time and for the full-time designated as the length of the school day (EC 48200).

Each student and parent is responsible for understanding and complying with the policy. Any questions about this policy should be directed to Site Principal, Assistant Principal or Attendance Clerk.

Reporting/Verifying Absences

If your student is absent (or tardy beyond 30 minutes) from school, the parent or guardian is obligated report the absence or tardy to the school site. In order to ensure the safety of your child, we are asking parents and guardians to report all absences immediately - this will support our efforts in reporting timely and accurate information back to you regarding your child's whereabouts.

Please report absences immediately by calling our attendance line the morning of the absence. **All absences must be verified within 24 hours** by direct phone call or note signed by a parent/guardian and delivered to the attendance clerk, (CCR 5, 306). **After 24 hours**, all absences will be coded as unexcused. EACH day of absence must be called in and verified.

Silver Strand Elementary (619) 522-8934, ext 2
Village Elementary (619) 522-8915, ext 2

Excused Absences

Our attendance policy (in accordance with Ed. Code 48205) stipulates that absences can only be excused for the following reasons:

1. Personal illness or injury
2. Quarantine under the direction of a county or city health official
3. Medical, dental, optometric or chiropractic services in which student can present a note from parent/guardian or evidence of appointment.
4. Attendance of funeral service for a member of the IMMEDIATE family.
5. Jury duty in the manner provided by law.
6. Pupil is custodial parent of a child who is ill or has a medical appointment.

7. Exclusion for failure to present evidence of immunization.
8. Exclusion from school because student is either the carrier of a contagious disease or not immunized from a contagious disease.
9. Pupils in Grade 7 to 12 who leave school with prior approval of the principal or designee to obtain confidential medical services. The pupil is to return a copy of the medical professional's appointment verification form.
10. Upon written request of the Parent/Guardian, prior approval of the Principal or designee and pursuant to Board policy, a student's absence may be excused for additional reasons

Our attendance policy (in accordance with Ed. Code 48205) stipulates that tardies can only be excused for the reasons listed in #1 above. Therefore, an unexcused tardy is the same as an unexcused absence.

Students who plan to leave campus for a medical or court appointment must follow proper procedures or risk being marked truant. Students are required to bring a note signed by a parent to the attendance office. A pass will be issued to the student's classroom before their leave time. They may then be signed out by the parent, someone on their emergency card or someone with written permission. Any student leaving campus must report to the office FIRST.

When a student has had more than **5 consecutive days or 14 total EXCUSED absences** in a school year, any further absences for illness must be verified by a physician with a doctor's note or they will be unexcused (CCR 5, 421).

Unexcused Absences

Any absence, for any reason other than those listed above in #1 under Excused Absences, is considered unexcused. An excused absence that is not properly reported (or verified by doctor's note if needed) within 24 hours will be considered unexcused.

Unexcused Absences/Truancy: Education Code Section 48260 states "Any pupil subject to full time education who is absent from school without a valid excuse three (3) days or tardy without a valid excuse in excess of 30 minutes on each of more than three (3) days in any one school year is a truant and shall be reported to the attendance supervisor or the superintendent of the district."

- *This classification and referral helps emphasize the importance of school attendance and is intended to minimize interference with instruction.*

An excused absence that is not properly reported or verified within 24 hours will be marked unexcused. A student's grade may be negatively affected by unexcused absences (BP 5113, 5121).

Parents are expected to schedule medical and court appointments outside the instructional day. When scheduling an appointment during school hours is unavoidable, students must follow proper procedures or risk being marked truant. Any student leaving campus must report to the office FIRST. Students are required to be signed out by the parent when being picked up for outside appointments.

Reporting Planned Absences

Students are required to bring a note signed by a parent to the attendance office when they first arrive at school. An off-campus pass will be issued for the time of the appointment.

Tardies

Students are considered to be present and not tardy when they are physically inside their classroom. Parents should be aware that by law, students are considered truant when they have any combination of 3 unexcused absences or tardies over 30 minutes (EC 48260).

Elementary School Start Times:

Silver Strand Elementary starts at 8:10am
Village Elementary starts at 8:10am

Independent Contracts for Study

Parents should be aware that five or more absences in a grading period may have a significant negative effect on a student's academic progress. Therefore, students who will miss five or more consecutive days for reasons other than illness are encouraged to complete Independent Contract for Study in lieu of attending school.

