



# Marysville Joint Unified School District

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Dear Parents, Guardians, and Students,

Welcome to the new school year! Families in collaboration with our teachers, administrators, and support staff are important partners for student success. The Marysville Joint Unified School District encourages you to be actively engaged in your child's education this year by visiting your child's school and meeting your child's educators, monitoring your child's homework completion, reading and engaging in physical activity with your child, joining the school parent teacher association or organization, volunteering at school and classroom events, and communicating pertinent concerns and celebrations.

**Please take the time to review the Annual Parent/Student Rights Packet** on the District website at [www.mjusd.com](http://www.mjusd.com). A hard copy of the packet is also available upon request at your child's school.

In this packet you will find important information about the Marysville Joint Unified School District. The information that follows includes notifications required by law and items relating to school safety and school operations.

**Please sign and return the attached signature page to your child's school site within your child's first week of attendance.**

We look forward to working with you to ensure your child's utmost success.

Please do not hesitate to contact your child's school for more information about ways to get involved.

Best wishes for a wonderful year,

Rocco Greco

Executive Director of Student Engagement, Educational Services



# **2020-21 PARENT/STUDENT RIGHTS PACKET**

Parents/Legal Guardians must ANNUALLY sign and return to the school site the ANNUAL NOTIFICATION SIGNATURE DOCUMENT and the STUDENT TECHNOLOGY ACCEPTABLE USE POLICY located at the back of this packet for the 2020-21 school year.

Translations in Spanish are available online at [www.mjUSD.com](http://www.mjUSD.com) and at school sites.

## **OUR MISSION**

The Marysville Joint Unified School District, in partnership with our staff, students, their families, and the community, will provide each student with the most appropriate educational opportunities in a safe environment.

## **OUR VISION**

The Marysville Joint Unified School District operates in an environment, which creates life-long learners, is fiscally sound, and fosters partnerships between the district, community, students, and staff.

## **VALUES**

Student Centered

Each child in our community deserves a quality education.

### **Fiscal Accountability**

We are socially responsible and invest our time and resources in activities that bring measurable results and value to our students and the communities we serve. We are fiscally accountable with clear expectations, sound monitoring, and review.

### **Diversity**

We build strength through diversity. We value the collective backgrounds of our students and strive to create a receptive environment where students can thrive, contribute, and prosper.

### **Respect**

We treat all students, their families, and all staff members with fairness, respect, and understanding.

### **Social Responsibility**

We provide an environment that fosters social responsibility and character development.

### **Shared Commitment to Public Education**

We work together as partners while respecting individual roles in providing the best education to our students. Our schools are community centers - we value a connected learning community.

This Parent and Student Handbook contains important information about laws related to public schools and your rights and responsibilities as a parent. This includes laws pertaining to the federal Every Student Succeeds Act and the military's access to information about high school students. The handbook also contains useful information to help parents and legal guardians (hereafter included in the term parents) guide their child's education. Additional information is available on the district's website, [www.mjUSD.com](http://www.mjUSD.com).

Please see board policies, Student Services (Section 5000). California EC § 48980 requires governing boards of local school districts to provide annual notification to parents of minor pupils of their rights regarding certain school activities. EC § 48982 requires that parents sign and return to school the notice acknowledging that they have been informed of their rights. Legally required notification is hereby provided. Please read, sign, and return the Parent Rights form to your student's school. The Board of Education recognizes that parents are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. (BP6020, AR6020).

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# STUDENT CALENDAR



## MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT 2020 – 2021 STUDENT CALENDAR



JULY 2020						
MON	TUE	WED	THUR	FRI	SAT	SUN
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
4 Independence Day						

AUGUST 2020						
MON	TUE	WED	THUR	FRI	SAT	SUN
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
6, 7 Voluntary PD Days 10, 11 Site-based PD/Teacher workdays 12 SCHOOL BEGINS 26 District-wide Minimum Days Instructional Days: 14						

SEPTEMBER 2020						
MON	TUE	WED	THUR	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
7 Labor Day 16, 23, 30 District-wide Minimum Days Instructional Days: 21						

OCTOBER 2020						
MON	TUE	WED	THUR	FRI	SAT	SUN
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
7 Stull-Bill Goals Day 7, 14, 28 District-wide Minimum Days Instructional Days: 22						

NOVEMBER 2020						
MON	TUE	WED	THUR	FRI	SAT	SUN
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
4 District-wide Minimum Day 11 Veterans Day 23 – 27 Thanksgiving Break Instructional Days: 15						

DECEMBER 2020						
MON	TUE	WED	THUR	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
2, 9, 18 District-wide Minimum Days Dec. 21 – Jan 4 Christmas/Winter Break Instructional Days: 14						

JANUARY 2021						
MON	TUE	WED	THUR	FRI	SAT	SUN
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
18 Martin Luther King, Jr. Birthday 27 District-wide Minimum Day Instructional Days: 18						

FEBRUARY 2021						
MON	TUE	WED	THUR	FRI	SAT	SUN
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
3, 24 District-wide Minimum Day 8-15 February Recess (Possible PSPS Make-up Days) Instructional Days: 14						

MARCH 2021						
MON	TUE	WED	THUR	FRI	SAT	SUN
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
3, 24, 31 District-wide Minimum Days 10 Site-based PD/Teacher Workday Instructional Days: 22						

APRIL 2021						
MON	TUE	WED	THUR	FRI	SAT	SUN
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
2-9 Easter/Spring Break 14, 21, 28 District-wide Minimum Days Instructional Days: 16						

MAY 2021						
MON	TUE	WED	THUR	FRI	SAT	SUN
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
5, 12, 19 District-wide Minimum Days 31 Memorial Day Instructional Days: 20						

JUNE 2021						
MON	TUE	WED	THUR	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
4 District-wide Minimum Day/Last Day 7, 8 Voluntary PD Days 7-11 (Possible PSPS/Snow Make-up Days) Instructional Days: 4						

Total: 180

## PARENTAL RIGHTS EMPOWERMENT

The Education Empowerment Act establishes various rights for parents in addition to other rights identified in this annual notice. Your rights as a parent include, but are not limited to, the following (EC§ 51101):

1. To observe, upon reasonable notice, instructional and other school activities in which their student is enrolled or for the purpose of selecting the school in which their student will be enrolled.
2. To meet, upon reasonable notice, with their student's teacher(s) and the school principal.
3. Under the supervision of district employees to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their student is absent from school without permission.
5. To receive the results of their student's and the school's performance on standardized tests and statewide tests.
6. To request a particular school for their student and to receive a response from the district.
7. To have a school environment for their student that is safe and supportive of learning.
8. To examine the curriculum materials of the classes in which their student is enrolled.
9. Parents may inspect, in a reasonable timeframe, all primary supplemental instructional materials and assessments stored by the classroom teacher including textbooks, teacher's manuals, films, tapes, and software. Each school site shall make available to parents and others, upon request, a copy of the prospectus for each course, including the titles, descriptions, and instructional aims of the course (§49091.10, 49091.14).
10. To be informed of their student's progress in school and of the appropriate school personnel to contact in the event of problems.
11. To have access to their student's school record.
12. To receive information concerning the academic performance standards, proficiencies, or skills student is expected to accomplish.
13. To be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.
14. To receive information about any psychological testing the school does involving their student and to deny permission to be tested.
15. To participate as a member of the Parent Advisory Committee, School Site Council, or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations.
16. To question and receive an answer from the school regarding items in their student's school record that appear to be inaccurate, misleading, or an invasion of privacy.

In addition to the rights described above 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.

This section does not authorize a school to inform a parent or guardian, as provided in this section, or to permit participation by a parent or guardian in the education of a child, if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

A parent or guardian's lack of English fluency does not preclude a parent or guardian from exercising the rights guaranteed under this chapter. A school district shall take all reasonable steps to ensure that all parents and guardians of pupils who speak a language other than English are properly notified in English and in their home language, pursuant to Section 48985, of the rights and opportunities available to them pursuant to this section.

1. To receive, the results of their child's performance on standardized tests, including the English language development test.
2. To be given any required written notification, under any applicable law, in English and the pupil's home language pursuant to Section 48985.
3. To participate in school and district advisory bodies in accordance with federal and state laws and regulations.
4. To support their children's advancement toward literacy.
5. To be informed, about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts.

## ACADEMICS

### ASSIGNING STUDENTS TO COURSE PERIODS WITHOUT EDUCATIONAL CONTENT (51228.1,.2,.3)

Beginning with the 2016-2017 school year, school districts may not assign students in grades 9-12 to course periods without educational content for more than one week in any semester without written parental consent and related documentation. "Course periods without educational content" are defined to include course periods where: (1) a student is released early from school; (2) the student is assigned to a service, instructional work experience, or to a course to assist a certificated employee, but is not expected to complete curricular assignments; or (3) where the student is not assigned to any course during the class period.

School districts are also prohibited, without written parental consent and related documentation, from enrolling 9-12th graders in classes they have previously completed and received a grade that is satisfactory to receive a high school diploma and to attend a California public institution of postsecondary education. Non-compliance complaints may be filed under the district's Uniform Complaint Procedures. A complainant not satisfied with the district's decision may appeal to the California Department of Education (CDE) and receive a written decision from the CDE within 60 days.

Mathematics placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, interim and summative assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards.

### ENGLISH LEARNER PROGRAM (32500)

Through the LCAP process, D/ELAC Committees, and the DAC, the MJUSD solicits input on, and provides to pupils, effective and appropriate instructional methods to ensure all pupils, including English learners and native speakers of English, have access to the core academic content standards, including the English language development standards, as applicable, and become proficient in English. The MJUSD provides Structured English immersion programs for English learners in which classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. Students receive integrated and designated instruction in the core content areas and language support as needed. When students achieve English fluency, they are redesignated "Fluent English Proficient" and will exit the ELD program.

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible, based upon the requirements of Section 305.

Parents of English learners are notified annually of their child's English fluency level and program placement. For more information, please contact Educational Services.

### NOTICE TO PARENTS IN LANGUAGE OTHER THAN ENGLISH

If 15 percent or more of the pupils enrolled in a public school speak a single primary language other than English, as determined from the preceding year's CBEDS data, all notices, reports, statements, or records sent to the parent of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language and may be responded to either in English or the primary language. (EC§ 48985)

### LONG TERM ENGLISH LEARNERS

Under Education Code section 440, each parent or guardian must be given notice when their child is assessed for English language proficiency no later than 30 days after the start of the school year. Education Code section 313.2 recently expanded these parental notification requirements to include the following additional information: 1) whether the child is a long-term English learner or at risk of becoming a long-term English learner; 2) the manner in which the English language development instruction will meet the educational needs of long-term English learners or those at risk of becoming long-term English learners; and 3) the manner in which the program for English language development instruction will help long-term English learners or those at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards.



## FAMILY LIFE EDUCATION

The California Healthy Youth Act, enacted on January 1, 2016, requires comprehensive sexual health and HIV instruction be mandated in Grades 7-12 (CEC 51930-51939). HIV/AIDS prevention instruction is taught to all students at least twice in grades 7-12, once in the middle schools, and once in high school. Parents have the right to excuse their student from all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education. Written and audiovisual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection. You have a right to request and review a copy of the chapter and/or instructional materials. You may request, in writing, that your child not receive comprehensive sexual health education or HIV/AIDS prevention education and a copy of your statutory rights.

## DRUG, ALCOHOL, AND TOBACCO AWARENESS

Instruction will be given (K-12) regarding drug, alcohol, and tobacco prevention education. Curriculum will include the effects of alcohol and other drugs on prenatal development. (EC§§ 51202, 51203, 51260)

## ELEMENTARY SCHOOL PHYSICAL EDUCATION INSTRUCTIONAL MINUTES

Students in an elementary school maintaining grades 1-8 are required to receive at minimum, 200 minutes of physical education instruction each 10 school days, exclusive of recesses and lunch periods. Complaints regarding the failure to comply with these physical education instructional minute requirements may be filed under the district's Uniform Complaint Procedures. Complainants not satisfied with the district's decision may appeal to the CDE and receive a written decision from the CDE within 60 days. (EC§51210 and 51223)

## HIGH SCHOOL

### ADVANCED PLACEMENT (AP)

To encourage students to challenge themselves academically and to enable students to be more competitive when applying for admission to postsecondary institutions, the Governing Board shall provide opportunities for college-level coursework that will prepare interested high school students to pass Advanced Placement (AP) examinations. All high schools offer a wide selection of honors and AP courses. Some colleges and universities will give credit to students who have scored well on an AP test.

### A-G HIGH SCHOOL COURSE PATHWAY

The A-G course pathway reflects the minimum course requirements students must meet to enter a University of California or California State University school. While A-G courses are required only by UC and CSU, many other colleges and universities require similar classes for admission. In addition, A-G classes provide a strong foundation on which students can build careers. A-G requires a minimum 15-unit pattern of courses for a student's admission as a first-time freshman to the UC and CSU systems. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for the course to count as an admission requirement to a UC or CSU school. While A-G courses fulfill many of the district's graduation requirements, there are some classes that students will have to complete in addition to A-G courses in order to receive a diploma.

## CAREER TECHNICAL EDUCATION

The MJUSD offers a Career Technical Education (CTE) program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The MJUSD offers CTE classes in the following industry sectors: Agriculture and Natural Resources; Arts, Media, and Entertainment; Education, Child Development, and Family Services; Health Science and Medical Technology; Hospitality, Tourism, and Recreation; and Transportation.

The following link provides more information regarding CTE: <http://www.cde.ca.gov/ci/ct/>.

## CSU & UC ADMISSIONS REQUIREMENTS

The University of California has three paths to eligibility for freshmen:

1. Eligibility by Examination Alone - students must achieve specified high scores on their college admissions tests.
2. Eligibility in the Local Context (ELC) - students must rank in the top four percent of their graduating class at a participating California high school.
3. Eligibility in the Statewide Context - students must complete specific coursework and college admissions tests, and earn the required GPA and test scores.

The following website links provide more information regarding University of California admission requirements:

- <http://admission.universityofcalifornia.edu/index.html>
- <http://www.universityofcalifornia.edu/admissions/freshman/requirements/index.html>

The California State University system has A-G standards that must be met in each of the following areas:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

The following website link provides more information regarding the California State University admission requirements:  
<http://www.csumentor.edu/planning/>.

