



RIGHTS OF PARENTS, LEGAL GUARDIANS & STUDENTS

HANDBOOK

★
2026–27 School Year

Corning Union Elementary School District



1005 Hoag Street, Corning, CA 96021



www.corningelementary.org



530-824-7700



2026-2027 CUESD Academic School Calendar

180 Instructional Days; 33 Minimum Mondays

July 2026						
S	M	T	W	T	F	S
			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	

August 2026						
S	M	T	W	T	F	S
						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					

September 2026						
S	M	T	W	T	F	S
			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		

October 2026						
S	M	T	W	T	F	S
				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

November 2026						
S	M	T	W	T	F	S
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					

December 2026						
S	M	T	W	T	F	S
			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	

Corning Union Elementary School District	
1005 Hoag Street	
530-824-7700 (Fax) 530-824-2493	
Corning, CA 96021	

Jul 3	Independence Day (observed)
Aug 10-12	Teacher Inservice (no students)
Aug 13	First Day of School for Students
Sep 7	Labor Day (observed)
Oct 5 - 8	Parent/Teacher Conferences
Nov 11	Veterans Day (observed)
Nov 23-27	Thanksgiving Break
Dec 18 - Jan 1	Winter Break
Jan 18	MLK Day (observed)
Feb 15-19	Presidents' Day Break
March 26 - April 2	Spring Break
May 31	Memorial Day (observed)
Jun 3	Last Day of School-Min Day
Jun 18	Juneteenth Day (observed)

2026 Minimum Days	
Aug 17, 24, 31	
Sep 14, 21, 28	
Oct 5, 6, 7, 8, 9, 12, 19, 26	
Nov 2, 9, 16, 30	
Dec 7, 14	

2027 Minimum Days	
Jan 4, 11, 25	
Feb 1, 8, 22	
Mar 1, 8, 15, 22	
Apr 5, 12, 19, 26	
May 3, 10, 17, 24	

Trimester End Dates	
Nov 5	1st Trimester End Date
Mar 2	2nd Trimester End Date
Jun 3	3rd Trimester End Date

January 2027						
S	M	T	W	T	F	S
					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						

February 2027						
S	M	T	W	T	F	S
	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						

March 2027						
S	M	T	W	T	F	S
	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			

April 2027						
S	M	T	W	T	F	S
				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	

May 2027						
S	M	T	W	T	F	S
						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					

June 2027						
S	M	T	W	T	F	S
			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		

 School Closed	 Teacher Inservice (no school for students)	 Parent Teacher Conferences-Min Days
 Minimum Days	 First & Last Day of School	 Holiday District and Schools Closed

Approved: 1/21/2026

Attendance Matters



Students who attendance everyday have a better change of engaging with the curriculum and collaborating with their peers. It is important for parents to make informed decisions about family travel, childcare, and educational priorities without disrupting their child's learning. Clear communication of school holidays, school breaks, and minimum days helps families plan, reducing unnecessary absences, and supports student success through consistent attendance. Below are essential student dates. You can also refer to the 2026-2027 calendar on the next page for additional information.



FIRST DAY OF SCHOOL
Thursday, 8/13/2026



3-DAY Weekends

Saturday 9/5/26 - Monday 9/7/26
Saturday 11/16/26 - Monday 11/18/26
Saturday 5/29/27 - Monday 5/31/27

Thanksgiving Break (9 days)

Saturday, 11/21/26-
Sunday, 11/29/26

President's Day Break (9 days)

Saturday, 2/13/27-
Sunday, 2/21/27

Spring Break (10 days)

Saturday, 3/27/27-
Sunday, 4/4/27

Winter Break (17 days)

Friday, 12/18/26-
Sunday, 1/4/27

LAST DAY OF SCHOOL
Thursday 6/3/2027
Minimum Day

<u>2026</u>	Minimum Days	<u>2027</u>
August 17, 24, 31		January 4, 11, 25
September 14, 21, 28		February 1, 8, 22
October 5, 6, 7, 8, 9, 12, 19, 26		March 1, 8, 15, 22
November 2, 9, 16, 30		April 5, 12, 19, 26
December 7 & 14		May 3, 10, 17, 24



STRONG CONNECTIONS. BRIGHTER FUTURES.

Comunicación Fuerte. Futuros Brillantes.

CUESD Communication Tools

Corning Union Elementary School District values strong and simplified communication between school and home. We use a variety of tools to help parents, guardians, teachers, and staff stay connected, share updates, report concerns, and access important student information.



Herramientas de Comunicación de CUESD

El Distrito Escolar Primario de Corning Union valora una comunicación clara y efectiva entre la escuela y el hogar. Utilizamos una variedad de herramientas para ayudar a padres, tutores, maestros y personal a mantenerse conectados, compartir información, reportar inquietudes y acceder a información importante del estudiante.



ParentSquare

School-to-home messages, alerts, and updates



ParentSquare

Mensajes, alertas y actualizaciones entre la escuela y el hogar



Aeries Parent Portal

Attendance, grades, and student information



Aeries Parent Portal

Asistencia, calificaciones e información del estudiante



WeTip

Anonymous reporting of safety concerns



WeTip

Reporte anónimo de preocupaciones de seguridad



District Website & Social Media

News, announcements, and resources



Sitio Web y Redes Sociales del Distrito

Noticias, anuncios y recursos



Together, we keep our students informed, supported, and ready to succeed.

Juntos, mantenemos a nuestros estudiantes informados, apoyados y listos para tener éxito.

Board of Education

Helen Pitkin, President
1994-2026

Ronda Holland, Clerk
2004-2026

Blaine Smith
2024-2026

Jani Greer-Franer
2022-2028

Brenda Nelson
2024-2028

MISSION:

To give all students the opportunity to reach established academic goals at all grade levels, to encourage self-esteem, to promote pride in their schools and community, and to instill an appreciation for life-long learning.