To be eligible for independent study, parents must send a written request to the school site administration **at least 5 days prior** to the planned absence outlining the dates and reasons for the request. If approved, the student must have each teacher sign the appropriate documentation, prior to leaving for independent study.

All work must be submitted on or by the return date on the Independent Study contract. All work is to be turned into the front office, not the teacher. It is extremely important that students have regular attendance until the end of the school year. This is particularly so during the last few weeks of the final semester when end-year assessments are administered, the results of which are critical to completing student report cards and in ascertaining progress on Strategic Planning SMART goals. No independent contracts will be issued after May 31.

Please give administration and classroom teachers as much notice as possible to prepare work for the Independent Contract for Study.

Truancy/School Attendance Review

The San Diego County Office of Child Welfare and Human Services describes "Soft Truancy" as an attendance pattern that includes any combination of the following that exceed 10% of

instructional days: tardies, absences, incomplete Independent Contract for Study, withdrawing a student prior to the conclusion of the school day, etc. "Soft Truancies" often lead to more serious attendance problems if not addressed. By law, students are considered truant when they have any combination of 3 unexcused absences or tardies over 30 minutes (EC 48260).

In addition to the reporting requirement, the law states that the school district must notify the parent or guardian of a truancy by the most cost-effective method possible, and that the notification must include specific information related to the student's unexcused absence. Please review this sample letter (*First Letter*)

If the attendance pattern continues and after a student has been reported as a truant three or more times, he/she will be referred to the Student Attendance Review Team regarding the excessive absences and/or tardies. In addition, the school district must attempt to meet with the student and a parent or guardian.

Please review this sample letter (*Second Letter*)

The law further requires that after a student has been reported as a truant three or more times in one school year and after an appropriate school employee has made a conscientious effort to hold at least one meeting with the parent and the student, the student is deemed a habitual truant.

Please review the sample letter (*Third Letter/Habitual Truant*)

The CA Child Welfare and Attendance service have revised the reporting and recording of student attendance in an attempt to prevent chronic absenteeism. A "chronic absentee" has been defined in California Education Code (EC) Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled."

We believe that parents, students, and all school personnel must be involved in the consistent, timely, and accurate reporting of pupil attendance. We strive to maximize students' instructional time in school, as such, our students are expected to arrive at school on time, every day.

See individual school sites regarding:

- Tardy Policy
- Detention
- Saturday School
- Weekend Make-up Days

WE RECOGNIZE THE IMPACT OF COVID-19 MAY RESULT IN NECESSARY MODIFICATIONS TO THESE POLICIES AND WE WILL ADJUST ACCORDINGLY.

Coronado Unified School District

Secondary School Attendance Policy

The Coronado Unified School District (CUSD) recognizes that there is no substitute for having students at school to receive instruction. We believe that parents, students, and all school personnel must be involved in pupil attendance. We strive to maximize students' instructional time in school, as such, students are expected to arrive at school on time, every day.

We are required by law to have school attendance procedures as well as consequences for school non-attendance. The following CUSD attendance policy is in effect at Coronado Middle School and Coronado High School. It is important that students and parents understand and adhere to the elements in this policy. State law requires that all children ages 6-18 shall attend school full-time and for the full-time designated as the length of the school day (EC 48200).

Each student and parent is responsible for understanding and complying with the policy. Any questions about this policy should be directed to Site Principal, Assistant Principal or Attendance Clerk.

Reporting/Verifying Absences

If your student is absent (or tardy beyond 30 minutes) from school, the parent or guardian is obligated report the absence or tardy to the school site. To ensure the safety of your child, we are asking parents and guardians to report all absences immediately - this will support our efforts in reporting timely and accurate information back to you regarding your child's whereabouts.

Please report absences immediately by calling your school attendance line the morning of the absence. **All absences must be verified within 24 hours** by direct phone call or note signed by a parent/guardian and delivered to the attendance clerk, (CCR 5, 306). **After 24 hours**, all absences will be coded as unexcused. EACH consecutive day of absence must be called in and verified.

Coronado High School (619) 522-8907, ext. 2094
Coronado Middle School (619) 522-8921

Excused Absences

Our attendance policy (in accordance with Ed. Code 48205) stipulates that absences can only be excused for the following reasons:

1. Personal illness or injury
2. Quarantine under the direction of a county or city health official
3. Medical, dental, optometric or chiropractic services in which student can present a note from parent/guardian or evidence of appointment.
4. Attendance of funeral service for a member of the IMMEDIATE family.
5. Jury duty in the manner provided by law.
6. Pupil is custodial parent of a child who is ill or has a medical appointment.