## GRADUATION REQUIREMENTS

High School Subject Area	State Mandated Requirements* for High School Graduation ( <i>EC</i> 51225.3)	MJUSD Requirements for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
English	Three Years (30)	Four Years (40)	Four years of approved courses (40)	Four years of approved courses (40)
Mathematics	Two years, including Integrated I, beginning in 2003–04. (20) ( <i>EC</i> 51224.5)	Three years, including Integrated I (30)	Three years, including Integrated I, II, and III. Four years recommended. (30)	Three years, including Integrated I, II, and III. (30)
History Social Studies/Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics. (30)	Three years to include (30): World History 1 year US History 1 year Civics 1 semester Economics 1 semester	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography (20)	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science (20)
Science	Two years, including biological and physical sciences. (20)	Three years, including biological and physical sciences (30)	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended. (20)	Two years, including one year of biological and one year of physical science with lab. (20)
Foreign Language	One year of visual and performing arts, foreign language, or career technical education** (10)	20 credits in Foreign Language, Visual and Performing Arts, or Career Technical Education (Same 20 credits as cell below.)	Two years in same language required. Three years recommended. (20)	Two years in same language required. (20)
Visual and Performing Arts, Foreign Language, or Career Technical Education	One year of visual and performing arts, foreign language, or career technical education**. (Same 10 credits as foreign language)	20 credits in Visual and Performing Arts, Foreign Language, or Career Technical Education (Same 20 credits as cell above.)	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art (10)	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art (10)
Physical Education	Two years (20)	Two Years (20)	Not Applicable	Not Applicable
Health	Not Applicable	1 Semester (5)	Not Applicable	Not Applicable
Careers	Not Applicable	1 Semester (5)	Not Applicable	Not Applicable
Electives	Not Applicable	Four Years (40)	One Year*** (10)	One Year*** (10)
<b>Total Credits Required</b>	<b>130</b>	<b>220</b>	<b>150</b>	<b>150</b>

To participate in graduation ceremonies, students must maintain a 2.0 GPA and 90% attendance.

\*\**EC* Section 51225.3 provides that a district may choose to adopt a career technical education course as an optional high school graduation requirement. For more information about this requirement, see the district's Frequently Asked Questions at <http://www.cde.ca.gov/ci/gs/hs/hsgfaq.asp>.

\*\*\* Must be chosen from approved academic courses in history, English, advanced mathematics, lab science, foreign language, social science, or fine arts.

\*\*\*\*Credit for work experience education in an amount not to exceed 20 semester credits, made up on one or a combination of two or more of the following types:

- Exploratory Work Experience Education: 10 semester credits for each semester, with a maximum of 20 credits earned in two semesters.
- Vocational Work Experience Education: 10 semester credits for each semester, with a maximum of 20 credits earned in two semesters.
- General Work Experience Education: Five semester credits for each semester with a maximum of 20 semester credits earned in four semesters.
- The principal may increase the total number of semester credits allowed for each type of work experience education under special conditions to meet an individual student's needs to a maximum of 40 semester credits.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

## PARENT INVOLVEMENT

Marysville Joint USD

Board Policy

Parent and Family Engagement

BP 6020 Instruction

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent and family engagement contributes greatly to student achievement and a positive school environment.

1.0 The Governing Board shall establish and implement a policy on parent and family engagement. (California Education Code [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])

1.1 The Marysville Joint Unified School District (MJUSD) has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The District Advisory Committee (DAC), which includes parent representatives from each school site in the district, including all Title I, Part A schools, is designed to allow parents and family members to participate in the planning and design of our schools' programs. The Superintendent convenes DAC meetings to formalize the already open lines of communication and engagement of parents and family members. The DAC periodically reviews and provides updates to the parent and family engagement policy to meet the changing needs of our parents, family members, and the district. The LEA has distributed the policy to parents and family members of children served under Title I, Part A. The policy is included in the Parent/Student Rights Handbook at the beginning of each school year and posted on the district website. (20 U.S.C. § 6318[a][2])

To involve parents and family members in the Title I program at the MJUSD, the following practices have been established:

- a) The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2])

The Superintendent or designee works with staff, parents, and family members to develop meaningful opportunities at all grade levels for parents and family members to be involved in district and school activities through advisory, decision-making, advocacy roles, and activities to support learning at home. Parent and family engagement is also woven into the Local Control Accountability Plan (LCAP) to ensure it is a systemic goal throughout the district.

- b) The LEA involves parents and family members in the joint development of the local educational agency planning efforts and in the process of school review and improvement. (20 U.S.C. § 6318[a][2][A])

Parents and family members are encouraged through multiple means to participate on the District LCAP Committee, DAC, and the District English Learner Advisory Committee (DELAC). Parent surveys and multiple site meetings allow all parents and interested stakeholders to provide valuable input on the LCAP to determine district goals, plans, and actions while leveraging resources to meet the goals set to improve all student outcomes. The MJUSD utilizes a continuous LCAP cycle of improvement to frequently engage stakeholders throughout the development, implementation, and review and adjustment of the district's efforts towards student achievement.

- c) The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])

The district continues to expand efforts in this area. By developing a Parent University to provide training on educational topics of interest to parents and family members, the MJUSD will actively engage stakeholders to bridge the home to school gap. Parents and family members will be instrumental in creating the courses offered.

- d) The LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])

Parent and family engagement is celebrated throughout the district regardless of the federal, state, or local program associated with each particular strategy. As a racial and socio-economically diverse district, we strive to involve parents and family members in all aspects of education through a blended and coordinated delivery system. The district continues to involve new ways of crowd sources or reaching out to parents to inform our practices. The panorama climate and social-emotional survey tool is being implemented to give all stakeholders yet another venue to help us learn how to best serve the specific needs of our community.

- e) The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])

Each year the DAC is involved in the annual review and evaluation of the parent and family engagement policy. Input from the DAC is incorporated into policy revisions when necessary to meet the changing needs of parent, family members, and the district. Parents have identified an interest in more parent-related functions tied to the district including: parent classes, EL parent classes, accessing community resources, social events to build culture, teen health topics for parents, and working with your student for success. This input is driving the planning of events at the district and site levels.

The LEA identifies the following:

- Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])

Working with parents who have specific barriers requires knowledge of the barriers before they can be addressed. Examples for low-income parents include holding proximal involvement events to overcome transportation issues, scheduling multiple meeting times to allow for parents who have multiple jobs or non-conventional 9-5 schedules to attend, and providing child care to facilitate participation in meetings and activities. Limited English proficiency parents and families are supported through translation services to hold meetings in the parents' native language when possible and structuring meetings to match ethnic minority cultural values. The MJUSD continues to grow these efforts.

- The needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])

Through formal means such as the DAC, DELAC, School Site Council (SSC), and English Learner Advisory Committee (ELAC) and less formal avenues such as school fairs, parent and family nights, family involvement days, and a general open policy of parent and family engagement, parents and family members are welcomed into the school environment as the true partners they are.

- Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])

The importance of collaboration to build community and trust between the school and family drives the process from the top down while encouraging parents and school sites to respond. Success with these efforts drives data back up to the top in order to reflect and adapt processes of active engagement. Strategies include large school gatherings, small sub-group meetings, parent teacher conferences, as well as a robust Student Study Team (SST) process for struggling students.

- f) The LEA uses the findings of such evaluation in subparagraph (e) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E])

The MJUSD is currently utilizing evidence-based practices regarding implicit bias, macroaggression, and cultural (from racial to popular) awareness to help better understand and guide parent and family member interactions. As we continue to hone parent and family engagement strategies, their effect will be measured to determine alignment with the intended effort. This kind of data-driven reflection continues to become a deeply embedded practice in the MJUSD.

- g) The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])

Parents and family members are involved in this process through formalized structures such as the DAC, DELAC, SSC, and ELAC. Offering structured meetings provide feedback in the process, however site leaders who are able to draw this information out in more informal ways is also key to guiding best practices. Administrators and outreach personnel at the sites are trained to engage in conversation with all parents in an effort to increase the stakeholder feedback we receive.

1.2 The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the goals and purposes listed below. (EC §§ 11502, 11504, 11506)

- a) Engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])

All schools jointly develop a School-Parent Compact with parents outlining how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards and are based on validated methods to improve engagement.

Inform parents and family members that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (EC § 11502[b])

Annual Title I meetings are conducted at all Title I sites. The meetings create a scheduled platform for interaction, but dialogue on academic achievement is active throughout the entire school year. SSCs approve all Title I expenditures making the Title I program adaptable to meeting the needs of those students who are not achieving at grade level. Parents and family members are encouraged to be a part of the planning, design, implementation, and evaluation on an ongoing basis. In addition, Parent Institute for Quality Education (PIQE), GLAD trainings, and other site specific parent institutes are held to increase parent ability to work synergistically with the school district.

- b) Build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c])

A host of varied methods to encourage parent and family member engagement are incorporated into the educational program. Sites send home newsletters and parent updates to keep parents and family members apprised of opportunities designed specifically to welcome them to the campus. A communication system also keeps parents and family members updated on parent and family engagement opportunities as well as other important district and site notifications. Notifications are delivered via voice messages, texts, or emails. Back-to-school nights kick off the school year and set the tone for active engagement. Many sites publish parent handbooks that contain a calendar of events marking important parent and family engagement opportunities. The district hosts a website, [www.mjUSD.com](http://www.mjUSD.com), with individual links to all school sites. The website is utilized at both the district and site level as well as by the Governing Board to post information and keep parents and family members up to date. Parents and family members are involved in proactive approaches to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. Parents are also able to communicate through the AERIES parent portal and can view and be involved in the grading and progress of their students.

- c) Train teachers and administrators to communicate effectively with parents. (EC § 11502[d])

Administrators are guided by the California Professional Standards for Education Leaders (CPSELs) in creating environments that are based in effective school to home communication. Professional development on cultural inclusion and implicit bias will provide tools for teachers and administrators to better engage our community in supporting the educational process. Continued training will be provided to enhance differentiated communication styles to reach the district's large low socioeconomic status population.

Integrate parent involvement programs into the school's master plan for academic accountability. (EC § 11502[e])

Parent and family engagement goals are included in the district's LCAP and schools' School Plan for Student Achievement (SPSA). The district LCAP and site SPSAs are reviewed and evaluated annually to determine if we are reaching all family groups effectively.

1.3 The LEA receiving more than \$500,000 in Title I, Part A funds reserves at least one percent of its allocation to carry out parent and family engagement activities. (20 U.S.C. § 6318[a][3][A])

One percent of the district's Title I allocation is reserved for parent and family engagement activities and distributed to Title I school sites. Parent and family engagement funds are tracked through their own accounting code to ensure the allocation is transparent and effectively utilized.

1.4 Parents and family members of children receiving Title I, Part A services are involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. § 6318[a][3][B])

SSCs jointly develop and approve the activities dedicated to support parent family engagement and the budget to support the mutually agreed upon goals and objectives. School sites, in concert with their SSCs, determine the most effective implementation of parent and family engagement strategies to complement their unique school culture.

1.5 Not less than 90 percent of the funds reserved are distributed to schools served with priority given to high-need schools. (20 U.S.C. § 6318[a][3][C])

The MJUSD allocates the entire 1% to school sites to directly engage parents and family members.

1.6 Funds reserved by an LEA are used to carry out activities and strategies consistent with the LEA's parent and

family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

- a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
- b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])
- c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])
- d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
- e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

The MJUSD helps connect school sites with community in a multitude of ways. Schools are able to apply for subgrants through the MJUSD Education Foundation to fund specific outreach efforts. In alignment with our policies, the format of parent and family engagement meetings are continually being adapted based on parent feedback to increase participation. During administrative meetings, site administrators are trained on barriers to communication with disenfranchised student populations and effective strategies for guiding student conversations. Continual outreach is necessary to meet families at a place where they can confidently feel like they have access to the school in a manner that supports their needs and student learning outcomes.

## SPECIAL EDUCATION

Special Education provides the continuum of special education support as outlined in the Individuals with Disabilities Education Act (IDEA '04). Students receive support from Special Education as delineated on their Individual Education Plan (IEP). Programs include services and support for Autism (Aut), Deaf/ Blind (DB), Deaf, Hard of Hearing (DHOH), Emotionally Disturbed (ED), Intellectually Delayed (ID), Orthopedically Impaired (OI), Other Health Impaired (OHI), Multiple Disabilities (MD), Speech and Language Impaired (SLI), Specific Learning Disability (SLD), Traumatic Brain Injury (TBI) and Visually Impaired (VI). The district annually notifies parents of the rights related to special education identification, referral, assessment, instructional planning, implementation and review and procedures for initiating a referral for assessment. Parents receive this special education information at their child's annual IEP meeting. (56301)

EC 56300 et seq. provides for the education of an exceptional student requiring services and facilities, which may or may not be part of the local program, at no cost to the parent.

- Any child, ages 0 through 22½, suspected of or having a disabling condition, shall be entitled to a free and appropriate education.
- Each pupil has the right to be referred for special education services only after the resources of the regular education program have been considered and, where appropriate, utilized (EC§ 56031).
- Any parent is encouraged to participate in the Community Advisory Council for parents and community members for programs for students with exceptional needs.
- Parents of pupils with exceptional needs are hereby notified of the right to electronically record the proceedings of IEP meetings with 24-hour prior notice to the IEP Team.
- Any time after the initial provision of special education services, the parent may revoke consent in writing for the continued provision of services. At this time of revocation of consent, the district may not file due process.

## AWARD OF ATTORNEYS' FEES (TITLE 20, U.S. CODES, § 1415 [E])

The IDEA states that a court may award reasonable attorneys' fees to a parent of a disabled pupil who is a prevailing party in any action or proceeding brought under the procedural safeguard's section of the Act.

## IDENTIFICATION AND EDUCATION OF STUDENTS WITH DISABILITIES

Complaints related to the unlawful discrimination of students with disabilities may be made in accordance with the above mentioned regulation if a parent wishes to contest the identification, evaluation, or educational placement of a student.

For more information about special education services, please call (530) 749-6182.

## SCHOOL ACCOUNTABILITY REPORT CARDS (SARCS)

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). A similar requirement is also contained in the federal Elementary and Secondary Education Act. The purpose of the SARC is to provide parents and the community with important information about each public school. Demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum and instruction descriptions, postsecondary preparation information, and fiscal and expenditure data is reported in the SARC. SARCs must be updated annually and published by February 1. SARCs are accessible to parents via the following website: <http://www.mjusd.com> under each schools' individual site or the Parent Notification link on the homepage. A hard copy of the SARC will be made available upon request at the school site and/or district office.



## ATTENDANCE AND ABSENCES

### ATTENDANCE IS KEY TO ACADEMIC SUCCESS

Teachers build your child's education one day at a time so every day is essential. In elementary, middle, and high school, your child's academic success can be put in jeopardy if too many days are missed. If your child must miss school due to an illness or other critical reasons, work with his/her teacher to make-up the lost time in class. Ask for homework assignments and do extra review.

In addition to the academic component, student absences directly affect the district's finances. The majority of state funding is based on each day a student attends school. The state only pays the district for those days the student is physically in class. It does not pay for excused absences, even if the parents provide a note from a doctor.