Vision:

CUESD educates ALL students to be critical and analytical thinkers, active community members, and responsible global citizens. We accomplish this by providing student-centered learning focused on the whole child in a safe, positive setting. Our commitment to excellence prepares students for 21st-century opportunities, college, and careers.

Board meeting dates, location of meetings, agendas and minutes can be found on our website <https://www.corningelementary.org>.

KEY TO LEGAL REFERENCES

Most of the laws, codes, and regulations appearing in this handbook have been paraphrased for your convenience with specific code or regulation listed as a reference. Further explanation of any section may be requested of any school administrator or by viewing the referenced Board policy on our website:

The sources cited in this handbook are abbreviated in the following manner:

BP	Board Policy Corning Union Elementary School District (CUESD)
AR	Administrative Regulations (CUESD) B&PC= Business & Professions Code
C.A.C.	California Administrative Code CCR = California Code of Regulations
C.F.R.	Code of Federal Regulations
EC	California EC ESSA=Every Student Succeeds Act
FERPA	Family Education Rights and Privacy Act
H.S.C.	Health and Safety Code
IDEA	Individuals with Disabilities Act of 2004 PC= Penal Code
PPRA	Protection of Pupil Rights Amendment
§ 504	Section 504 of the Rehabilitation Act of 1973
U.S.C	United States Code
W.I.C.	Welfare and Institution Code
V. C.	Vehicle Code

Table of Contents

RIGHTS AND RESPONSIBILITIES

Rights of Students and Parents/Guardians	1
Responsibilities of District Staff	1

ANNUAL NOTIFICATIONS

Nondiscrimination	1
Accreditation	1
Sexual Health and HIV/AIDS Education	1
Availability of Course Prospectus	2
Notice of Activities	2
Staff development, Testing, Early Dismissal	2
Student and Family Privacy Rights	2
Pregnant and Parenting Notification of Rights	2
Religious Beliefs – Excuse from health, Family Life, and Sex Education instruction	2
School Accountability Report Card	3
Reading Difficulty Screener Notification	3
Title 1 Parent/Guardian Notification	3

ENROLLMENT AND TRANSFERS

Minimum Age of Admission	3
District Residency	3
Attendance at CUESD in which Parent/Guardian is Employed	3
Enrollment of Homeless or Foster Youth	3
Transfer of Coursework	4
Enrollment and Transfer Options	5
Alternative Schools and Programs	5
Emergency Information	5

HEALTH REQUIREMENTS AND SERVICES

Immunizations	4
7th Grade Immunization Requirement	5
Kindergarten/First Grade Physical Examination Requirement	5
Physical Examination Exemptions	5
Oral Health Assessment Requirement	5
Type 2 diabetes for incoming 7th grade students	5
Health Screenings	5
Medication at School	5
Health Services	5
Availability of Fluoride Treatment	6
Cooperation in control of communicable Disease And Immunization of Pupils	6
Emergency Anaphylaxis Treatment	6
Type 1 Diabetes Information	6
First Aid, Illness, and Injury	6
Head Lice	6

Access to Mental Health Services and Suicide Prevention	6
Alcohol and Drug Interventions	7
Student Insurance Program	7
School Sponsored Athletics	7

ATTENDANCE

Mandatory Attendance	7
Unexcused Absences	8
Absences for Confidential Medical Services	8
Absences for Religious Purposes	8
Chronic Absentee	8
Truant Students	8
Habitual Truant	8
Chronit Truant	8
School Attendance Review Board	8

STUDENT RECORDS

Access, Privacy, and Disclosure	8
Family Educational Rights and Privacy Act	9
Use of CalPADS Data/California College Guidance Initiative	9
Withholding Grades, Diplomas, or Transcripts	9
Child Custody Orders	10

WELLNESS POLICY AND NUTRITION

School Wellness Policy	10
Nutrition and Meals	10
Meal Accommodations	10

INSTRUCTION

Schedule of Minimum Days	10
Short-Term Independent Study	10
Home and Hospital; Instruction	10
Physical Education	11
Comprehensive Sexual Health Education	11
Right to Refrain From Harmful or Destructive Use of Animals	11
Homework/Make Up Work	11
Grades Evaluation of Student Achievement	11
Retention	11
8 th Grade Promotion Ceremonies	12
Overdue, Damaged or Lost Materials	12

SERVICES TO ENGLISH LEARNERS

Assessment Requirements for English Learners	12
Language Acquisition program Options and Parent Choice	13
Notice of Reassessment of Language Skills	13
State Testing Required for English Learner Students	13
Reclassification of English Language learners	14
Translations	14
English Learner Advisory Committee (ELAC) Participation	14

SPECIAL EDUCATION

Free Appropriate Public Education (FAPE) and Child Find	14
IEP Timeline and Placement	15
Parental Rights	15

STUDENT ASSESSMENTS

California Assessment of Student Performance and Progress (CAASPP)	15
Students with Exceptional Needs Individualized Education Plans	16

DRESS CODE AND DISCIPLINE

Dress and Appearance	16
Gang-Related Apparel	16
Sun Protective Clothing and Sunscreen	16
Discipline Rules	16
Conduct	17
Tobacco	17
Alcohol and Other Drugs	17
Suspension and Expulsion	17

SCHOOL SAFETY

Respect and Civility	18
Anti-Bullying	18
Search and Seizure	18
Vandalism	18
Monitoring your Child's Internet Use	19
Impersonation on the Internet	19
Mobile Communication Devices	19
Comprehensive School Plan	20
Sex Offender Information	20
Safe Firearm Storage Law	20
Threats of Homicide at School	20
Response to Immigration Enforcement	20
Transportation School Bus Emergency Training	21
Mitigation of Environmental Hazards	21
Pesticide Use	21