7. Exclusion for failure to present evidence of immunization.
8. Exclusion from school because student is either the carrier of a contagious disease or not immunized from a contagious disease.
9. Pupils in Grade 7 to 12 who leave school with prior approval of the principal or designee to obtain confidential medical services. The pupil is to return a copy of the medical professional's appointment verification form.
10. Upon written request of the Parent/Guardian, prior approval of the Principal or designee and pursuant to Board policy, a student's absence may be excused for additional reasons

Our attendance policy (in accordance with Ed. Code 48205) stipulates that tardies can only be excused for the reasons listed in #1 above. Therefore, an unexcused tardy is the same as an unexcused absence.

Students who plan to leave campus for a medical or court appointment must follow proper procedures or risk being marked truant. Students are required to bring a note signed by a parent to the attendance office. A pass will be issued to the student's classroom before their leave time. They may then be signed out by the parent, someone on their emergency card or someone with written permission. Any student leaving campus must report to the office FIRST.

When a student has had **10 single period EXCUSED absences** in a school year, any further absences for illness must be verified by a physician with a doctor's note or they will be unexcused. Note: single period is one specific class period, for example, period 2.

Students attending school sponsored activities, field trips, or sporting events are excused with permission of each individual teacher whose class the student will miss. It's the student's responsibility to communicate with teachers, when able to, in advance of such an absence and plan for tests, projects, and assignments scheduled for that day.

Students must attend at least 4 periods of classes to participate in any school related activities.

Unexcused Absences

Any absence, for any reason other than those listed above in #1 under Excused Absences, is considered unexcused. An excused absence that is not properly reported (or verified by doctor's note if needed) within 24 hours will be considered unexcused.

Unexcused Absences/Truancy: Education Code Section 48260 states "Any pupil subject to full time education who is absent from school without a valid excuse three (3) days or tardy without a valid excuse in excess of 30 minutes on each of more than three (3) days in any one school year is a truant and shall be reported to the attendance supervisor or the superintendent of the district."

- *This classification and referral helps emphasize the importance of school attendance and is intended to minimize interference with instruction.*

An excused absence that is not properly reported or verified **within 24 hours** will be **marked unexcused**. A student's grade may be negatively affected by unexcused absences (BP 5113, 5121).

Parents are expected to schedule medical and court appointments outside the instructional day. When scheduling an appointment during school hours is unavoidable, students must follow proper procedures or risk being marked truant. Any student leaving campus must report to the office **FIRST**. Students are required to be signed out by the parent when being picked up for outside appointments.

Reporting Planned Absences

Students are required to bring a note signed by a parent to the attendance office when they first arrive at school. An off-campus pass will be issued for the time of the appointment.

Tardies

Students are considered to be present and not tardy when they are physically inside their classroom. Parents should be aware that by law, students are considered truant when they have any combination of 3 unexcused absences or tardies over 30 minutes (EC 48260).

Middle and High School Start Times:

Coronado Middle School starts at 8:20am, Monday - Friday

Coronado High School –

Monday, Thursday and Friday - E period starts at 7:00am, 1st period starts at 8:00am

Tuesday – E period starts at 7:00am, 1st period starts at 8:00am

Wednesday – 4th period starts at 8:00am

Independent Contracts for Study

Parents should be aware that five or more absences in a grading period may have a significant negative effect on a student's academic progress. Therefore, students who will miss five or more consecutive days for reasons other than illness are encouraged to complete Independent Contract for Study in lieu of attending school.

To be eligible for independent study, parents must send a written request to the school site administration **at least 5 days prior** to the planned absence outlining the dates and reasons for the request. If approved, the student must have each teacher sign the appropriate documentation, prior to leaving for independent study.

All work must be submitted on or by the return date on the Independent Study contract. All work is to be turned into the front office, not the teacher. It is extremely important that students

have regular attendance until the end of the school year. This is particularly so during the last few weeks of the final semester when end-year assessments are administered, the results of which are critical to completing student report cards and in ascertaining progress on Strategic Planning SMART goals. No independent contracts will be issued after May 31.