### RESIDENCY REQUIREMENTS FOR SCHOOL ATTENDANCE (EC§ 48204)

To establish the right for attendance in a school district, a child of compulsory attendance age (6-18 years) must be living with a parent, relative, guardian, or a foster parent who resides in the district and must provide proof of residency in the school district. If you have any questions regarding the residency of your child, contact the principal.

### COMPULSORY SCHOOL ATTENDANCE (EC§§ 48200, 48400)

The law states that school attendance of children and youths between the ages of 6 and 18 are subject to compulsory full-time attendance. All youths 16 to 18 are subject to compulsory continuation education attendance. For every out-of-school youth under 18, a legal disposition is required.

### JUSTIFIABLE ABSENCES (EC§§ 46010, 48205, 48980)

Absence from school is allowed only for justifiable personal reasons (health, court appearance, attendance at funeral, religious holidays, if pupil is the custodial parent of a child who is ill or has a medical appointment during school hours, employment interview, jury duty, serving as a member of a precinct board for an election). Assignments and tests missed may be made up if appropriate. Any pupil absent from school for justifiable personal reasons shall not have his/her grade reduced or lose academic credit when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

### EXCUSED ABSENCES WITH SPECIAL CIRCUMSTANCES (EC§ 48205)

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- 1) Due to his or her illness.
- 2) Due to quarantine under the direction of a county or city health officer.
- 3) For having medical, dental, opt metrical, or chiropractic services rendered.
- 4) 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.
- 5) For the purpose of jury duty in the manner provided for by law.
- 6) Due to the illness or medical appointment during school hours of a child of whom the student is the custodian.
- 7) 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, or attendance at an educational conference on legislative or judicial process offered by a nonprofit organization when the pupil's absence has been requested in writing by the parent and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- 8) For serving as a member of a precinct board for an election pursuant to Section 12302 of the Election's Code.

9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, 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.

10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.

(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 absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

#### RELEASE FOR RELIGIOUS INSTRUCTION (EC§ 46014)

California school districts may release pupils from school (after the minimum school day) with written parental consent to participate in certain kinds of religious exercises. Request forms for this purpose may be obtained in the school office.

#### EXCESSIVE ABSENCE POLICY (EC§ 46011)

When a student has absences in excess of 10% of days enrolled for the school year, any further absences for illness must be verified by a physician or school personnel. Failure to provide physician or school personnel verification will result in absences being recorded as unexcused. The district may, when a student with absences exceeding 10% of the days enrolled, institute actions intended to improve the student's attendance. These interventions may include a referral to the district truancy officer or other intervention personnel who will make a home visit, school nurse reviewing illness claims, and/or referral to the SARB.

#### CLOSED CAMPUS

In order to keep students in a supervised, safe, and orderly environment, the Board of Education establishes a closed campus at all district schools. Students shall not leave the school grounds at any time during the school day without written permission of their parents and school authorities. Students who leave school without authorization shall be classified truant and subject to disciplinary action.

#### SCHOOL ATTENDANCE REVIEW BOARD (SARB)

SARB reviews student attendance and disruptive behavior. Students may be referred to SARB for habitual truancy or irregular attendance. SARB may involve the district Attorney, County Probation Department, and County Health and Human Services in a student's case.

#### HOME HOSPITAL INSTRUCTION: STUDENTS WITH TEMPORARY DISABILITIES

Instruction in the home or hospital is provided pursuant to state law for eligible general education students in grades K-12 whose non-contagious, temporary medical disability prevents attendance in regular day class or alternative educational program for a limited period of time. The intent is to maintain continuity of the student's instructional program during the interim period of disability. A home/hospital teacher provides instruction in subjects/courses correlated with the student's school program to the maximum extent possible. Home/Hospital instruction is designed as a temporary interim service. It shall not replace, over an extended period of time, the regularly required instructional program. Instruction in the home/hospital will commence (1) when the attending physician authorizes service to begin, based upon the student's ability to participate, and (2) upon receipt of the parent's authorization for temporary transfer of educational duties. Instruction in the home/hospital for a temporary period of time is also provided for students with a current IEP or students with a Section 504 Plan – under certain circumstances.

## CHARTERS AND ALTERNATIVE SCHOOLS

### PROCEDURE FOR APPLYING TO ATTEND ALTERNATIVE PROGRAMS

California State law authorizes all school districts to provide for alternative schools. Currently, the district operates the following Alternative Programs: Continuation High School, Independent Study including a Post Expulsion Program, Home and Hospital Instruction, and Charter School for the Arts. 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. (EC§ 58500)

"Notice of Alternative Schools" 58501: California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

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

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

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

### PROCEDURE FOR APPLYING TO CONTINUATION HIGH SCHOOL OR INDEPENDENT STUDY

An appointment must be made by the parent, guardian, emancipated minor, or 18 year old student to meet with the program administrator. If the student is being referred due to academic expulsion, the site expelling the student will call to confirm an appointment with Alternative Education while holding the pre-expulsion meeting with the family. Based on student academic and disciplinary history, a needs assessment will be conducted to determine the appropriate seat time program. No student will be required to attend an independent studies program. Admission into independent studies is voluntary, but requires prior levels of attendance and academic ability be met. Certain home education level requirements must also be met. Students with IEPs/Special Education may attend Alternative Programs. A transition IEP meeting is required at the time of the program change.

### PROCEDURE FOR APPLYING TO ATTEND MARYSVILLE CHARTER ACADEMY FOR THE ARTS

Prospective students must complete an application for enrollment. Applications are available online at [www.mjusd.com](http://www.mjusd.com) under Schools, Marysville Charter Academy for the Arts, Student Application. Pupils will be considered for admission without regard to ethnicity, national origin, gender, or disability.

## TRANSITIONAL KINDERGARTEN

Senate Bill (SB) 1381 (Chapter 705, Statutes of 2010) amended California EC (Section 46300, 48000, 48010) to change the required birthday for admission to kindergarten and first grade and established a transitional kindergarten program. Each elementary or unified school district must offer transitional kindergarten and kindergarten classes for all children eligible to attend. A transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to law, (EC 48000[c]), a child is eligible for transitional kindergarten if a child will have his or her fifth birthday between September 2 and December 2.

## CODE OF CONDUCT

As a parent, you are the best person to set rules and consequences for your children. Society has set rules as well. This section talks about those rules. Parents can influence their children's discipline at home and at school. Studies prove that children whose parents are involved in their education perform better in school. That is why the district encourages parents to be active with their children at all grade levels, even high school. We encourage parents to work with their school parent group, volunteer in the classroom, and to be active with their children's learning at home. A student shall not be disciplined, suspended, or recommended for expulsion unless the Superintendent, a designee, or the principal of the school in which the student is enrolled determines the student has violated one or more parts of the Code of Conduct.

A student may be disciplined, suspended, or expelled for acts enumerated in the Code of Conduct that are related to school activity or school attendance occurring at any school as follows.

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off campus.
4. During, while going to, or coming from a school- sponsored activity
5. For conduct which occurs after school hours and off district property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance. [AR 5144.1]

Disciplinary consequences include, but are not limited to, detention, suspension, and expulsion. To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Alternative means of correction and disciplinary strategies shall be used consistent with district Board Policy and Administrative Regulation 5144.1 and applicable law. [EC 48900(v), 48900.5; (AR 5144.1)]

Student Sexual Harassment (EC§ 48980, 231.5) Policy and regulations regarding student sexual harassment have been adopted by the district. They are posted at each school site and available upon request at school offices and the district Office. (BP 5145.7, AR 5145.7) The district has established rules governing and disciplining students registered in the district. You may obtain a copy of these rules from the school principal or review the district's Student Discipline Policies and Procedures BP 5144 and AR 5144.1 at [www.mjUSD.com](http://www.mjUSD.com).

Detention is the assignment of a student to a supervised area for a specified time before or after school, at lunch, or during Saturday school.

Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator. A principal, or designee may suspend a student for up to five days. A teacher may suspend a student for the remainder of the class in which the misbehavior occurred and for the next day's class. A suspension may be extended under certain conditions. There are two kinds of suspension, on-campus suspension and home suspension. Students placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during suspension. However, they may be required to complete assignments and tests, which will be made available to them through an intermediary.

Expulsion, as ordered by the Board of Education, is the removal of a student from all schools in the district for violating the California EC. The expulsion is for a defined period of time, but an application for readmission must be considered within a specified time period. State law provides for due process and rights to appeal any order of expulsion.

## EDUCATION CODES RELATED TO DISCIPLINE

The following table identifies the consequences in the Code of Conduct that may be applied. Most violations allow for a range of disciplinary responses within the educational system. Some consequences may occur simultaneously. Additionally, certain violations overlap the California penal code and may have consequences within the juvenile/adult court systems.

## THE FOUR LEVELS OF DISCIPLINE TABLE

<p><b><u>LEVEL FOUR DISCIPLINE-Mandatory Expulsion</u></b></p> <p>The principal shall immediately suspend and <b>shall recommend expulsion</b> of a pupil that s/he determines has committed any of the following acts at school or at a school activity off school grounds.</p> <p><b>Firearm: 48915 (c) (1)</b> Possessing, selling, or otherwise furnishing a firearm.</p> <p><b>Knife: 48915 (c) (2)</b> Brandishing a knife at another person.</p> <p><b>Controlled Substance: 48915 (c) (3)</b> Unlawfully selling a controlled substance.</p> <p><b>Sexual Assault/Battery: 48915 (c) (4)</b> Committing a sexual battery or committing or attempting to commit sexual assault.</p> <p><b>Explosive: 48915 (c) (5)</b> Possession of an explosive.</p>
<p><b><u>LEVEL THREE DISCIPLINE-(Discretionary Expulsion Recommendation)</u></b></p> <p>The principal shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct. <b>LAW ENFORCEMENT SHALL BE NOTIFIED</b></p> <p><b>Serious Physical Injury: 48915 (a) (1) (A)</b> Causing serious physical injury to another person, except in self-defense. <i>“Serious physical impairments of physical condition, such as loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, a wound requiring suturing, and serious disfigurement.”</i></p> <p><b>Knife or Dangerous Object: 48915(a) (1) (B)</b> Possession of any knife or other dangerous object of no reasonable use to the pupil.</p> <p><b>Controlled Substance: 48915(a) (1) (C)</b> Unlawful possession of any controlled substance except for the first offense for the possession of not more than one avoirdupois ounce of marijuana. <i>Except for possession of over the counter medication for use by the pupil for medical purposes or medication prescribed by pupil by physician.</i></p> <p><b>Robbery or Extortion: 48915 (a) (1) (D)</b> Robbery or extortion.</p> <p><b>Assault or Battery: 48915(a) (1) (E)</b> Assault or battery upon any <u>school employee</u>.</p>
<p><b><u>LEVEL TWO DISCIPLINE-</u></b> Students may be suspended on the first offense</p> <p><b>Physical Injury to Another: 48900 (a) (1)</b> Caused, attempted to cause, or threatened to cause physical injury to another person.</p> <p><b>Force or Violence upon Another: 48900 (a) (2)</b> Willfully used force or violence upon the person of another, except in self-defense.</p> <p><b>Dangerous Object: 48900 (b)</b> Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.</p> <p><b>Controlled Substance: 48900 (c)</b> Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcohol beverage, or an intoxicant of any kind.</p> <p><b>Drugs/Alcohol: 48900(d)</b> Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance or material and <i>represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.</i></p> <p><b>Robbery or Extortion: 48900(e)</b> Committed or attempted to commit robbery or extortion</p>
<p><b><u>LEVEL ONE DISCIPLINE – Permissive Suspension</u></b></p> <p>Pursuant to California Education Code Section 48900.5, suspension, including supervised suspension as described in Section 48911.1 shall be imposed when other means of correction fail to bring about proper conduct.</p> <p><b>Damage to School/Property: 48900 (f)</b> Caused or attempted to cause damage to school or private property.</p> <p><b>Stole School/Private Property: 48900 (g)</b> Stolen or attempted to steal school property or private property.</p> <p><b>Tobacco or Nicotine Products: 48900 (h)</b> Possessed or used tobacco, or any products containing tobacco or nicotine products, including cigarettes, cigars, smokeless tobacco, snuff, chew packets.</p> <p><b>Obscene Act of Habitual Profanity: 48900 (i)</b> Committed an obscene act or engaged in habitual profanity or vulgarity.</p> <p><b>Drug Paraphernalia: 48900 (j)</b> Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia</p> <p><b>Disruption of School Activities or Defiance of School Personnel: 48900 (k)</b> 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</p> <p><b>Received Stolen School/ Private Property: 48900 (l)</b> Knowingly received stolen school property or private property.</p> <p><b>Imitation Firearm: 48900 (m)</b> Possessed an imitation firearm.....”imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead to reasonable person to conclude that the replica is a firearm.</p> <p><b>School Discipline Witness: 48900 (o)</b> Harassed, threatened or intimidated a pupil who is 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> <p><b>Soma (prescription drug): 48900 (p)</b> Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma.</p> <p><b>Hazing: 48900(q)</b> Engaged in, or attempted to engage in, hazing as defined in Section 32050.</p> <p><b>Bullying: 48900(r)</b> 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 Sections, <b>Sexual Harassment (48900.2) Hate Violence (48900.3), or Harassment, Threats, or Intimidation (48900.4).</b></p> <p><b>Aids or Abets Physical Violence: 48900(t)</b> A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person, (but, per Education Code, expulsion may not be imposed unless the student is adjudged guilty in juvenile court).</p> <p><b>Sexual Harassment: 48900.2</b> Harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.</p> <p><b>Hate Violence: 48900.3</b> Pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence.</p> <p><b>Harassment: 48900.4</b> Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils.</p> <p><b>Terrorist Threats: 48900.7</b> 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, 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.</p> <p><b>**Jurisdiction: 48900(s)</b> Pupil may be suspended or expelled for acts related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following: 1. While on school grounds. 2. While going to or coming from school. 3. During the lunch period, whether on or off campus. 4. During or going to or coming from a school sponsored activity.</p>

## PROHIBITION ON POSSESSION AND USE OF TOBACCO AND NICOTINE PRODUCTS

District policy and the EC prohibit the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school related activities. The district defines “tobacco and nicotine products” as a lighted or unlighted cigarette, cigar, pipe, or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes. “Electronic cigarettes” are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to, electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems, and hookah pens.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under district policy, EC 48900(h), and/or other applicable laws. Students determined to have used or to be in possession of products at school or school related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to “electronic cigarettes” as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under district policy, EC 48900(k) (1), and/or other applicable laws. [EC 48901]

## RESPECT AND CIVILITY

We believe everyone – students and district employees – deserves to be treated with respect. There is a great deal of diversity in the families the district serves. The district believes that our diversity is a strength. We strive to ensure everyone feels welcome in our schools. The district will not tolerate behavior by students, staff, or visitors that insults, degrades, or stereotypes any race, gender, disability, physical characteristic, ethnic group, sexual preference, age, national origin, or religion. In addition, any person who comes onto a school campus or other school facility and there is reasonable cause to believe that their conduct has willfully disrupted the orderly operation of such campus/facility is subject to having their permission to remain withdrawn by the chief administrator and/or may be subject to arrest. [PC 626.4, 626.8]

## SCHOOL RULES

You have a right to review school rules regarding student discipline. If you wish to do so, please contact the school office. [EC 35291, 48980]

## SEARCH AND SEIZURE POLICY

The Search and Seizure Policy governs the district’s authority to search individual students and their property and the student’s responsibility to submit to searches. Under Board Policy 5145.12, school officials may conduct a search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the school or district.