PARENT INVOLVEMENT

Parent Involvement Policy	21
Volunteer Policy	21

TECHNOLOGY ACCEPTABLE USE POLICY

Student Use of Technology and Internet Safety	22
Fees and Charges	22

COMPLAINT PROCEDURES. NONDISCRIMINATION. SEXUAL HARASSMENT, AND TITLE IX

Uniform Complaint Procedures (UCP)	23
Williams Uniform Complaint Procedures	23
Sexual Harassment	23
Referrals of Complaints to Other Agencies	24

Intentionally Left Blank

RIGHTS AND RESPONSIBILITIES

Students have the right to attend school in a safe, supportive, and orderly learning environment, to be informed of school rules, and to receive the full benefit of the District's educational programs in accordance with law and Board policy. Students are responsible for attending school regularly and on time, being prepared for learning, following school rules, respecting the rights of others, and helping maintain school property and a positive school environment.

Parents/guardians have the right to be informed about and involved in their child's education, including the right to review student records, examine curriculum materials, request meetings with school staff, be informed of student progress, participate in school advisory opportunities, and receive required notices regarding attendance, discipline, school rules, assessments, English learner services, privacy rights, and complaint procedures. Parents/guardians may also request that their child be excused from specific instruction when permitted by law. These rights shall be exercised in accordance with applicable law, Board policy, and administrative regulation.

Parents/guardians support student success by monitoring attendance, encouraging homework completion, supporting appropriate use of technology and social media, participating in school activities when possible, and working collaboratively with school staff.

Responsibilities of District Staff

BP 4119.21, 4219.21, 4319.21

The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district; advances the goals of the district's educational programs; encourages student learning, engagement, and success; and contributes to a safe and positive school climate.

Each employee is expected to acquire the knowledge and skills necessary to fulfill the employee's professional responsibilities and to contribute to the learning and achievement of district students.

PARENT/GUARDIAN ANNUAL NOTIFICATIONS

NONDISCRIMINATION

BP 0410

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful

discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

"That no person in the United States shall, on the ground of race, color, national origin, handicap, religion, or sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Section 504 of Rehabilitation Act of 1973 (U.S.C., Title 29, Sec. 794), Title IX of the Education Amendments of 1972 (U.S.C., Title 20, Sec. 1681 et seq.), Age Discrimination Act of 1975 (U.S.C., Title 42, Sec. 6101 et seq.), Title VI of the Civil Rights Act of 1964 (U.S.C., Title 42, Sec. 2000d et seq.)

Employment: Corning Elementary is an equal opportunity employer.

ACCREDITATION

EC 35178.4; BP 6190

A School Board shall give official notice at a regularly scheduled School Board meeting if a public school within the District that has elected to be accredited by the Western Association of Schools and Colleges or any other chartered accrediting agency loses its accreditation status. If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. This notice shall also be posted on the district's web site and the school's web site.

SEXUAL HEALTH AND HIV/AIDS EDUCATION

EC 51938; BP/AR 6142.1

You have the right as a parent: To be informed, in writing, of comprehensive sexual health education and HIV/AIDS prevention education and research on student health behaviors planned for the coming year. To inspect the written and audiovisual education materials used for this instruction and to request a copy of EC sections 51930-51939. To be informed whether this instruction will be taught by school district personnel or by outside consultants. To request in writing that your child be excused from all or part of any comprehensive sexual health education, HIV/AIDS prevention education or assessments related to that education. This notice does not apply to human reproductive organs that may appear in physiology, biology, zoology, general science, personal hygiene, or health text books, adopted pursuant to law. (Ed. Code 51937, 51938, 51939 and 48980). Additional Information, policies or notices will be provided when such activity takes place or before

the particular subject is taught.

AVAILABILITY OF COURSE PROSPECTUS

Bp 5020, EC 51101,49091.10; 49091.14

Each school site shall make available, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. You have the right as a parent to request , within a reasonable time frame, to review instructional materials and assessments and discuss the curriculum of your student's course. (EC 49063 and 49091.14 and No Child Left Behind Act, 20 U.S.C. 1232h (c) and (d).)

NOTICE OF ACTIVITIES

EC 48980

The district must annually notify parents/guardians of planned instructional activities and services, especially those that allow for parental review or opt-out. Notices must be translated when language thresholds are met and must be delivered at the beginning of the school year.

STAFF DEVELOPMENT, TESTING, EARLY DISMISSAL

EC48980 (c)

Parents will be notified in advance of the dates of any staff development, testing, and early dismissal days. The 2025-26 Academic Calendar is available at the end of this handbook as well as on the district website: www.corningelementary.org.

STUDENT AND FAMILY PRIVACY RIGHTS

The District respects the privacy rights of students and families. Parents/guardians will be notified, as required by law, before students are asked to participate in certain surveys, questionnaires, examinations, or activities involving protected personal information, including information about political beliefs, mental or psychological concerns, sex behavior or attitudes, family life or morality, illegal or self-incriminating behavior, critical appraisals of close family members, privileged relationships, religious beliefs or practices, or income, except when income information is required by law for program eligibility.

Parents/guardians have the right to inspect protected surveys and instructional materials used as part of their child's educational curriculum. The District shall not administer or distribute surveys designed to collect personal information from students for marketing or sale. Parents/guardians will also receive notice and an opportunity to opt their child out of activities covered by law, including certain surveys, collection of personal information for marketing or sale, and nonemergency invasive physical examinations or screenings.