Please give administration and classroom teachers as much notice as possible to prepare work for the Independent Contract for Study.

Truancy/School Attendance Review

The San Diego County Office of Child Welfare and Human Services describes "Soft Truancy" as an attendance pattern that includes any combination of the following that exceed 10% of instructional days: tardies, absences, incomplete Independent Contract for Study, withdrawing a student prior to the conclusion of the school day, etc. "Soft Truancies" often lead to more serious attendance problems if not addressed. By law, students are considered truant when they have any combination of 3 unexcused absences or tardies over 30 minutes (EC 48260). Parents of students with attendance problems will receive monthly written notification that will involve the following graduated steps and consequences:

In addition to the reporting requirement, the law states that the school district must notify the parent or guardian of a truancy by the most cost-effective method possible, and that the notification must include specific information related to the student's unexcused absence. Please review this sample letter (First Letter)

If the attendance pattern continues and after a student has been reported as a truant three or more times, he/she will be referred to the Student Attendance Review Team regarding the excessive absences and/or tardies. In addition, the school district must attempt to meet with the student and a parent or guardian. Please review this sample letter (Second Letter)

The law further requires that after a student has been reported as a truant three or more times in one school year and after an appropriate school employee has made a conscientious effort to hold at least one meeting with the parent and the student, the student is deemed a habitual truant. Please review the sample letter (Third Letter/Habitual Truant)

The CA Child Welfare and Attendance service have revised the reporting and recording of student attendance in an attempt to prevent chronic absenteeism. A "chronic absentee" has been defined in California Education Code (EC) Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled."

We believe that only through parents and school staff working together can we build the best educational experience for our students. We thank you in advance for your cooperation in respect to these policies and in your continued efforts to have your children in school every day, on time.

See individual school sites regarding:

- Tardy Policy
- Detention
- Saturday School
- Weekend Make-up Days

WE RECOGNIZE THE IMPACT OF COVID-19 MAY RESULT IN NECESSARY
MODIFICATIONS TO THESE POLICIES AND WE WILL ADJUST ACCORDINGLY.



Physical Education Policy
Grades 9-12
2021-2022 School Year

Dear CHS Students and Parents,

California Education Code requires **all students in grades 9-12 take four years of Physical Education (PE)**.

All Coronado High School 9th grade students are required to take PE/Health or NJROTC.

Included in the 9th grade Physical Education curriculum is a physical fitness test called the FITNESSGRAM®.

- A student must score in the Healthy Fitness Zone of the FITNESSGRAM® in five of six standards, administered in grade 9 pursuant to Education Code Section 60800.
- If a student does not score in the Healthy Fitness Zone in five of six standards on the FITNESSGRAM®, the state of California requires that student to participate in PE for four years OR until they meet the FITNESSGRAM® requirements.
- The FITNESSGRAM® testing must be repeated each year until the student scores in the Healthy Fitness Zone in five of six standards.

FITNESSGRAM® testing will take place between February and May.

Students in grades 10 through 12 can meet their PE requirement by taking Dance, NJROTC, Weight Lifting, Yoga, or participating in Athletics.

Students can be granted a waiver from courses in Physical Education for two of the four-year requirement during grades 10-12 if they meet the following criteria, (Education Code Section 51241(b)(1):

- The student has scored in the Healthy Fitness Zone of the FITNESSGRAM® in five of six standards pursuant to Education Code Section 60800.
- Student and parent have met with a counselor and reviewed the student's eligibility for a waiver.

If a student is granted a waiver they may still choose to participate in Physical Education classes or in Athletics.

If you have questions about the California State PE requirement, please visit <https://www.cde.ca.gov/ta/tg/pf/> or contact your student's counselor or administrator.



Student Accident Insurance 2021-2022 School Year

Voluntary Student Accident and Sickness Insurance will be available for the 2021-2022 school year. Information and enrollment are available at www.myers-stevens.com



Verification of Student Residency
2021-2022 School Year



Karl Mueller
Superintendent of Schools
201 6th Street, Coronado, CA 92118
(619) 522-8900 www.coronadousd.net

May 2021

Dear Parents/Guardians,

In compliance with State and Federal laws, the Coronado Unified School District (CUSD) will admit only those students who are eligible to attend Coronado District Schools. The verification of residency is necessary prior to enrollment for all students at the beginning of each school year. Students who reside within the boundaries of the District or who fulfill the conditions listed within the *Acceptable Documents for Verification of Residency*, comply with the residency requirements. The District routinely conducts residency checks based upon these documents.