General inspections of school properties, such as lockers and desks, may be conducted on a regular, announced basis. Any items in a locker shall be considered the property of the student to whom the locker was assigned.

To ensure the safety of students and staff, schools may conduct random searches for weapons using metal detectors.

The district may use specially trained, non-aggressive dogs to detect the presence of substances prohibited by law or district policy. Dogs may be used in the inspection of lockers, vehicles or personal property, but may not be used to search a person.

The district has the authority to monitor student use of district’s Internet system and to conduct individual searches of student accounts if there is a reasonable suspicion that a user has violated district policy or the law.



## USE OF THE INTERNET

The district has worked to ensure there is adequate access to the Internet in every classroom in the district via wired and wireless networks. These networks provide limited access to the Internet and online resources that includes, but is not limited to, local, national, and international sources of information.

Every district user has the responsibility to respect and protect the rights of every other user in our physical community and on the Internet. Students are expected to act in a responsible, ethical, and legal manner on the Internet. Student access to Internet services is provided under staff supervision. Students are taught network etiquette and are expected to practice positive digital citizenship.

### STUDENT TECHNOLOGY ACCEPTABLE USE POLICY (E 6163.4)

The district recognizes that access to technology in school gives students and teachers greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. The district is committed to helping students develop 21-century technology and communication skills. To that end, technology is provided for student use. This Student Technology Acceptable Use Policy outlines the guidelines and behaviors users are expected to follow when using school technologies or when using personally owned devices on the school campus.

1. The network is intended for educational purposes.
2. All activity over the network or using district technologies may be monitored and retained.
3. Access to online content via the network may be restricted in accordance with board policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
4. Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
5. Misuse of school resources can result in disciplinary action.
6. The district makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from misuse of school technologies.
7. Network users or other technologies are expected to alert staff immediately of any concerns for safety or security.

In order for students to utilize district technology resources, both the parent(s)/guardian(s) and the student must sign and acknowledge receipt of the policy indicating the student agrees to comply with the policy. The district will not grant access to information technology until this signed form is received.

### TECHNOLOGIES COVERED

The district may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more. As new technologies emerge, the district will attempt to provide access to them. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed.

### USAGE POLICIES

All technologies provided by the district are intended for educational purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind; do not try to get around technological protection measures; use good common sense; and ask if you don't know.

### TRAINING

A student will not receive access to information technology until he/she has participated in an orientation or training course with a district faculty member as to proper behavior and use of the network.

### NO EXPECTATION OF PRIVACY

Users have no expectation of privacy while using district information technology. district staff may monitor or examine all system activities to ensure proper use of the system.

### SOCIAL/WEB 2.0/COLLABORATIVE CONTENT

Recognizing that collaboration is essential to education, the district may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information online.

## WEB ACCESS

The district provides its users with access to the Internet, including web sites, resources, content, and online tools. That access will be restricted in compliance with CIPA regulations and district policies. In order to comply with both CIPA and its implementing rules, the district will make a reasonable effort to filter out material and pictures that constitute: (a) obscenity; (b) child pornography; or (c) material harmful to minors, for computers that are accessed by minors. These efforts include, by way of illustration and not limitation, the following precautions:

1. Blocking access by minors to inappropriate material on the internet.
2. Preventing unauthorized access, including so-called "hacking," and other unlawful activities by minors online.
3. Preventing unauthorized disclosure, use, and dissemination of personal information regarding minors.
4. Restricting minors' access to materials harmful to them.

Users are expected to respect that the web filter is a safety precaution and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it should not be, the user should follow protocol to alert a school staff member or submit the site for review.

## EMAIL

The district has created email accounts for all students in grades K-12 to allow for collaborative sharing using the district's student safe email system. The district uses a private software application for this purpose. These accounts will be used at school for school related projects but may be used outside of school for personal email by students with their parents' permission. The accounts will allow access to the wealth of collaborative tools available to students and teachers once these accounts are assigned. No student will be assigned an email account until this signed form is received.

Parents may opt their students out of email use if they opt the student out of all use of district online technologies.

Email accounts should be used with care. Users should not send personal information; should not attempt to open files or follow links from unknown or untrusted origin; should use appropriate language; and should only communicate with other people as allowed by the district policy or the teacher. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived. In addition, in the normal course of system administration, system administrators may have to examine activities, files, and email to gather sufficient information to diagnose and correct problems within system software or hardware. Users of student email are strictly prohibited from accessing files and information other than their own. Like all district technologies, access to and use of student email is considered a privilege given at the discretion of the district. The district reserves the right to access the mjudstudent.net email accounts, including current and archival files of user accounts, when there is reasonable suspicion that unacceptable use has occurred. The district maintains the right to immediately withdraw the access and use of student email when there is reason to believe that violations of law or district policies have occurred. In such cases, the alleged violation will be referred to the Principal for further investigation and adjudication.

## MOBILE DEVICES POLICY

The district may provide users with mobile computers or other devices to promote learning both inside and outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network.

Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should report any loss, damage, or malfunction to school staff immediately. Users may be financially accountable for any damage resulting from negligence or misuse. Use of school-issued mobile devices, including use of the school network, may be monitored.

## PERSONALLY-OWNED DEVICES

Students may use personally owned devices (including laptops, tablets, smartphones, and cell phones) at any time during school hours, unless such use interferes with the delivery of instruction by a teacher or staff or creates a disturbance in the educational environment. Any misuse of personally-owned devices may result in disciplinary action. Therefore,



proper network etiquette and adherence to the Student Technology Acceptable Use Policy should always be used. In some cases, a separate network may be provided for personally owned devices.

## SECURITY

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. If you believe a computer or mobile device you are using might be infected with a virus, please alert a school staff member. Do not attempt to remove the virus yourself or download any programs to help remove the virus. In order to maintain security for district technology resources, students must abide by the following directives.

1. If you identify a security problem, notify the classroom teacher, site administrator, or district system administrator at once.
2. Never demonstrate the problem to other users.
3. Never use another individual's account without written permission from that person.
4. All use of the system must be under your own account if one was provided.
5. Never engage in intentional conduct designed to circumvent any district security devices or software including, by way of illustration and not limitation, firewalls, and/or filtering or blocking programs.
6. Never download software (including, by way of illustration and not limitation, games and instant messaging programs), hardware, attachments, graphics, photos, documents, or any other files to district computers unless otherwise authorized by a teacher, administrator, or system administrator.

Any user identified as a security risk will be denied access to the information technology system.

## UPDATING

The information technology service may occasionally require new registration and account information from you to continue the service. You must notify the information technology system administrator of any changes in your account information.

## DOWNLOADS

Users should not download or attempt to download or run .exe programs over the school network or onto school resources without express permission from IT staff. You may be able to download other file types, such as images of videos. For the security of our network, download such files only from reputable sites and only for educational purposes.

## NETWORK ETIQUETTE

1. Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.
2. Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.
3. Users should also remember not to post anything online that they would not want parents, teachers, or future colleges or employers to see. Once something is online, it can be shared and spread in ways you never intended.

## PLAGIARISM

1. Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet.
2. Users should not take credit for things they did not create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

## PERSONAL SAFETY

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

1. Users should never share personal information, including phone number, address, social security number, birthday, or financial information over the Internet without adult permission.
2. Users should recognize that communicating over the Internet brings anonymity and associated risks and should carefully safeguard the personal information of themselves and others.
3. Users should never agree to meet someone they meet online in real life without parental permission.

Staff will closely supervise students while using online services and may ask instructional assistants and student aides to assist this supervision.

#### CYBERBULLYING

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Do not be mean. Do not send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.

When circumstances involve cyberbullying, individuals with information are encouraged to save and print any electronic or digital message that constitutes cyberbullying and notify a school employee so the matter can be investigated. When a student uses a social networking site or service to bully or harass another students, MJUSD may file a request with the networking site or service to suspend the privileges of the student and have the material removed.

#### EXAMPLES OF ACCEPTABLE USE

I will:

1. Use school technologies for school-related activities and research.
  2. Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
  3. Treat school resources carefully, and alert staff if there is any problem with their operation.
  4. Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
  5. Alert a teacher or other staff member if I see threatening/bullying, inappropriate, or harmful content (images, messages, and posts) online.
  6. Use school technologies at appropriate times, in approved places, for educational pursuits only.
  7. Cite sources when using online sites and resources for research; ensure there is no copyright infringement.
  8. Recognize that use of school technologies is a privilege and treat it as such.
  9. Be cautious to protect the safety of others and myself.
  10. Help to protect the security of school resources.
- This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

#### EXAMPLES OF UNACCEPTABLE USE

I will not:

1. Use school technologies in a way that could be personally or physically harmful to others or myself.
2. Search inappropriate images or content.
3. Engage in cyberbullying, harassment, or disrespectful conduct toward others-staff or students.
4. Try to find ways to circumvent the school's safety measures and filtering tools.
5. Use school technologies to send spam or chain mail.
6. Plagiarize content I find online.
7. Post personally identifying information about others or myself.
8. Agree to meet someone I meet online in real life without parental permission.
9. Use language online that would be unacceptable in the classroom.
10. Use school technologies for illegal activities or to pursue information on such activities.
11. Attempt to hack or access sites, servers, accounts, or content that is not intended for my use.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

## SOCIAL MEDIA RESPONSIBLE USE GUIDELINES

The district encourages teachers, students, staff, and other school community members to use social networking/media as a way to connect with others, share educational resources, create and curate educational content, and enhance the classroom experience. Social networking/media includes, by way of illustration and not limitation: Twitter, Facebook, My Space, Blogspot, Word Press, YouTube, Vine, Instagram and other networks, websites and blogs that allow online communication/interaction between users. If you have a question regarding whether a particular application, program, or website constitutes social networking/media, please seek assistance from a teacher or administrator.

While social networking is valuable, there are some risks involved in its use. In the social media world, the lines are blurred between what is public or private, personal or professional. The following guidelines are specific to social networking/media. You must follow them any time you utilize social networking/media for the district or school-related purposes. These must be applied in conjunction with the acceptable use rules contained in this document, and all acceptable use rules apply to social networking/media.

1. When using social networking, you must:
  - a. Use good judgment in all situations.
  - b. Follow all district policies, regulations, and procedures regarding use of technology, as well as all applicable disciplinary policies.
  - c. Assume that all of the information you have shared on your social network is public information, and treat it as such, regardless of your privacy settings.
  - d. Responsible for your own behavior, and be subject to discipline for violations of these guidelines where appropriate, including violations of district policies regarding cyberbullying and related misconduct.
  - e. Be respectful.
  - f. Always treat others in a respectful, positive, and considerate manner.
  - g. Utilize social networking/media during school hours only during times when it is allowed by the teacher or other authorized adult.
  - h. Be responsible and ethical
2. Unless you are specifically authorized to speak on behalf of the district or your school as a spokesperson, you should state that the views expressed in your postings, etc. are your own. Only discuss matters that are within your area of responsibility.
  - a. Be open about your affiliation with the district.
  - b. Be a good listener.
  - c. Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly, and to share feedback.
  - d. Be responsive to others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.
  - e. Always do at least as much listening and responding as you do "talking."
  - f. Report any violations of this policy immediately.
3. Don't share the following:
  - a. Confidential information
  - b. Do not publish, post, or release information that is considered confidential or not public. If it seems confidential, it probably is. Online "conversations" are never private. Do not use your birth date, address, and cell phone number on any public website.
  - c. Private and personal information.
  - d. To ensure your safety, be careful about the type and amount of personal information you provide.
  - e. Avoid talking about personal schedules or situations.
  - f. NEVER give out or transmit personal information of students, parents, or school staff.
4. Do not take information you may receive through social networking (such as email addresses, customer names, or telephone numbers) and assume it is the most up-to-date or correct.
5. Always respect the privacy of the district and school community members.
6. Please be cautious with respect to:
  - a. Images.
  - b. Respect brand, trademark, copyright information and/or images of the district or school (if applicable).
  - c. You may use photos and video (products, etc.) that are available on the district's or school's website.
  - d. It is generally not acceptable to post pictures of students without the expressed written consent of their parents.
  - e. Do not post pictures of others without their permission.

## OTHER SITES

1. A significant part of the interaction on blogs, Twitter, Facebook, and other social networks involves passing on interesting content or linking to helpful resources. However, the district is ultimately responsible for any content that is shared. Do not blindly repost a link without looking at the content first.
2. Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They actually serve a purpose and protect you and the district.
3. When using Twitter, Facebook, and other tools, be sure to follow their printed terms and conditions. And if you don't get it right,
  - a. Be sure to correct any mistake you make immediately, and make it clear what you have done to fix it.
  - b. Apologize for the mistake if the situation warrants it.
  - c. If it is a MAJOR mistake (e.g., exposing private information or reporting confidential information), tell an administrator immediately so the school or the district can take the proper steps to help minimize the impact it may have.
  - d. If you are uncomfortable with any social media interactions, which have occurred, immediately report the issue to a teacher or administrator.

## LIMITATION OF LIABILITY

The district makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district will not be responsible for damage or harm to persons, files, data, or hardware. Damages include loss of data as a result of delays, non-deliveries, mis-deliveries, or service interruptions caused by the system or your errors or omissions. While the district employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. The district specifically disclaims any responsibility for the accuracy of information obtained through its services. Further, the district will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

## VIOLATIONS OF THIS STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

Students accept responsibility for compliance with this policy and for reporting any misuse of the information technology network to the classroom teacher, site administrator, or district Technology Department. Misuse is defined as any violation of this policy. The district's system administrator(s) (operating under the aegis of the school board and the district office) will decide what constitutes appropriate use. Their decision is final. The system administrator may deny access at any time deemed necessary.