Legal References: 20 USC 1232h; Education Code 51513, 51938; BP/AR 5022.

PREGNANT AND PARENTING NOTIFICATION OF RIGHTS

BP 1312.3; BP 5146

Corning Union Elementary School District shall notify pregnant and parenting students of their rights and options available to them by

law. Annually, parents/guardians of students will be notified of the rights and options of pregnant and parenting students under the law. These include:

- No rule concerning a students' actual or potential parental, family, or marital status that treats students differently on the basis of sex
- Students shall not be excluded or denied from any educational program or activity solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom
- Pregnant or parenting students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs
- Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities, and courses equal to the regular program
- The district treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability
- The LEA 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. A school shall be required to provide the reasonable accommodations specified only if there is at least one lactating pupil on the school campus
- Reasonable accommodations under this section include, but are not limited to, all the following:
- Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child
- Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
- Access to a power source for a breast pump or any other equipment used to express breast milk
- Access to a place to store expressed breast milk safely
- A lactating student shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast- feed an infant child
- A student shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.

RELIGIOUS BELIEFS - EXCUSE FROM HEALTH, FAMILY LIFE, AND SEX EDUCATION INSTRUCTION

EC 51938; BP 6142.1

Upon written parent/guardian request, a student shall be excused from any part of health instruction that conflicts with the parent/guardian's religious training and beliefs, including personal moral convictions, as permitted by law. Additional opt-out rights apply to comprehensive sexual health and HIV prevention education as described in this handbook. (Education Code 51240, 51938)

The District respects students' rights to religious expression while maintaining the constitutional requirement that public schools neither promote nor inhibit religion. Instruction about religion may occur when it is objective, age-appropriate, connected to adopted curriculum or academic standards, and presented in a manner that does not promote, denigrate, or favor any religious viewpoint. Student religious expression in assignments may be permitted when relevant to the assignment and evaluated by ordinary academic standards. (BP 6141.2)

SCHOOL ACCOUNTABILITY REPORT CARD EC 35256; BP 0510

The Governing Board recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at each district school and to provide data by which parents/guardians can make meaningful comparisons between schools. The Superintendent shall annually publicize the issuance of the SARCs and notify parents/guardians that a paper copy will be provided upon request. On or before February 1 of each year, the Superintendent or designee shall make the SARCs available in paper copy and on the District website at www.corningelementary.org.

READING DIFFICULTIES SCREENER NOTIFICATION

Beginning no later than the 2025–26 school year, the District will annually screen students in kindergarten through grade 2 for risk of reading difficulties, including dyslexia, using a screening instrument adopted by the District in accordance with state law. Parents/guardians will be provided information about the screening, including the date(s) of the screening and instructions for how to opt their child out of the screening in writing, no later than 15 calendar days before the screening is administered. Screening results will be made available to parents/guardians in a timely manner, but no later than 45 calendar days after the screening is administered. Screening results are used to help identify possible reading difficulties and appropriate supports; they are not a diagnosis of a disability and are not used for high-stakes purposes. (Education Code 53008)

TITLE I PARENT/GUARDIAN NOTIFICATION

Parents/guardians of students attending Title I schools have the right to be meaningfully involved in the development, review, and improvement of the school's Title I program, parent and family engagement policy, and school-parent compact. Parents/guardians may request information regarding the professional qualifications of their child's teacher and paraprofessionals, receive information about their child's academic progress and school performance, participate in annual Title I meetings, and provide input regarding parent engagement activities, training, and resources. Title I information is provided in an understandable format and, to the extent practicable, in a language parents/guardians understand. (20 USC 6311, 6312, 6318; BP/AR 6171)

ENROLLMENT AND TRANSFER REQUIREMENTS

MINIMUM AGE OF ADMISSION AR 5111

At the beginning of each school year, the Superintendent or designee shall enroll any eligible child whose fifth or sixth birthday is on or before September 1 of that year into kindergarten or first grade as applicable. Any eligible child whose fourth birthday is on or before September 1 of that year shall be enrolled into transitional kindergarten. BP 6170.1, (Education Code 48000) (Education Code 48000, 48010)
Before admission, the parent/guardian shall present proof of the child's age. (Education Code 48002)

Evidence of the child's age may include: (Education Code 48002)

1. A certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
2. A duly attested baptism certificate
3. A passport
4. When none of the above documents is obtainable, an affidavit of the parent/guardian
5. Other means prescribed by the Board

DISTRICT RESIDENCY EC 48204; AR 5111.1

A student may establish District residency by documenting that the student lives within District boundaries with a parent/guardian or otherwise qualifies for District attendance under state law, including as an emancipated minor, foster youth, student living with a caregiving adult, or other eligible student. Reasonable evidence of residency may be required in accordance with law and District procedures.

Examples of residency documentation may include a property tax payment receipt, rental agreement or payment receipt, utility bill or service contract, pay stub, voter registration, government agency correspondence, parent/guardian declaration of residency, student declaration for an unaccompanied youth, or caregiver affidavit when applicable.

ATTENDANCE IN CUESD IN WHICH PARENT OR GUARDIAN IS EMPLOYED

The District may, but is not required to, accept a student whose parent/guardian resides outside District boundaries but is employed within District boundaries, as permitted by law. This may include a parent/guardian who works within District boundaries for the minimum number of days or hours required by law. Requests are subject to District procedures, space availability, and applicable legal requirements. EC 48204(a)(7), 48980(i)

ENROLLMENT OF HOMELESS OR FOSTER YOUTH

EC 48204, 48850-48859, 48645.3, 51225.1 56055, 5 CCR 4622, WIC 361, 726

Foster children living in the District shall be permitted to attend a school in the District unless they:

1. Stay enrolled at their school of origin outside of CUESD
2. Their IEP indicates attendance elsewhere
3. The parent or guardian, with knowledge of all options, declares in writing otherwise.