Your child's school site is responsible for the verification of residency. Parents/guardians must also submit a signed *Affidavit Verification of Student Residency*. In addition to the enclosures, these forms are also available in your school office. Should you require a *Joint Residency* and/or *Caregiver Affidavit* these forms are available and subject to approval through the Office of the Superintendent.

Thank you for your cooperation in this matter. If you have any questions, please contact your school secretary.

Sincerely,

Karl Mueller
Superintendent of Schools

Encl (2): Acceptable Documents for Verification of
Residency Affidavit Verification of Student Residency

Coronado USD

Administrative Regulation

District Residency

AR 5111.1
Students

Criteria for Residency

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)

2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)

3. The student is admitted through an interdistrict attendance option (Education Code 46600, 48204, 48301, 48356).

(cf. 5117 - Interdistrict Attendance)
(cf. 5118 - Open Enrollment Act Transfers)

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)

5. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect. (Education Code 48204)

6. The student resides in a state hospital located within district boundaries. (Education Code 48204)

7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48204, 48207)

(cf. 6183 - Home and Hospital Instruction)

8. The student's parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week. (Education Code 48204)

9. The student's parent/guardian, while on active military duty pursuant to an official

military order, is transferred or is pending transfer to a military installation within the state. (Education Code 48204.3)

(cf. 6173.2 - Education of Children of Military Families)

10. The student's parent/guardian was a resident of California who departed the state against his/her will due to a transfer by a government agency that had custody of the parent/guardian, a lawful order from a court or government agency authorizing his/her removal, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student lived in California immediately before moving out of state as a result of his/her parent/guardian's departure. (Education Code 48204.4)

(cf. 5145.13 - Response to Immigration Enforcement)

Residency Based on Parent/Guardian Employment (Allen Bill Transfers)

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. However, the Superintendent or designee may deny enrollment into the district if any of the following circumstances is present: (Education Code 48204)

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer.
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.
3. Other circumstances exist that are not arbitrary.

Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

Once a student establishes residency on this basis, he/she shall not be required to reapply for enrollment in subsequent years. The student may continue to attend school in the district through the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the student continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items #1-3 above. (Education Code 48204)

The Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (Education Code 48204)

Proof of Residency

The district shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining residency within the district. (Education Code 234.7)

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following: (Education Code 48204.1)

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student
9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

(cf. 5141 - Health Care and Emergencies)

A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.

A parent/guardian who is transferred or pending transfer into a military installation within the state shall provide proof of residence in the district within 10 days after the published arrival date provided on official documentation. For this purpose, he/she may use as his/her address a temporary on-base billeting facility, a purchased or leased home or apartment, or federal government or public-private venture off-base military housing. (Education Code 48204.3)

A student whose parent/guardian's departure from the state occurred against his/her will pursuant to item #10 in the section "Criteria for Residency" above shall be in compliance with district

residency requirements if he/she provides official documentation of the parent/guardian's departure and evidence demonstrating that the student was enrolled in a public school in California immediately before moving outside the state. (Education Code 48204.4)

Any homeless or foster youth or student who has had contact with the juvenile justice system shall be immediately enrolled in school even if he/she is unable to provide proof of residency. (Education Code 48645.5, 48852.7, 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.3 - Education for Juvenile Court School Students)

Safe at Home/Confidential Address Program

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries but shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. (Government Code 6206, 6207)

(cf. 3580 - District Records)

Regulation CORONADO UNIFIED SCHOOL DISTRICT
approved: September 13, 2018 Coronado, California

DISTRICT RESIDENCY**AFFIDAVIT
VERIFICATION OF STUDENT RESIDENCY**

I, _____,
(Print name of parent/guardian/caregiver)

The parent/guardian/caregiver of

Print Student Last Name First Name MI

Date of Birth

Declare under the penalty of perjury that the above-named student resides at the following address:
(please note that Post Office Boxes are not acceptable for proof of residency purposes.)

Print Street Address Apt #

City State Zip Code

I also agree to notify the school within two weeks when residency has been changed, either within or outside the District. If within the district, proof of residence must be resubmitted. If outside the District, appropriate transfer forms will also be required. I understand that an interdistrict transfer may not be accepted by the District.

Signature of Parent/Guardian

Date