Use of the information technology system is a privilege and not a right. Violations of this policy may have disciplinary repercussions, including:

1. Suspension of network, technology, or computer privileges in extreme cases.
2. Notification to parents in most cases.
3. Detention or suspension from school and school-related activities.
4. Legal action and/or prosecution.

## ENROLLMENT

Registration packets are available at all district schools. Under state law, the district annually reviews the enrollment options available to pupils within the district. The district strives to maintain available enrollment options that meet the diverse needs, potential and interests of California pupils. Homeless students shall be immediately enrolled and, to the extent feasible, placed in their school of origin unless otherwise requested by their Parents/Legal Guardians. In the case of an unaccompanied youth, the district liaison to the homeless shall assist in placement or enrollment decisions. [42 U.S.C. 11432] If, after enrollment, it is determined that a student is not homeless as defined in the law, the district will follow policies in place to address fraud.

### ENROLLMENT PRIORITIES

Priority for attendance outside a student's attendance area shall be given as follows:

1. Beginning in the 2003-04 school year, if while on school grounds a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, he/she shall be provided an option to transfer to another district school or charter school.
2. The Superintendent, or designee, may approve a student's transfer to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. To grant priority under these circumstances, the Superintendent, or designee, must have received either: (EC 35160.5)
  - a. A written statement from a representative of an appropriate state or local agency, including, but not limited, to a law enforcement official or social worker, or a properly licensed or registered professional, including, but not limited to, a psychiatrist, psychologist, or marriage and family therapist
  - b. A court order, including a temporary restraining order and injunction
3. Priority may be given to siblings of students already in attendance in that school.
4. Priority shall be given to students whose parent is assigned to that school as his/her primary place of employment.

For all other applications for enrollment outside a school's attendance area, the Superintendent, or designee, shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity. (EC 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (EC 35160.5) (cf. 6172 - Gifted and Talented Student Program)

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (EC 35160.5) (cf. 5116 - School Attendance Boundaries)

### OPEN ENROLLMENT (BP 5118, AR 5118 E 5118, E5116)

The Board of Education desires to offer enrollment options in order to provide children with opportunities for academic achievement and that meet their diverse needs. Such options shall also be provided to children who reside within another district's boundaries in accordance with law, Board policy, and administrative regulation.

Whenever a student is attending a district school on the Open Enrollment List as identified by the Superintendent of Public Instruction, he/she may transfer to another school within or outside of the district, as long as the school to which he/she is transferring has a higher Academic Performance Index. EC48354, 48356

A parent whose child is attending a district school on the Open Enrollment List and who wishes to have his/her child attend another school within the district shall apply for enrollment using the Intra-district Open Enrollment Form.

### PERSISTENTLY DANGEROUS SCHOOL CHOICE ENROLLMENT OPTIONS

Within 10 school days after learning a school has been designated as "persistently dangerous," the Superintendent, or designee, shall notify parents of the school's designation. Within 20 school days after learning of the school's designation, parents may exercise their option to transfer.

## INTERDISTRICT POLICIES AND PROCEDURES

A parent residing outside of the district boundaries may apply for an inter-district attendance agreement for their child to attend schools in the district. A parent residing within the district boundaries may apply for an inter-district attendance agreement for their child to attend a school in another district. A pupil who has been determined by personnel of either the district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in subdivision (r) of Section 48900, committed by a pupil of the district of residence shall, at the request of the person having legal custody of the pupil, be given priority for inter-district attendance under any existing inter-district attendance agreement or, in the absence of an agreement, be given additional consideration for the creation of an inter-district attendance agreement. (See attached Board Policies 5116.1, 5117, and Adm. Reg. 5117.)

The Superintendent, or designee, may approve inter-district attendance permits for the following reasons:

1. To meet the childcare needs of a student (EC 46601.5).
2. To meet a child's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel (cf. 6159 - Individualized Education Program).
3. When a student has a sibling(s) attending school in the receiving district, to avoid splitting the family's attendance.
4. To allow a student to complete a school year when his/her parents have moved out of the district in that year.
5. To allow students to remain with a class graduating that year from an elementary, junior, or senior high school.
6. To let high school seniors attend the same school they attended as juniors, even if their families moved out of the district during the junior year.
7. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems, which make it inadvisable for the student to attend the school of residence (cf. 5113.1 - Truancy).
8. When there is valid interest in a particular educational program not offered in the district of residence.
9. To provide a change in school environment for reasons of personal and social adjustment.

Inter-district attendance permits or applications shall not be required for students enrolling in a regional occupational center or program. (EC 52317) Every inter-district attendance permit shall stipulate the terms and conditions under which the permit may be revoked. (EC 46600)

The Superintendent, or designee, may deny initial requests for inter-district attendance agreements if school's facilities are overcrowded at the relevant grade level and based on other considerations that are not arbitrary. However, once a student is admitted based on childcare needs, his/her continued attendance may not be denied because of overcrowding. The Superintendent, or designee, shall notify the parents of a student who is denied inter-district attendance regarding the process for appeal to the County Board of Education as specified in EC 46601. (cf. 5145.6)

Students who are under consideration for expulsion or who have been expelled may not appeal inter-district attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (EC 46601)

## INTRADISTRICT TRANSFER REQUEST CRITERIA AND PROCEDURES

A parent residing within the district may apply for their child to enroll in any school within the district providing they complete an Intra-district Agreement. A parent must submit the intra-district agreement to the school they would like their child to attend by January 1 of each year to be eligible for admission to the school the following year under the district's Open Enrollment Policy.

The Inter/Intra-district Transfer Agreement may be revoked under the following circumstances (EC46600 and 46601):

- The pupil has poor attendance and falls under the 96% attendance mandate.
- Failure to adhere to the district/school discipline policy.
- Class size exceeds maximum allowed by statute or contract.
- Unsatisfactory academic progress.

To revoke a transfer, the following procedures are to be followed:

1. The principal, or designee, shall hold a conference with the parent stating transfer status is at risk.
2. The pupil shall be given an opportunity to remediate the problem(s).
3. The principal, or designee, shall hold a second conference with the parent if the problem(s) continues to exist and that he/she is recommending that the transfer be revoked. This conference shall be followed-up in writing.
4. The Director of Student Discipline and Attendance, or designee, shall review the case and make a determination.
5. If the transfer is revoked, all parties shall be notified.



## IMMUNIZATIONS (CCR TITLE 17 §§ 6020, 6035)

Before initial enrollment in California public schools, certain immunization requirements must be met: polio, measles, rubella, mumps, and DTP Booster requirements must be taken as required by law. Upon enrollment after August 1, 1998, children entering school or a child care and development program at the kindergarten level or below shall also present evidence of immunization against hepatitis B. Children, who have not reached the age of four years, six months shall also present evidence of immunization against haemophilus influenzae type b. (Health and Safety Code 120335) Effective July 1, 1999, all students entering, advancing to, or repeating 7<sup>th</sup> grade shall present evidence of immunization against hepatitis B and a second dose of measles-containing vaccine (MMR). Effective July 1, 2011, all students entering 7<sup>th</sup> through 12<sup>th</sup> grades are required to show proof of Tdap immunization (Pertussis). Beginning July 1, 2012 and beyond, all students entering the 7<sup>th</sup> grade will need proof of a Tdap (Pertussis) booster shot before starting school. Starting January 1, 2016, state law does not allow parents of students in any school or child care facility to submit a Personal Belief Exemption (PBE) to a currently required vaccine. Any PBE filed at the school before January 1, 2016 will be honored until the next grade span, as defined by law. The immunization requirements do not prohibit pupils from accessing special education and related services required by their IEP.

## IMMUNIZATION FOR COMMUNICABLE DISEASE (EC§ 49403)

A parent must give consent in writing for a licensed physician or registered nurse under the supervision of a physician to administer an immunizing agent. No immunization will be given at school without parent permission in writing.

## KINDERGARTEN AND FIRST GRADE DENTAL SCREENINGS EC49452.8

California law requires a dental screening by May 31 of a student's first year of public school, kindergarten or first grade. The screening must be done by a licensed dentist or other licensed or registered dental health professional within 12 months of enrollment. The goal of the law is to establish dental care for every child. The screenings will identify children who need further examination and dental treatment.

## KINDERGARTEN AND FIRST GRADE PHYSICAL EXAM

State law requires that for each child enrolling in the first grade, the parent must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. If your child does not receive this exam, you must file a waiver with the school district stating the reasons you are unable to obtain such services. You must understand that your child may be sent home if you fail to provide the certificate or waiver, or if your child is suspected to be suffering from a contagious disease. You may find it convenient to have your child immunized at the same time that the physical examination is conducted. [EC 49450; HSC 124085, 124100, 124105] These services may be available to you at no cost through the Child Health and Disability Prevention Program (CHDP).

## PUPILS IN HOSPITALS OUTSIDE OF SCHOOL DISTRICT

If, due to a temporary disability, your child is in a hospital or other residential health facility, which is located outside the school district, he/she may be eligible to attend the school district in which the hospital is located. [EC 48207] If this situation should arise, you should notify both the district where you reside and where the hospital is located so that individualized instruction, if possible, can be provided. [EC 48208, 48206.3, 48980]

## SAFETY, NON-DISCRIMINATION, AND BULLYING

### PARENT RESPONSIBILITY EC 48900.1, 48904, 48914; CIVIL CODE 1714.1

Parents are liable for all damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or damage to school property. In addition, the district will not be responsible for damage caused by any student to any item of personal property that another student brings to school. Parents are also liable for any school property loaned to the student that is willfully not returned. The district may withhold the grades, diploma, or transcript of the student responsible until such damages are paid, the property returned, or until completion of a voluntary work program in lieu of payment of money. If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom.

### EXEMPTIONS

#### PHYSICAL EXAMINATIONS

If you want your child to be exempt from physical examinations at school, file a written statement with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, he/she will be sent home and shall not be permitted to return to school until school authorities are satisfied that any contagious or infectious disease does not exist. [EC 48980, 49451]

#### NONPARTICIPATION RIGHTS EC32255

The dissection of animals is sometimes a component of district science classes. When a student or parent objects to participation in a dissection project, an alternative education assignment can be substituted if the teacher believes the alternative is adequate. The alternative requires a comparable amount of time and effort, but must not be more arduous than the original project. The school requires a signed note from a parent indicating your child's objection. Any student with a moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may notify his or her teacher regarding such objection and present a substantiating note from his or her parent. Upon presentation of such notification, the teacher may provide the student an alternate educational program. Whenever any part of the instruction in health, family life education, and sex education conflicts with the religious training and beliefs of the parents or the student, on written request of the parent, the student shall be excused from the training that conflicts with such religious training and beliefs. (EC§ 51240) The school may not require students to attend any class in which human reproductive organs and their function and processes are described, illustrated, or discussed. Whenever such classes are offered, the district must: (a) notify parents in advance in writing, (b) provide opportunity prior to the class for the parents to inspect all written or audiovisual materials to be used, and (c) provide opportunity for each parent to request in writing that his/her child be excused from the class. (EC§ 51550) Parental rights for notice, materials inspection, and opportunity to request student nonparticipation in units of instruction in venereal disease education are essentially the same as for sex education courses. (EC§ 51820) Written permission of the parent is required before a test or questionnaire concerning the personal beliefs of the student (or his/her parent about sex, family life, morality, or religion can be administered. (EC§ 60614)

#### STUDENT TESTING EXEMPTIONS EC60640

A parent may submit a written request to excuse his/her student from any or all parts of CAASPP. School district staff may discuss the testing programs with parents and inform them of the availability of exemptions under EC§ 60615. Staff shall not solicit or encourage any written exemption request on behalf of any student or group of students.

### STUDENT FEES, DEPOSITS, AND CHARGES

The Governing Board recognizes its responsibility to ensure that books, materials, equipment, and supplies are necessary for students' participation in the educational program are made available to them. No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including district curricular and extracurricular educational activities. As necessary, the district and its schools may approve and impose fees, deposits and other charges that are specifically allowed by law. For such legally authorized fees, deposits and charges, the district may consider students' and parents' ability to pay when establishing fee schedules and for granting waivers or exceptions. The district, its schools, and programs may also lawfully solicit voluntary donations of funds or property, or request voluntary participation in fundraising activities, by students and parents.



## AMERICANS WITH DISABILITIES ACT (ADA)

The district is committed to achieving full compliance with the ADA and does not:

1. Deny the benefits of district programs, services, and/or activities to qualified individuals with a disability on the basis of a disability.
2. Discriminate on the basis of disability in access to or provision of programs, services, activities of the district, and/or application for employment or employment to qualified individuals with disabilities.
3. Provide separate, unequal, or different programs, services or activities, unless the separate or different programs are necessary to ensure that the benefits and services are equally effective.

The district operates its programs so that, when viewed in their entirety, they are readily accessible to or usable by individuals with disabilities. The district welcomes those with disabilities to participate fully in the programs, services, and activities offered to students, parents, and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service, or activity offered to you, please contact Student Services. [Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132), (42 U.S.C. Section 12132, Section 35.106)]

The district complies with Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against students solely on the basis of a disability. If a student is identified as having a significant disability, the school is to develop an accommodation plan for the student. Site administration should be contacted if you feel your student has a significant disability that requires a special school accommodation and you wish to initiate the appropriate procedure.

## NON-DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING

District programs and activities shall be free from discrimination, including harassment, intimidation, and bullying based on a student's actual or perceived physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression or gender information, nationality, national origin, race, ethnicity, color, immigration status, ethnic group identification, ancestry, religion, sexual orientation, age, marital, or parental status, pregnancy, or association with a person or group with one or more of these actual or perceived characteristics.

All children have a right to a free public education regardless of immigration status or religious beliefs. ECS 234.7: Educational Equity – The District prohibits discrimination on the basis of immigration status or religious beliefs. A student's immigration status cannot be used to deny any student's right to a free public education. Please refer to the Attorney General website <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/schoolguidance-model-k12.pdf> for access to the "Know Your Educational Rights" guide established by the Attorney General

The lack of English language skills will not be a barrier to admission and participation in district programs.

BP 5145.3 applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the district Superintendent. When providing or arranging for the provision of non-academic and extracurricular services and activities, the district shall ensure that a student with a disability participates with nondisabled persons in such activities and services to the maximum extent appropriate to the needs of the student with a disability in question.

Pursuant to California EC section 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records. Any student may request the use of private or unisex restroom facilities for increased privacy. The district endeavors to protect the privacy of all students.

## BULLYING POLICY

All district students have a right to a safe and healthy school environment, and the Board of Education and the district will not tolerate behavior in the form of bullying that infringes on the safety or emotional or physical well-being of any student. As is set forth more fully in Board Policy 5131.2, The district considers bullying to include abusive actions or conduct, which can be physical, verbal, written, psychological, or sexual in nature, including cyberbullying. Students who are victims of bullying, or who witness bullying, are expected to immediately report such behavior to the school site principal or other school administrator. The district schools follow Board Policy 5131.2 regarding Bullying and 5145.3 regarding Discrimination / Harassment / Intimidation / Bullying, when receiving and investigating complaints of bullying. Students who perpetrate acts of bullying will be disciplined in accordance with district Board Policy/Administrative Regulation 5144.1.