Foster children also have the right to immediate enrollment in school, site and program attendance and free after school programs.

The district shall make placement decisions for students experiencing homelessness based on the student's best interest. (Education Code 48850; 42 USC 11432)

In determining a student's best interest, a student experiencing homelessness shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

For information concerning these rights, please contact the district's liaison for homeless children and youth (530-824-7700) BP/AR 6173.

TRANSFER OF COURSEWORK AND CREDITS

EC 49069.5/51225.1 AR 6173/6173.1/6173.3

The District will support the prompt enrollment, placement, and transfer of students, including students experiencing homelessness, foster youth, and children of military families, in accordance with applicable law and Board policy. The District will work with prior schools, caregivers, parents/guardians, educational rights holders, and appropriate agencies to obtain and transfer educational records, review coursework and placement information, and remove barriers to enrollment, attendance, academic progress, promotion, and participation in available school programs and activities. Students will be provided access to comparable educational services and supports as required by law.

ENROLLMENT AND TRANSFER OPTIONS

The District provides enrollment and transfer options in accordance with law, Board policy, and administrative regulation. Parents/guardians who reside within District boundaries may request that their child attend a District school other than the student's school of residence through the intradistrict transfer process. Intradistrict transfer requests are subject to District timelines, enrollment priorities, space availability, and criteria that are uniformly applied to all applicants. Intradistrict transfer requests are submitted through the Aeries Parent Portal. The District is not required to provide transportation for students who attend a school outside their residence school.

Students may also request to attend school in another district through the interdistrict transfer process. Interdistrict attendance requests generally require approval by both the district of residence and the district of proposed attendance unless otherwise provided by law. Interdistrict transfer permits may be valid for one school year and may require annual renewal, in accordance with District procedures and applicable interdistrict agreements.

Transfer permits may be denied, limited, or revoked in accordance with law, Board policy, and administrative regulation, including but not limited to circumstances involving irregular attendance or truancy, unsatisfactory academic progress, student discipline, recommendation for expulsion, or inaccurate, invalid, or falsified

information provided in support of the transfer request.

Parents/guardians will be notified of transfer decisions in accordance with applicable timelines. A parent/guardian may appeal the denial of an intradistrict or interdistrict transfer request in accordance with District procedures and applicable law. Information regarding interdistrict transfer appeals may also be available through the Tehama County Office of Education.

The District shall not prohibit certain transfers out of the District when required by law, including for eligible students whose parent/guardian is on active military duty or students who are victims of bullying when the district of proposed enrollment approves the transfer. The District may limit transfers out of the District to a school district of choice when permitted by law, including when statutory limits are reached, when the transfer would negatively affect fiscal stability, or when the transfer would negatively impact a desegregation plan or racial/ethnic balance as provided by law.

Additional information, forms, timelines, and appeal procedures are available from the District Office, school offices, Aeries Parent Portal, and/or the District website.

BP/AR 5116.1, 5117; Education Code 35160.5, 46600-46611, 48204, 48300-48316

ALTERNATIVE SCHOOLS AND PROGRAMS

Education Code 58500, 58501, 48980; AR 6181

California law authorizes school districts to provide alternative schools or programs designed to support student choice, motivation, creativity, responsibility, and cooperative development of the learning process. Parents/guardians, students, and teachers may request additional information about alternative school options from the District Office, the County Superintendent of Schools, or the school principal.

EMERGENCY INFORMATION

EC 49408 B.P/AR 5141

For the protection of a pupil's health and welfare, the Governing Board of any school district may require the parent/guardian of a pupil to keep current at the pupil's school of attendance, emergency information including the home address and telephone number, business address, and telephone number of the parents/guardians, and the name, address and telephone number of a relative or friend who is authorized to care for the pupil in any emergency situation if the parent/guardian cannot be reached.

HEALTH REQUIREMENTS AND SERVICES

IMMUNIZATIONS

EC 48980; BP/AR 5141.31

California law requires students to provide proof of required

immunizations before admission to school, preschool, or child care and development programs, and before advancing to certain grade levels. Required immunizations may include polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, varicella, hepatitis B, and any other immunizations required by law.

Students may be admitted when an up-to-date immunization record is provided. A student who has not completed all required immunizations may be conditionally admitted only as permitted by law and must complete required immunizations within applicable timelines. Students who do not meet immunization requirements may be excluded from school unless they have a valid medical exemption issued through the California Immunization Registry-Medical Exemption system or another exemption permitted by law.

7TH GRADE IMMUNIZATION REQUIREMENT

(H.S.C. Sections 120325-120375)

Students entering seventh grade must provide proof of required immunizations, including the Tdap booster and the required second varicella dose, unless the student has a valid medical exemption permitted by law. Personal belief exemptions are no longer accepted for newly required immunizations. .

KINDERGARTEN AND FIRST GRADE PHYSICAL EXAMINATION REQUIREMENT

H.S.C. 124100, 124105 - Section 323.5; EC 49451 AR 5141.32

Students entering kindergarten are expected to provide documentation of a health examination completed within six months prior to school entry. First-grade students enrolling for the first time must provide documentation of a health examination completed within the previous 18 months. A parent/guardian may submit a signed waiver if they do not want or are unable to obtain the examination for their child. ation for their child will be accepted in place of the certificate.

PHYSICAL EXAMINATION EXEMPTIONS

A parent/guardian may file a written statement annually with the school principal stating that the parent/guardian will not consent to routine physical examinations of their child. A student may still be excluded from school attendance when there is a recognized contagious or infectious disease or risk of such disease, as permitted by law. ch diseases may, however, be excluded from school attendance.

ORAL HEALTH ASSESSMENT REQUIREMENT

EC 49452.8 AR 5141.32

A student entering transitional kindergarten, kindergarten, or first grade for the first time in public school must provide proof of an oral health assessment completed by a licensed dental professional no earlier than 12 months before the student's initial enrollment. A parent/guardian may submit a waiver if the oral health assessment cannot be completed.

TYPE 2 DIABETES FOR INCOMING 7TH GRADE STUDENTS - 7TH GRADE REQUIREMENT

EC 49452.7 BP 5141.3; AR 5141.3

The District provides parents/guardians of incoming seventh grade students with information about type 2 diabetes. Parents/guardians may contact the school nurse or school office with questions.

HEALTH SCREENINGS: VISION, HEARING, DENTAL AND SCOLIOSIS

Education Code 49452, 49454, 49455; BP/AR 5141.3

Qualified District personnel may conduct routine health screenings, including vision, hearing, dental, and scoliosis screenings, as permitted by law. A parent/guardian who wants their child exempted from routine health screenings must file a written statement annually with the school principal.

MEDICATION AT SCHOOL

Education Code 49423, 49423.1, 49480; AR 5141.21

A student who needs to take medication during the school day may be assisted by designated school personnel when the school has both:

1. A written statement from the student's authorized health care provider specifying the medication, method, amount, and time schedule; and
2. A written statement from the parent/guardian requesting school assistance with the medication.

Medication must be provided in the original container or prescription container with the pharmacy label attached. With written authorization from the health care provider and parent/guardian, a student may be permitted to carry and self-administer auto-injectable epinephrine or inhaled asthma medication when allowed by law.

HEALTH SERVICES

Pursuant to California EC Section 49452.7, local educational agencies are required to provide parents and guardians of incoming seventh grade students information on type 2 diabetes.

This information will be distributed in the seventh-grade packets provided by each school site with seventh-grade students. Parents may contact the school nurse at the school site where their child attends for any questions they may have regarding the information provided on type 2 diabetes.

The District provides health services in accordance with student needs, available resources, state law, and Board policy. Services may include health screenings, first aid, medication assistance, emergency response, support for chronic or specialized health needs, communicable disease prevention, health education, and referrals or linkage to services not offered on-site. Parents/guardians are encouraged to contact the school office,

school nurse, or health staff with questions regarding student health needs, required health documentation, medications, screenings, or health-related accommodations.

AVAILABILITY OF FLUORIDE TREATMENT

The District Nurse shall notify all parents/guardians of the opportunity pursuant to Health and Safety Code 104830-104865 for their child to receive the topical application of fluoride, including fluoride varnish, or other decay-inhibiting agent to the teeth during the school year. Such application of fluoride or other decay-inhibiting agent shall only be provided to a student whose parent/guardian returns the notification with an indication consenting to the treatment. (Health and Safety Code 104830, 104850, 104855).

COMMUNICABLE DISEASE CONTROL AND IMMUNIZATION

Education Code 48216, 49403; Health and Safety Code 120370; BP/AR 5141.31

To protect the health of students and staff, the District cooperates with state and local public health agencies to prevent and control communicable diseases and to encourage required immunizations. Students enrolling in a District school, preschool, child care and development program, or advancing to grade 7 must provide immunization records showing required immunizations, unless exempted as permitted by law.

Students may be excluded from school when required immunization documentation is not provided or when the District has good cause to believe a student has been exposed to a communicable disease and exclusion is permitted by law. The District may arrange for immunizations to be administered at school only with written parent/guardian consent.

EMERGENCY ANAPHYLAXIS TREATMENT

EC 49414 B.P/AR 5141.21

The District stocks emergency epinephrine auto-injectors at school sites as required by law. School nurses and trained personnel may administer epinephrine to a student who is suffering, or reasonably believed to be suffering, from a severe allergic reaction known as anaphylaxis. Emergency medical services will be contacted when epinephrine is administered or when appropriate emergency care is needed.

TYPE 1 DIABETES INFORMATION

EC 49452.6

California EC Section 49452.7, states that school districts must provide information to elementary parents about type 1 diabetes. According to the Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth have increased nationally from 187,000 in 2018 to 244,000 in 2019 with a peak age of diagnosis between the ages of 13-14 years. However, a diagnosis can happen much earlier in life.

Additional information about Type 1 Diabetes can be found on the California Department of Education website.

<https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>

FIRST AID, ILLNESS, AND INJURY

If a student becomes ill or injured at school, staff will provide appropriate care and contact the parent/guardian when needed. Parents/guardians will be contacted for serious injuries or when a student is too ill to remain at school. Students who need to go home due to illness or injury must be released through the school office or health office.

Parents/guardians should keep students home when they have a fever of 100.0°F or greater, vomiting or diarrhea, symptoms that prevent participation in school, a fever within the last 24 hours, or when the student has started antibiotics within the past 24 hours, unless otherwise directed by a health care provider. Crutches, wheelchairs, or other assistive devices require a doctor's note with directions for use. Students returning after an extended illness or communicable disease may be asked to follow up with school health staff.

HEAD LICE

BP 5141.33

Head lice do not pose a health hazard, are not a sign of uncleanliness, and are not responsible for spreading disease. The District follows evidence-based practices to reduce unnecessary student absences while supporting families with information about identification, treatment, and prevention. Parents/guardians may contact the school office or health staff for guidance.

ACCESS TO MENTAL HEALTH SERVICES AND SUICIDE PREVENTION BP/AR 5141.5; BP/AR 5141.52

School-based mental health services help address barriers to learning and provide student and family support in a safe and supportive environment. Students and families may request support or referrals by contacting the school office, school counselor, school psychologist, school social worker, nurse, health aide, or principal. The District provides notice at least twice each school year regarding how to initiate access to student mental health services on campus and/or in the community.