## SEXUAL HARASSMENT

### COMPLAINT PROCESS

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal, or designee. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal, or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent, or designee. (cf. 4119.11/4219.11/4319.11 Sexual Harassment), (cf. 5141.4 - Child Abuse Prevention and Reporting), (cf. 5145.3 Nondiscrimination/Harassment)

The principal, or designee, to whom a complaint of sexual harassment is reported, shall immediately investigate the complaint in accordance with administrative regulation. Where the principal, or designee, finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal, or designee, shall also advise the victim of any other remedies that may be available. The principal, or designee, shall file a report with the Superintendent, or designee, and refer the matter to law enforcement authorities, where required. (cf. 1312.1 - Complaints Concerning district Employees)

The Superintendent, or designee, shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) (cf. 4119.23/4219.23/4319.23)

### DISCIPLINARY MEASURES

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

## WILLIAMS SETTLEMENT COMPLAINT PROCEDURE

Complaint policies and forms are available at the school office and are available online at <http://www.mjUSD.com/Staff/Uniform-Complaint-Procedures-UCP/index.html>.

The following procedures shall be used to file Williams related complaints:

1. Complaint forms can be turned in to the principal, or designee, who will make every reasonable attempt to investigate.
2. Complaints beyond the site authority will be forwarded to the district within 10 days.
3. Complaints may be filed anonymously. The form will have a box to mark if a response is requested. The complainant must be identified and provide a mailing address on the complaint form to receive a written response.
4. Valid complaints shall be remedied within 30 days of receipt.
5. If a response was requested, it shall be provided by mail within 45 days of resolution to the address listed. The principal will also inform the Superintendent of the resolution within the same time frame.
6. If dissatisfied with the resolution, the complainant may file a request to describe the complaint to the governing board at a regularly scheduled meeting.
7. If the complaint involves a condition of a facility that poses an emergency or urgent threat, a complainant who is not satisfied with the resolution proffered by the principal, or appropriate district official, has the right to file an appeal to the Superintendent of Public Instruction.
8. The district will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county Superintendent and the local governing board in public session making it part of the public records.

Parents should use the district Williams Uniform Complaint Procedure to identify and resolve any deficiencies regarding instructional materials, facility cleanliness and safety, emergency or urgent facility conditions that pose safety threat to students or staff, and teacher vacancies, or misassignments.

## UNIFORM COMPLAINT PROCEDURES (UCP)

The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees. A copy of the district's UCP policy and complaint procedures shall be available free of charge. In addition, a copy of Board Policy 1312.3 – UCP, along with a copy of a complaint form that can be used to file a written complaint under the UCP, is located on the district's Internet web site at <http://www.mjusd.com/Staff/Uniform-Complaint-Procedures-UCP/index.html>.

### THE MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT UNIFORM COMPLAINT PROCEDURES (UCP) 2019-20 ANNUAL NOTICE

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

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

#### PROGRAMS AND ACTIVITIES SUBJECT TO THE UCP

- |   |  |
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| <ul style="list-style-type: none"><li>• Accommodations for Pregnant and Parenting Pupils</li><li>• Adult Education</li><li>• After School Education and Safety</li><li>• Agricultural Career Technical Education</li><li>• Career Technical and Technical Education, Career Technical, Technical Training (state)</li><li>• Career Technical Education (federal)</li><li>• Child Care and Development</li><li>• Compensatory Education</li><li>• Course Periods without Educational Content</li><li>• Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families</li></ul> | <ul style="list-style-type: none"><li>• Every Student Succeeds Act</li><li>• Local Control and Accountability Plans (LCAP)</li><li>• Migrant Education</li><li>• Physical Education Instructional Minutes</li><li>• Pupil Fees</li><li>• Reasonable Accommodations to a Lactating Pupil</li><li>• Regional Occupational Centers and Programs</li><li>• School Plans For Student Achievement</li><li>• School Safety Plans</li><li>• Schoolsite Councils</li><li>• State Preschool</li><li>• State Preschool Health And Safety Issues In LEAs Exempt From Licensing</li></ul> |
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#### PUPIL FEES

A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.
- A pupil enrolled in a school in our district shall not be required to pay a pupil fee for participation in an educational activity.
- A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

## ADDITIONAL INFORMATION

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

We shall post a notice to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations* that apply to California state preschool programs pursuant to *HSC* section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

## CONTACT INFORMATION

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

*Assistant Superintendent of Personnel Services*

*Marysville Joint Unified School District*

*1919 B Street*

*Marysville, CA 95901*

*(530) 749-6144*

*rcarreon@mjUSD.com*

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.

## TITLE IX OF THE U.S. EDUCATION AMENDMENTS OF 1972: NOTICE OF NONDISCRIMINATION

Per Title IX of the U.S. Education Amendments of 1972 the MJUSD does not discriminate on the basis of sex in its educational programs and activities.

**For questions regarding Title IX** (Title IX Coordinator): Jolie Critchfield, Director of Student Attendance and Discipline , 1919 B Street, 530-749-6102, [jcritchfield@mjUSD.com](mailto:jcritchfield@mjUSD.com) or the Office of Civil Rights.

In accordance with California EC Section 49423, and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, students who have a medical disability for which a physician has prescribed medication to be taken during the school day, whether of limited or permanent duration, are entitled to seek assistance from the district in meeting their medication needs when the student is under the district's care, custody or control, including while on field trips, sporting events, and other off-campus district-sponsored activities.

Before medication assistance can be provided, even if the student has an Individualized Education Plan ("IEP") or a "504 Plan," a Medication Assistance Authorization form ("authorization") must be executed by at least one parent and the student's duly authorized physician or surgeon. A new authorization is required at the beginning of each school year and any time there is a change in medication directives, such as change in medication, dosage, timing, or frequency. The parent must immediately notify the district of any change in medication directives. Until the district receives an updated authorization, signed by the parent and physician or surgeon, the district will continue the directives in the existing authorization unless (a) there is evidence the student's health may be endangered by the continued use of the existing medication directive, or (b) the parent provides a written statement that medication assistance is to cease or be suspended until the new authorization can be provided.

All medication must be provided to the district by a parent with the district storing the medication and dispensing it in compliance with the medication directive. All medication supplied to the district must be in its original labeled form (i.e., in the original prescription bottle, sealed package, etc.) as received from the physician, pharmacist, or store. State law provides that students may carry and self-administer prescription auto-injectable epinephrine and inhaled asthma medication upon the school's receipt of specified written confirmation and authorization from the student's physician, surgeon, and parents. [EC 49423 and 49423.1] Thus, except for personal asthma inhalers and personal epi-pens, a student may not independently possess medication during the school day or while on district property. Parents of a student with epilepsy who has been prescribed an emergency anti-seizure medication may request that their student's school have one or more of its employees receive voluntary training in the administration of the medication in the event that the student suffers a seizure when a nurse is not available. Upon receipt of parent's request, the district must notify the parent that his or her child may qualify for an IEP or a Section 504 plan. [EC 49414.7(c) and (d)] Due to health and safety concerns, including the potential theft of the medication or the potential for sharing/use of the medication by other students who may then suffer unexpected allergic or other negative reactions, there are no exceptions to this requirement. A student personally possessing medication, or providing medication to another student, may face disciplinary action.

Medical Disability means any mental or physical condition limiting a student's ability to engage in major life activities, such as eating, breathing, hearing, speaking, learning, or performing self-care or who otherwise is subject to a medical disability or condition for which medication has been prescribed by a physician. Medication means any current (unexpired) prescribed medication, as well as over-the-counter remedies (such as aspirin, decongestant, eye drops) and nutritional/herbal supplements. Assistance means the providing of the child with medication in accordance with a physician's written instructions or directives, when the child presents himself/herself at the agreed time, or in response to urgent or emergency circumstances. Except as otherwise legally required, assistance may be provided by a district employee other than a nurse or licensed or trained medical care provider. Any emergency assistance provided to a student will be promptly brought to the attention of the legal guardian. All additional reports of emergency assistance will be undertaken in keeping with governing laws and district policies and procedures. At the end of the current school year, the parent must pick up all medications within five working days, or the medication will be destroyed per safety regulations.

## RELEASE OF INFORMATION

### RELEASE OF INFORMATION ABOUT STUDENTS

Information other than directory information is not provided to individuals or groups, other than school personnel, without written parent consent. Certain groups are permitted directory information about your child without your consent. Directory information is the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards, and most recent previous school attended. Student directory information may be released to those cooperative agencies normally connected with the activities of a school or school district. This includes school personnel with legitimate educational interests, schools of intended enrollment, federal and state educational administrators, those who provide financial or student aid, prospective employers, representatives of organized parent groups, reunion planning committees, public and government agencies, and representatives of the news media. The names and addresses of students who are or were enrolled in grade 12 are provided to private and public schools and colleges. Parents desiring this information not be released are requested to make this known in writing to the building principal of your child's school. (20 USC 1232h, EC§ 51938) (EC§ 49060-47076; CCR § 430-438; Title 20 USC Sec 81232g; 34CFR §§ 99.3(b), 99.37, 99.7(c))

### RELEASE OF INFORMATION ABOUT PARENTS

Information other than directory information is not provided to individuals or groups, other than school personnel, without written consent. Certain groups are permitted parent directory information without your consent. Directory information is your name, address, telephone number, and electronic mail address. The groups to which school officials will give directory information include school personnel with legitimate educational interests, schools of intended enrollment for your child, federal and state educational administrators, and those who provide financial or student aid.

### RELEASE OF INFORMATION FOR MARKETING OR SELLING

The collection, disclosure, or use of personal information (including items such as a student's or parent's first and last name, address, telephone number, or social security number) collected from students for the purpose of marketing or selling or otherwise providing information to others for that purpose, is prohibited.

### MULTIMEDIA ACCESS

The district wants you to know there may be occasions when news media will be on school campuses to interview, photograph, and film students for print and broadcast stories. In many cases, media presence is positive in spreading good news about students, teachers and staff. However, there may be instances when the media seeks access to schools on more controversial issues. At all times, our goal is to maintain student security and privacy.

As with all guests visiting a school campus, Board Policy 1112 requires media representatives to register before coming on campus. At the time of registration, staff will inform the media that school officials may refuse access to all visitors if there is a reasonable belief their presence would disrupt the school, students, or employees. In order to minimize possible disruption, media representatives are strongly encouraged to make prior arrangements with the Superintendent's Office.

The district cannot guarantee the media will comply with parental preferences for news reports. Photos of students without their name may be posted to a district web page, unless the student has a written request on file that their photo or name not appear on web pages. There are times when the media will interview or photograph students outside the campus. Parents are encouraged to talk to their children about possible media interactions if they do not want them interviewed, photographed, or videotaped.

In the case of special education students, Board Policy 1112 states, "The student shall not be identified as a special education student without prior written consent."

At all grade levels, parents have the ability to opt out of public media coverage, posting of student images and names through the district digital communication tools, release of directory information, viewing PG-13 or R-rated films, and family life education.

### WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS EC48904

Any school district whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon the request of an employee authorized to do so, may, after affording the pupil his or her due process rights, withhold official grades, diploma, and transcripts of the pupil responsible for the damage, from the pupil and/or their parent until the pupil or the parent has paid for the damages. If a previous school district has withheld the grades, diploma, or transcripts, the school district to which the pupil has transferred shall also withhold the grades, diploma, or transcripts of the pupil as authorized by that section until it receives notice from the district that initiated the decision to withhold, that the hold has been lifted.



## PRIVACY AND INFORMATION RIGHTS

### FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA).

This Act affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records.

They are:

1. The **right to inspect and review** the student’s education records within 45 days of the date the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected. (34 CFR § 99.10)
2. The **right to request an amendment** of the student’s education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students 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. (34 CFR § 99.20, 99.21, and 99.22)
3. The **right to give 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 that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (34 CFR §§ 99.30 and 99.31)
4. The **right to file a complaint** with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S., Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605

Federal law requires that districts receiving assistance under the Every Student Succeeds Act of 2015 provide military recruiters and institutions of higher learning, upon request, with student’s names, addresses, and telephone listings unless parents have advised the district in writing that they do not want their child’s information disclosed without their prior written consent.

## IMMIGRATION ENFORCEMENT

MJUSD believes that all students and every school site should be safe irrespective of their citizenship or immigration status. MJUSD staff will not solicit or collect information or documents regarding the citizenship or immigration status of students or family members or provide assistance with immigration enforcement at district schools unless required by state and federal law.

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parent consent, a court order, or judicial subpoena.

In responding to a request for access to students or school grounds, MJUSD staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at school, unless officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

MJUSD encourages students and their families to update their emergency contact information as needed throughout the school year and provide alternative contacts, including identified trusted adult guardian, in case the student's parent/guardian is unavailable. The information provided on the emergency card will only be used in response to specific emergency situations and not for any other purpose.

MJUSD also encourages all students and families to learn their emergency phone numbers and be aware of the location of important documentation. In the event of a student's parent/guardian is detained or deported by federal immigration authorities, MJUSD shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. MJUSD shall only contact child protection services if district personnel are unable to arrange for the timely care of the student by the designated person(s) listed in the emergency contact information or identified caregiver's authorization affidavit.

MJUSD will notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in the district school, provided the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure.

## CHILD CUSTODY

Schools in the district follow child custody decisions made by courts. Principals cannot modify a judge's ruling regarding custody of a child. If a child custody arrangement has changed, a parent must provide the school with complete legal documents.

## SUSPECTED CHILD ABUSE OR NEGLECT

The PC (PC) mandates school personnel to report any incident of suspected child abuse or neglect. Failure to do so is a misdemeanor. (PC §§ 11166, 11172)

## STUDENT WELFARE, VICTIM OF A VIOLENT CRIMINAL OFFENSE

Within ten school days after a student becomes the victim of a sexual offense while on school grounds, the student's parents shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. If the parents choose to transfer their child, the transfer shall be completed as soon as practical.

## TESTS/SURVEYS ON PERSONAL BELIEFS

Unless required by law, your child will not be given any test, questionnaire, survey, examination, or marketing material containing questions about your child's or his/her parents' personal beliefs of practices in politics, mental health, anti-social, illegal, self-incriminating or demeaning behavior, critical appraisals of others close to the family, about legally confidential relationships such as ministers or doctors, income (unless to determine eligibility in a program or for receiving assistance), sex, family life, morality or religion without prior notification, and written permission of the parent. Parents have the right to review any survey or educational materials related to the survey on any of the above items.