The District maintains suicide prevention, intervention, and postvention procedures to support student safety and well-being. Students are encouraged to notify a teacher, principal, counselor, designated mental health professional, or other trusted adult if they are experiencing thoughts of suicide or know of another student who may be at risk. The District provides students, staff, parents/guardians, and caregivers with the name, title, and contact information for district and/or school crisis intervention team members and posts this information on school and District websites.

For students in grades 7–12, student identification cards include the 988 Suicide and Crisis Lifeline and may include additional crisis or local mental health resource information, as required by law. Additional mental health resources may be requested through

school sites or found on the District website:

<https://www.corningelementary.org/ParentsStudents/Student-Resources/School-Based-Mental-Health-Services/index.html>

ALCOHOL AND DRUG INTERVENTION

AR 5131.6, EC 48985.5

AB 889, requires school districts to annually inform parents or guardians of elementary school students about the dangers of synthetic drugs. Resources to assist families in educating students on the dangers of substance abuse can be found on the district's website

<https://www.corningelementary.org/ParentsStudents/Student-Resources/VapingTobaccoAlcoholSubstance-Prevention-Resources/index.html>

District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee, observes or suspects that a student may be under the influence of alcohol or drugs, the principal or designee may notify the student's parent/guardian. (Education Code 44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when the counselor believes that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if the counselor believes that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (Education Code 44049, 49602)

STUDENT INSURANCE PROGRAM

BP 5143, EC 49471

The Governing Board believes that all students should have health and accident insurance protection to ensure that they receive needed health care services in the event of illness or injury. Corning Union Elementary School District does not provide medical coverage for your child. This means that you are responsible for medical bills if your child gets hurt during school activities. Any expense incurred when the school calls for emergency medical help is the responsibility of the child's parent/guardian.

There are several options for getting a health care plan: Medi-Cal, Covered California or Accident insurance coverage through Pacific Educators. More information is available on the district website:

<https://www.corningelementary.org/ParentsStudents/Parents-Resources/Online-Forms-and-Documents/index.html>

SCHOOL-SPONSORED ATHLETICS

BP 5143, BP 6145.2, EC 49471

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. Students shall have a medical clearance before participating in interscholastic athletic programs. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

For students participating in school-sponsored athletics other than physical education or athletic events during the school day, parents and the student athlete are required to complete a concussion awareness for and a sudden cardiac arrest awareness form annually.

ATTENDANCE REQUIREMENTS

BP/AR 5113, BP 5113.1 BP 5146, EC 46010, 48205, 46014, 48980, 48260-48273

The Governing Board believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

MANDATORY ATTENDANCE

California law requires all children between the ages of 6 and 18 to attend school unless otherwise exempted by law.

Parents/guardians are responsible for ensuring their child's regular school attendance. Students may not leave campus during the school day without approval from the principal or designee. Unauthorized absences or leaving campus without permission may be considered truancy. (Education Code 48200)

Regular attendance is essential to student learning and academic success. Parents/guardians are encouraged to schedule medical, dental, and other appointments outside of school hours whenever possible. When a student is absent for all or part of the school day, the parent/guardian must provide a satisfactory explanation by phone, written note, digital message, in person, or other method accepted by the school. When possible, planned absences should be reported in advance.

A student's absence may be excused only as permitted by law, Board policy, and administrative regulation, including for illness; quarantine; medical, dental, optometrical, chiropractic, or confidential medical services; funeral or bereavement-related reasons; court appearances; religious observances or instruction; cultural ceremonies or events; certain military-family circumstances; naturalization ceremonies; jury duty; civic or political events for eligible students; custodial parenting responsibilities; certain employment or performing arts activities; and other justifiable personal reasons approved by the principal or

designee. (Education Code 46010.1, 46014, 48205, 48225.5, 48260)

Students shall not have a grade reduced or lose academic credit for an excused absence when assignments and tests that can reasonably be provided are completed within a reasonable period of time. Absences may still affect attendance records and may not generate state apportionment funding. The District may require appropriate verification of absences in accordance with law, including physician verification when a student has a pattern of chronic absenteeism due to illness.

UNEXCUSED ABSENCES

An unexcused absence is an absence which occurs with the knowledge and approval of the parent or guardian when there has been no prearranged agreement with the school administration for the absence. Some examples of unexcused absences are: baby-sitting, oversleeping, etc.

ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES (Grades 7-12)

EC 46010.1; BP 5113

School authorities may excuse any student in grades 7 through 12 from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent. (EC 46010.1)

REGULATIONS REGARDING ABSENCES FOR RELIGIOUS PURPOSES

EC 46014; BP 5113; AR 5113

Students with the written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination which shall be in addition and supplementary to the instruction in manners and morals required elsewhere in this code.

CHRONIC ABSENTEE

E. C. 60901; BP/AR 5113.1

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays.

TRUANT STUDENTS

EC 48260 (a)

Any student subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three (3) full days in one (1) school year, or tardy or absent for more than any thirty (30)-minute period during the school day without a valid excuse on three (3) occasions in one (1) school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the Superintendent of the school district.

HABITUAL TRUANT

EC 48262, 48264.5

Habitual truant means a student who has been reported as a truant three or more times within the same school year. A student's refusal to attend school regularly can result in a referral to the School Attendance Review Board (SARB), Juvenile Probation or the Juvenile Court System (ED Code 48263).

Parents who fail to compel their child's attendance may face criminal prosecution and penalties (ED Code 48291).

CHRONIC TRUANT

EC 48263.6

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date.