## STUDENT RECORDS

Compiling appropriate facts and records pertaining to each student is a necessary function of the school district. This information is needed as a record of each student's progress. The educational records for your child are available for your review upon request to the building principal. You may receive a copy of these records. You have a right to request an amendment to your child's educational records, file a complaint with the U.S. Department of Education for failure to comply with federal law, and a hearing to challenge their contents. You have a right to consent to disclosures of personally identifiable information contained in your child's educational records.

Parents have a right to access all records relating to their children (EC 49063, 49069). The procedures used by the district regarding the establishment and maintenance, transfer, access, and modification of student records is available to parents upon request (EC 49063, 34 CFR 99.7, 99.34, 49070). (Refer to Board Policy 5125 and Adm. Reg. 5125.)

1. The types of student records and information contained therein which are directly related to students and maintained by the institution.
2. The position of the official responsible for the maintenance of each type of record.
3. The location of the log of record required to be maintained.
4. The criteria to be used by the district in defining "school officials and employees" and in determining "legitimate educational interest."
5. The policies of the institution for reviewing and expunging records.
6. The right to inspect and review student records, and the procedures for doing so.
7. The right to challenge and the procedures for challenging the content of a student record that the parent or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights (cf. 5125.3 – Challenging Student Records)
8. The cost, if any, which will be charged to the parent for reproducing copies of records.
9. The categories of information which the institution has designed as directory information pursuant to EC§ 49073.
10. Location of all official records if not centrally located.
11. Availability of qualified certificated personnel to interpret records.
12. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law.
13. The availability of the curriculum prospectus developed pursuant to EC§ 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school.

Any other rights and requirements set forth in EC§§ 49060-49078, and the right of the parents to file a complaint with the United States Department of Health, Education, and Welfare concerning an alleged failure by the district to comply with the provisions of Section 438 of the Federal Education Provisions Act (20 USCA 1232g). (EC§ 49063)

Student records are confidential and privacy will be maintained. Parents of students, adult students 18 or older, students 16 or over or who have completed the 10th grade, and unaccompanied homeless youth age 14 or over have the right to review and inspect their school records during school hours within five days of a written request.

In order to release confidential student information, parents or students in these specific groups must give written permission to authorize the release except in some instances such as when a student transfers to another school, the district receives a lawfully issued subpoena or a court order, or under the conditions specified in EC 49076. Those granted access are prohibited from releasing information to another person or agency without written permission. [EC 49076] The records include report cards, transcripts, discipline history, commendations, attendance, assessment information, program participation (including Special Education and Section 504), and health information. The records are maintained at the student's school of attendance.

The district maintains student records according to Title 5 of California Code of Regulations, section 432. “Mandatory permanent” records are archived, “mandatory interim” and “permitted” records, including special education student records and student discipline records will be destroyed according to district policy. An Access log of who has viewed the records is kept at the same location as the records. [EC 49064] The log does not have to be signed by parents, adult students, students 16 or older or who have completed the tenth grade, unaccompanied homeless youth 14 or older, parties obtaining district-approved directory information, parties who provide written parental consent or the consent of an adult student 18 or over, or an unaccompanied homeless youth age 14 or older. In this case, the consent notice shall be filed with the record, school officials or employees who have a legitimate educational interest.

EC and Board Policy/Administrative Regulation 5125 set forth the criteria under which school officials and employees may access, change, or delete information in a file. [EC 49075, 49076]. You may have copies made, and you have the right to file a written request with the Superintendent, or designee, challenging the records. You may challenge the content of the student record if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's area of competence, a comment not based on personal observation of a named person with the time and date noted, or if the student record includes misleading information or violates a student's privacy rights. The Superintendent, or designee, will respond to the Parents complaint within 30 days. The Superintendent, or designee, will determine whether to sustain or deny the allegations.

If your challenge is sustained, the changes will be made. If not, you may appeal to the school board, which has final authority. If you still have a different opinion, it can be included in the student's record. If you are not satisfied with how your case was handled by the district, you may file a challenge with the United States Department of Education. [EC 49063, 49060, 49070; Family Educational Rights and Privacy Act (FERPA); 34 C.F.R. Part 99]

When a student transfers into the school district, a copy of their school records is requested from their previous district or private school. Parents will be notified of this request, and have the right to review, challenge, and receive a copy of the student's record if desired. The district will forward student records, including academic records, suspension and/or expulsion disciplinary records, health records, and special education records (if applicable) to other schools that have requested the records in which the student seeks or intends to enroll. [EC 49068; FERPA; 5 C.C.R. 438]

## DESTRUCTION OF STUDENT RECORDS

The cumulative school records of students, except for specified mandatory records, shall be kept at the school site in which the student graduated from for 4 (four) years. After the fourth year, the entire cum folder can be picked up by the student or legal guardian (with the exception of the official transcript and verification of immunizations or exemption). On the fifth year, all contents in the cumulative folder are shredded except for the following, which is a permanent record at the school site: (EC §§ 35253, 49062, Title 5-Chapter 2, CCR § 437)

1. Official transcript [C.C.R. Title 5, Sec.432 (1) (A-K)]
2. Verification of immunizations or exemption [C.C.R. Title 5, Sec.432 (1) (K)]

Special Education records are separately archived and available upon request.

## PESTICIDE USE AND ASBESTOS CONTAINING MATERIALS

### SCHOOL ASBESTOS INSPECTIONS AND MANAGEMENT PLANS (40 CRF 763.93)

The management plan includes the inspections, response actions, post response action activities, periodic re-inspections and operations, and maintenance activities. It also includes the names of the inspector, the management planner, OLA's management plan required forms, and the documentation of all significant events including any fiber release episodes. All data relating to asbestos activities will be entered into the plan within 30 days of the event. Copies of the district's entire plan are located in the Buildings and Grounds Office. Individual plans are available at the principal's office at each site. The management plan(s) are available for reviewing during regular business hours. A nominal duplicating fee may be charged for those who wish to obtain copies of the plans. The district has, available upon request, a complete and updated management plan for asbestos-containing material.

### INTEGRATED PEST MANAGEMENT (EC§ 17612, §48980.3)

In September 2000, Governor Davis signed into law the Healthy Schools Act of 2000 (AB 2260). This law requires schools to notify parents and school employees about pesticides used in their schools, and requires the Department of Pesticide Regulation to promote the voluntary adoption of Integrated Pest Management (IPM) practices in California schools. Most provisions of the law took effect January 1, 2001. Each school district is to implement the following requirements of the law.

Notification of all pesticide products the school district expects to use on school grounds must be sent annually to parents of all students. These products include over-the-counter pesticides available at retail outlets, but do not include certain products exempted under the law. The notifications must list the active ingredients in each pesticide product and the Internet address for the Department of Pesticide Regulation (DPR) to access additional information.

The following is a list of products that may be used at school sites within the district by ADVANCED Integrated Pest Management.

Chemical Name	Active Ingredient	EPA #
Alpine Dust	Dinotefuran	499-527
Alpine WSG	Dinotefuran	499-561
Delta Dust	Deltamethrin	432-772
Gopher Getter	Diphacinone	36029-24
Suspend SC	Deltamethrin	432-736
Talstar Pro	Bifenthrin	279-3206
Taurus SC	Fipronil	53883-279
Tengard	Permethrin	70506-06
Tempo Ultra WP	Cyfluthrin	432-1304
Termidor	Fipronil	7969-210
Ultracide	Pyriproxyfen/Pyrethrins	499-404
Wasp Freeze	Allethrin/Phenothrin	499-362

- Interested staff and parents may register with their school if they wish to be notified of applicable individual pesticide applications at the school before they occur.
- Each school will ensure that warning notices are posted in areas where pesticides will be applied. These signs will be posted 24 hours in advance and 72 hours after application of pesticides and will contain information as specified in the law.
- Schools will maintain records of all pesticide used at the school for four years and records are available to the public upon request.

The Department of Pesticide Regulation's (DPR) school IPM program aims to promote and facilitate the voluntary adoption of IPM programs. DPR will:

- develop a model IPM program guidebook that reflects conditions in California.
- establish and maintain an Internet website that functions as a comprehensive directory of IPM resources.
- assist school districts to establish IPM policies and programs.
- establish an IPM training program for individuals designated by the districts to be in charge of pest management.

For more information: [www.cdpr.ca.gov/schoolipm](http://www.cdpr.ca.gov/schoolipm).

## STUDENT SERVICES

### FEDERALLY FUNDED PROGRAMS

This Amendment (20 USC § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (DE).

PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate.
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
  1. Political affiliations.
  2. Mental and psychological problems potentially embarrassing to the student and his/her family.
  3. Sex behavior and attitudes.
  4. Behavior that is illegal, antisocial, demeaning, and self-incriminating.
  5. Critical appraisals of other individuals with whom respondents have close family relationships.
  6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
  7. Religious practices, affiliations, or beliefs of the student or parents.
  8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact, giving reasonable cause to believe that a violation of PPRA occurred. For additional information or technical assistance, you may call (202) 260-3887.

Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Alternatively, you may contact the DE at the following address: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605

### TITLE I SCHOOLS

Each year, the Superintendent, or designee, shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (EC 11503) (cf. 6171 - Title I Programs)

The Superintendent, or designee, shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent, or designee, shall consult with parents of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318) (cf. 3100 – Budget)

The Superintendent, or designee, shall ensure that each school receiving Title I funding develops a school-level parent involvement policy in accordance with 20 USC 6318.

### NON-TITLE I SCHOOLS (11502, 11504)

The Superintendent, or designee, shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents in the education of their children, including, but not limited to, strategies describing how the district and schools address the purposes and goals described in EC.

## TEACHER QUALIFICATIONS

The District will provide parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including whether the student's teacher has met State qualification and licensing criteria; is teaching under emergency or other provisional status; and is teaching in the field of discipline of the certification of the teacher; and whether the child is provided services by paraprofessionals and, if so, their qualifications.

## LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

California's 2013-14 Budget Act included landmark legislation that greatly simplifies the state's school finance system. The changes introduce the Local Control Funding Formula (LCFF), which represents a major shift in how California funds public schools. For nearly 40 years, California has relied on a system that included general purpose funding (known as revenue limits) and more than 40 tightly defined categorical programs to provide state funding to school districts. Under LCFF, California funds school districts per student with adjustments based on grade levels and demographic characteristics.

This major change comes with state mandates for new accountability measures that include the development of a Local Control Accountability Plan (LCAP) that requires parent and community input prior to adoption. The LCAP describes the actions, services, and expenditures that support student growth. The LCAP clarifies how programs/services will be measurably improved in quantity or quality, proportionate to the increase in funding. The LCAP is a three-year plan that must be adopted by July 1 and updated each year. For more information on LCFF and LCAP, visit [www.mjUSD.com](http://www.mjUSD.com).

## PARENTAL NOTIFICATION REGARDING ACCESS TO INFORMATION ON REGISTERED SEX OFFENDERS

Assembly Concurrent Resolution No. 72 requires that the Department of Justice provide local law enforcement agencies in each county with a CD-ROM or other electronic medium containing information regarding specified registered sex offenders, and those law enforcement agencies, in turn, are required to make the CD-ROM or other electronic medium available for public viewing in accordance with their established practices. (PC 290.4(4) (A))

## VISION AND HEARING APPRAISAL

Evaluation of vision and hearing of a child (tests for visual acuity, color vision, and impaired hearing) by the school nurse or other authorized person, if authorized, is made upon first enrollment and at least every third year thereafter until the child has completed the eighth grade. The evaluation may be waived upon presentation of an appropriate certificate from a physician or optometrist. This provision does not apply if the parent files with the principal a written statement to a well-recognized faith or teachings, which depend on prayer for healing. (EC§§ 49452-4945)

## MEDICAL INSURANCE (49472)

The Governing Board may provide or make available medical or hospital services for injuries to students arising from school programs or activities. No student shall be compelled to accept such service without his/her consent, or, if a minor, without the consent of a parent or guardian. Student insurance for medical and hospital services is available through the district at minimal cost. Information and forms may be obtained at the school office.

## FLUORIDE TREATMENT (104855)

When offered, the MJUSD distributes to the parent or guardian a letter to opt their child in or out of fluoride treatment.

## NUTRITION SERVICES

Under the Community Eligibility Provision, all students are provided breakfast and lunch at no charge. Contact the Nutrition Services Department for questions or further information (530) 749-6164. (EC§ 49510-49520 et seq.)

## INTERPRETING SERVICES

Interpreting services for school-related issues are provided for parents of English learners. For more information, please call Educational Services, (530) 749-6159.

## LACTATION ACCOMMODATION FOR STUDENTS

A school operated by a school district or a county office of education, the California School for the Deaf, the California School for the Blind, and a charter school shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. The district fully supports the requirements mandated in EC Section 222 and will take all necessary steps to provide reasonable accommodations to lactating students.

## CONFIDENTIAL MEDICAL SERVICES

According to the EC, school authorities may excuse any student in grade 7 through 12 for the purpose of obtaining confidential medical services without the consent of the pupil's parent. School districts are permitted to grant such excuses. [EC 46010.1]

## PREGNANT AND PARENTING PUPILS A.B. 2289

A.B. 2289 provides protections and accommodations for pregnant and parenting pupils designed to afford them the opportunity to succeed in school while protecting their health and the health of their children. Pregnant and parenting pupils and the parents and guardians of such pupils have rights and options available to them under the law. These rights include an entitlement to 8 weeks of excused parental leave (and additional leave if deemed medically necessary) during which the pupil shall not be required to complete academic work or other school requirements.

## FOSTER YOUTH, HOMELESS STUDENTS, FORMER JUVENILE COURT SCHOOL STUDENTS, AND CHILDREN OF MILITARY FAMILIES

A foster youth will receive information about his/her educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.

A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into high school shall be notified of the district's responsibility to (1) accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed. (2) not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency (3) provide a student who has completed his/her second year of high school before the transfer, information about the district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1 If a former juvenile court school pupil is entitled to a diploma pursuant to subdivision (d) of Section 48645.5, that right shall continue to apply after the termination of the court's jurisdiction over the pupil.

## FOSTER YOUTH SERVICES

On January 1, 2010 (pursuant to Section 51225.3 of the EC), California AB 167 took effect and modified the graduation requirements for children who are in out-of-home care or who are dependents under the supervision of Child Welfare or Probation. Under certain circumstances, this bill requires a school district to exempt a student in foster care/out of home placement/dependency status from all coursework and other requirements that are in addition to the statewide coursework requirements.

In order to determine eligibility the foster youth must:

- Be in the 11<sup>th</sup> or 12<sup>th</sup> grade;
- Have moved from school to school within a district or;
- Have moved from district to district during the school year;
- Be determined by the district to not reasonably be able to complete requirements for graduation;
- Meet with the school counselor, educational rights holder for the foster youth, the social worker, and the district's educational liaison to agree to the graduation plan;
- Must be informed as to the inability to transfer to a four year college after graduation;
- Informed as to the right to attend a two-year community college or vocational program upon high school graduation.

In 2012, AB 1933 modified requirements for local educational agencies to allow wards and dependents to stay in their school of origin for the duration of the court's jurisdiction. This law:

- Stipulates that the local educational agency (LEA) shall allow the child to continue in his/her school of origin for the duration of the court's jurisdiction.
- Provides when court jurisdiction terminates before the end of the school year, the child shall be allowed to stay at the school of origin until the end of the current school year.
- Requires the LEA to allow a foster child to matriculate with his or her peers between grade levels, and from one school to another through high school for the duration of the court's jurisdiction.

In 2013, AB 1909 required that school districts notify a foster youth's county social workers and attorney if the youth is facing expulsion or is subject to a manifestation determination Individualized Education Program (IEP) meeting. It also requests that placing agencies include the name and contact information for the youth's social worker and attorney when providing schools with information about the youth's prior educational placements.

Prompt notification to the foster youth's county social worker, attorney and educational rights holder of a pending expulsion and/or manifestation determination IEP meeting would ensure the foster youth has access to an adult advocate(s) throughout the disciplinary process. Notification would also allow the social worker and attorney to connect the foster youth to any mental health and assessment services provided by the court or local child welfare agency that they might need. Further, it would mitigate the existing communication gap between schools and those responsible for the youth's welfare, especially in instances of disciplinary procedures.

Foster children must be allowed to continue their education at their school of origin. If a foster student in grade K-8 is removed from the foster care system before the end of the school year, the former foster student must be allowed to finish the school year in his/her school of origin. If the former foster student is in high school when he/she is removed from foster care, then he/she must be allowed to continue in his/her school of origin through graduation. (EC§§ 48853.5(f) (1-3)) The focus of all these efforts is on school stability, student support, and progress toward graduation. It is through these kinds of efforts and services that the district is able to enhance the academic success of students in foster care.

### **48853**

(a) A pupil described in subdivision (a) of Section 48853.5 who is placed in a licensed children's institution or foster family home as defined in Section 56155.5, shall attend programs operated by the local educational agency, unless one of the following applies:

(1) The pupil is entitled to remain in his or her school of origin pursuant to paragraph (1) of subdivision (e) of Section 48853.5.

(2) The pupil has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, 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 Welfare and Institutions Code or Section 56055, determines that it is in the best interests of the pupil to be placed in another educational program, in which case the parent or guardian or other person holding the right to make educational decisions for the pupil shall provide a written statement that he or she has made that determination to the local educational agency. This statement shall include a declaration that the parent, guardian, or other person holding the right to make educational decisions for the pupil 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 other person holding the right to make educational decisions for the pupil.

(b) For purposes of ensuring a parent, guardian, or other person holding the right to make educational decisions for the pupil is aware of the information described in subparagraphs (A) to (D), inclusive, of paragraph (3) of subdivision (a), the local educational agency may provide him or her with that information in writing.

(c) Before any decision is made to place a pupil in a juvenile court school as defined by Section 48645.1, a community school as described in Sections 1981 and 48660, or other alternative educational setting, the parent or guardian, or person holding the right to make educational decisions for the pupil pursuant to Section 361 or 726 of the Welfare and Institutions Code or Section 56055, shall first consider placement in the regular public school.

(d) If any dispute arises as to the school placement of a pupil subject to this section, the pupil has the right to remain in his or her school of origin, as defined in subdivision (f) of Section 48853.5, pending resolution of the dispute. The dispute shall be resolved in accordance with the existing dispute resolution process available to any pupil served by the local educational agency.

(e) This section does not supersede other laws that govern pupil expulsion.

(f) This section does not supersede any other law governing the educational placement in a juvenile court school, as defined by Section 48645.1, of a pupil detained in a county juvenile hall, or committed to a county juvenile ranch, camp, forestry camp, or regional facility.

(g) (1) Foster children 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:

- (A) For health and safety emergencies.
- (B) 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.

(2) The educational services may be provided at the shelter pending a determination by the person holding the right regarding the educational placement of the child.

(h) 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.

(i) (1) 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.

(2) A complainant not satisfied with the decision of a local educational agency may appeal the decision to the department pursuant to Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations and shall receive a written decision regarding the appeal within 60 days of the department's receipt of the appeal.

(3) 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.

(4) Information regarding the requirements of this section shall be included in the annual notification distributed to, among others, pupils, parents or guardians of pupils, employees, and other interested parties pursuant to Section 4622 of Title 5 of the California Code of Regulations.

The McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youth), reauthorized in January 2002, ensures educational rights and protections for children and youth experiencing homelessness. This brief summary introduces the basic concepts in the legislation. The McKinney-Vento Act protects the educational rights of students experiencing homelessness. It provides grants and legal protections so children and youth in homeless situations can enroll in, attend, and succeed in school and preschool programs. The Act defines homelessness very broadly, as quoted.

Students in homeless situations have the right to:



- Go to school no matter where they live or how long they have lived there.
- Get help enrolling and succeeding in school from the school district’s liaison for the Education of Homeless Children and Youth. Every school district must have a liaison, and the school district’s central office can put families and youth in touch with the liaison. Liaisons have a special responsibility to help youth who are on their own. Jami Larson, Director of Categorical Programs, is the district Homeless Liaison and can be reached at (530) 749-6160.
- Stay at the school they went to before becoming homeless or whatever school they were enrolled in last (called “school of origin”), even if they move out of the district, if that is feasible. Students can stay in their school of origin the entire time they are homeless. Students can also finish the school year in their school if they find permanent housing during the year.
- Get transportation to their school of origin, provided or arranged by the school district, or a joint effort among school districts.
- Go to the local school in the area where they are living. The school must immediately let students enroll, attend classes, and participate fully in school activities, even if students do not have a parent with them or documents such as proof of residency, immunization records, other medical records, school records, or other documents. Once students are enrolled, the school must get records from the last school, and the liaison must help students get immunizations or immunization and medical records.
- Get a written explanation from the school district if the district refuses to send students to the school they choose and have the liaison settle such disagreements.
- Have disagreements settled quickly and go to the school they choose while disagreements are settled.
- Get preschool services, free or reduced school meals, services for English language learners, special education, Title I services, vocational/technical education, gifted and talented services, and before- and after-school care, as needed.
- Go to school with children who are not homeless. Students cannot be separated from the regular school program because they are homeless.
- Get information and referrals from liaisons, including information about all available educational programs and how parents can participate, get public notice about their rights, and referrals to health, mental health, dental, and other services.
- Have the opportunity to meet the same high academic achievement standards as all students.

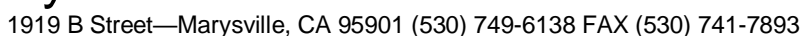
If a state or local school district has laws or policies that conflict with the McKinney-Vento Act, the Act overrules those laws or policies. If a school does not follow the McKinney-Vento Act’s requirements, you should:

- Call your local homeless liaison or State Coordinator for the Education of Homeless Children and Youth.
- Call the U.S. Department of Education’s Education of Homeless Children and Youth Program.
- Call for legal assistance. To find legal aid groups in your area, call your state bar association.

The MJUSD provides assistance to parents in understanding challenging state academic standards, state and local academic assessments, and the requirements of Title I, Part A. Materials and training are provided to help parents work with their children to improve their children's academic achievement. Please contact your children's school site for more information. For additional information please contact Educational Services, [ltate@mjustd.com](mailto:ltate@mjustd.com).

The California Department of Education also provides the following resources at <https://www.cde.ca.gov/ls/pf/pf/>.

- [Common Core State Standards](#) and [Content Standards](#)
- Legal rights of parents to participate in their children's education: Chapter 864, Statutes of 1998 [Education Code](#) sections 51100-51102 
- [DataQuest](#)
- [California School Dashboard](#) 
- [Quality Schooling Framework \(QSF\)](#)
- [Additional Parent/Family Resources](#)
- [Title I, Part A, Parent and Family Engagement](#)  
Information related to implementation of programs, activities and procedures for the involvement of parents and family members in Title I, Part A programs.



**ANNUAL NOTIFICATION OF SELECTED EDUCATION CODE PROVISIONS EFFECTING PARENT/STUDENT RIGHTS 2020-21**  
(REQUIRED) (REQUIRED) NOTIFICACIÓN ANUAL DE LAS DISPOSICIONES DEL CÓDIGO DE EDUCACIÓN SELECCIONADA QUE AFECTA LOS DERECHOS DE PADRE/ESTUDIANTES/ 2020-21(NECESARIO)

<b>Student Name:</b> _____	<b>School:</b> _____	<b>Grade:</b> _____
<i>Nombre del Estudiante</i>	<i>Escuela</i>	<i>Grado</i>
<i>Menyuam Kawm Ntawv Npe</i>	<i>Tsev Kawm Ntawv</i>	<i>Qib Kawm</i>

**I acknowledge receipt of information pertaining to parent/student rights and specialized instruction programs.**

He recibido de la información sobre los derechos de los padres/estudiantes y sobre los programas de instrucción especializados.

Kuv lees paub tias kuv tau txais cov kev qhia txog Niam Txiv/Menyuam Tsoj Cai thiab cov kev qhia tshwj xeeb.

<b>Parent/Guardian Printed Name</b>	<b>Parent/Guardian Signature</b>	<b>Date</b>
<i>Nombre impreso del padre</i>	<i>Firma del Padre o Tutor Legal</i>	<i>Fecha</i>
<i>Niam Txiv lossis Tus Saib Xyuas Sau Npe</i>	<i>Niam Txiv lossis Tus Saib Xyuas Xyeem Npe</i>	<i>Hnub Tim</i>

**TECHNOLOGY USE AGREEMENT 2019-20**

**I understand and will abide by the provisions and conditions of this Student Technology Acceptable Use Policy. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my user account, and appropriate legal action. I also agree to report any violations of this policy or any other district policy or policies regulating information technology resources to the classroom teacher, site administrator, or District system administrator. All the rules of conduct described in this policy apply when I am on the network.**

Entiendo y se atendrá a las disposiciones y condiciones de esta política de uso aceptable de la tecnología de estudiante. Entiendo que cualquier violación de las disposiciones anteriores puede resultar en acción disciplinaria, la revocación de mi cuenta de usuario y las medidas legales pertinentes. También me comprometo a reportar cualquier violación de esta política o cualquier otra política de distrito o las políticas de regulación de los recursos de tecnología de información para el maestro, administrador del sitio o administrador del sistema de distrito. Todas las reglas de conducta descrita en esta política de aplicarán cuando estoy en la red.

Kuv to taub thiab yuav ua raws nraim li cov cai thiab tej yam uas ib tug menyuam kawm ntawv yuav tsum siv txoj cai no. Kuv to taub tias tej txhaum cai ntawm txoj cai saum toj no tej zaum yuav raug nyob rau kev txiav txim, thiab revoke kuv txoj kev siv, thiab txiav txim tsim nyog raws li txoj cai. Kuv pom zoo thiab yuav qhia tej yam txhaum cai ntawm txoj cai no los yog muaj lwm koog tsev kawm ntawv txoj cai, los yog regulating lus siv txhaum rau cov xibfwb, chaw khiav dej num, los yog neeg khiav dej num uas koog tsev kawm ntawv cov cai. Tag nrho cov kev cai uas nyob rau hauv txoj cai no siv thaum kuv nyob rau lub network.

<b>Student Printed Name</b>	<b>Student Signature</b>	<b>Date</b>
<i>Estudiante de nombre impreso</i>	<i>Firma del estudiante</i>	<i>Fecha</i>
<i>Menyuam Kawm Ntawv Npe</i>	<i>Niam Txiv lossis Tus Saib Xyuas Xyeem Npe</i>	<i>Hnub Tim</i>

**All students must have the signature of a parent/guardian who has read this Student Technology Acceptable Use Policy. As the parent/guardian of this student, I have read this contract and understand that it is designed for educational purposes. I understand that it is impossible for the District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired on the network. I also agree to report any violations of this policy or any other District policy or policies regulating information technology resources to the District system administrator. I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.**

Todos los estudiantes deben tener la firma de un padre o tutor que ha leído esta política de uso aceptable de la tecnología de estudiante. Como los padres/tutores de este estudiante, he leído este contrato y entiendo que está diseñado para propósitos educativos. Yo entiendo que es imposible para el distrito para restringir el acceso a todos los materiales controversiales, y no esperaré el distrito responsable por los materiales adquiridos en la red. También me comprometo a reportar cualquier violación de esta política o cualquier otra política del distrito o las políticas de regulación de los recursos de tecnología de información al administrador del sistema de distrito. Acepto toda la responsabilidad de supervisión y si uso mi hijo no está en el ambiente escolar. Por la presente doy mi permiso para emitir una cuenta para mi hijo y certifico que la información contenida en este formulario es correcta.

Tag nrho cov me nyuam kawm ntawv yuav tsum muaj ntawv kos npe los ntawm ib leej niam leej txiv/tus saib xyuas uas tau nyeem kom paub thiab tau taub txoj cai policy no. Kuv ua niamtxiv/tus saibxyuas ntawm tus menyuam no, kuv tau nyeem daim ntawv cog lus thiab to taub hais tias nws yog tsim los mus rau kev kawm. Kuv nkag siab hais tias yuav tsis pub saib rau tag nrho cov ntaub ntawv controversial cheeb tsam, thiab kuv yuav tsis tuav lub district lub luag hauj lwm uas yog muaj ntaub ntawv hais tias tej zaum kuj yuav muaj kev kis tau rau lub network. Kuv pom zoo thiab kom qhia tej yam txhaum cai ntawm txoj cai no rau hauv paus tsev kawm ntawv txoj cai los yog regulating ntawv txoj kev siv technology pab rau district qhov system tsuj cov cai. Kuv tau txais daim ntawv qhia txog lub luag hauj lwm rau cov saib xyuas yog thiab thaum twg kuv tus me nyuam siv txawm tsis nyob rau hauv ib lub chaw kawm ntawv. Kuv tso cai kom qhib ib qho account rau kuv tus me nyuam thiab lees tias cov lus sau hauv daim ntawv no yeej muaj tseeb.

<b>Parent/Guardian Printed Name</b>	<b>Parent/Guardian Signature</b>	<b>Date</b>
<i>Nombre impreso del padre</i>	<i>Firma del Padre o Tutor Legal</i>	<i>Fecha</i>
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