SCHOOL ATTENDANCE REVIEW BOARD (SARB)

EC 48263, BP 5113.12

Regular attendance is essential to student learning and success. The District works with students and families to identify attendance concerns early and provide support to improve attendance and school engagement.

When a student has a pattern of truancy, chronic absenteeism, or irregular attendance, and school-based interventions have not resolved the concern, the student may be referred to the School Attendance Review Board (SARB) or other appropriate agency in accordance with law. Parents/guardians will receive written notice of the referral, the reason for the referral, and any required meeting. SARB provides support, guidance, and accountability to help students and families address attendance or behavior concerns.

STUDENT RECORDS

ACCESS, PRIVACY, AND DISCLOSURE

BP/AR 5125

The District maintains student records in accordance with state and federal law, including the Family Educational Rights and Privacy Act (FERPA). Student records are information maintained by the District that directly relate to an identifiable student and may include academic, attendance, health, discipline, special education, and other educational records.

Parents/guardians, adult students, and other individuals authorized by law have the right to inspect, review, and obtain copies of student records within five business days of a request. The school principal or designee serves as the custodian of records at the school site. The District may charge a reasonable fee for copies, not to exceed the actual cost of duplication, except where prohibited by law.

Parents/guardians and adult students may challenge the content of student records they believe to be inaccurate, misleading, unsubstantiated, outside the observer's area of competence, not

based on personal observation, or otherwise in violation of the student's privacy or other rights. Challenges shall be processed in accordance with District procedures. If a challenge is denied, the parent/guardian or adult student may have the right to submit a written statement of objection to be included with the record.

The District will not release personally identifiable information from student records without written consent, except when disclosure is authorized by law, including but not limited to disclosure to District officials with a legitimate educational interest, schools where the student seeks or intends to enroll, authorized agencies or officials, court orders or subpoenas, health or safety emergencies, and other legally permitted recipients. The District maintains a record of requests for and disclosures of student records as required by law. When a student transfers to another school district or private school, the District will forward student records in accordance with law, generally within 10 school days of receiving the request. Records of students in foster care shall be transferred to the next educational placement within two business days of a request from the county placing agency. Student records shall not be withheld from a requesting district because of charges or fees owed by the student or parent/guardian.

Student records will not be released for immigration enforcement purposes except as required by law, court order, judicial warrant, valid judicial subpoena, or parent/guardian consent. A student's citizenship status, immigration status, place of birth, or other information indicating national origin will only be released in accordance with District policy and law.

Parents/guardians and adult students may contact the school office to request access to student records, ask about record locations, request copies, challenge record contents, or obtain information about complaint rights under FERPA.

Legal References: Education Code 48201, 49060–49085, 49069.5, 49069.7, 49070, 49073, 49076, 49077, 49091.14, 60900; 5 CCR 430–438; 20 USC 1232g; 34 CFR Part 99.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

FERPA is a federal law that provides parents/guardians certain rights regarding their child's education records. These rights transfer to the student when the student turns 18 or attends a postsecondary institution. Parents/guardians or eligible students may file a complaint with the U.S. Department of Education regarding an alleged failure by the District to comply with FERPA.

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Legal Reference: 20 USC 1232g; 34 CFR Part 99.

USE OF CALPADS DATA / CALIFORNIA COLLEGE GUIDANCE INITIATIVE

As required by law, the District submits student data to the California Department of Education through CALPADS. Certain student data may be shared with the California College Guidance Initiative (CCGI), which manages CaliforniaColleges.edu, in accordance with Education Code 60900.5. This data may be used,

as applicable by grade level, to provide students and families with access to online college, career, and educational planning tools and resources. Student information is shared and protected in accordance with state and federal student privacy laws, including FERPA.

WITHHOLDING GRADES, DIPLOMAS, OR TRANSCRIPTS

EC 48904.3; AR 5125.2, EC 48904.3 (a)

Upon receiving notice that a school district has withheld the grades, diploma, or transcripts of any pupil pursuant to Section 48904, any school district to which the pupil has transferred shall likewise withhold the grades, diploma, or transcripts of the pupil as authorized by that section, until the time that it receives notice, from the district that initiated the decision to withhold, that the decision has been rescinded under the terms of that section.

EC 48904.3 (b)

Any school district that has decided to withhold a pupil's grades, diploma, or transcripts pursuant to Section 48904 shall, upon receiving notice that the pupil has transferred to any school district in this state, notify the parent/guardian of the pupil in writing that the decision to withhold will be enforced as specified in subdivision (a). EC 48904.3 (c) For purposes of this section and Section 48904, "school district" is defined to include any county Superintendent of schools.

EC 48904.3 (d)

This section and Section 48904 shall also apply to the state special schools, as described in subdivision (a) of Section 48927.

The District may release student directory information in accordance with law, Board policy, and administrative regulation. Directory information may include a student's name, address, telephone number, email address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended.

Directory information may be released to authorized recipients such as news media, nonprofit organizations, colleges, prospective employers, and military recruiters, unless the parent/guardian, or adult student, submits a written request that such information not be released. Parents/guardians who do not want the District to disclose some or all directory information without prior written consent must notify the District in writing within 30 days of the start of school.

Directory information does not include a student's Social Security number, citizenship status, immigration status, place of birth, or any other information indicating national origin. The District will not release such information without parent/guardian consent or a court order. Directory information for a student identified as experiencing homelessness will not be released unless the parent/guardian, or student if 18 years of age or older, provides written consent, except as otherwise permitted by law. Legal References: BP/AR 5125.1, Education Code 49061, 49063, 49073; 20 USC 1232g, 7908; 34 CFR 99.3, 99.37; 42 USC 11434a.

CHILD CUSTODY ORDERS

Parents are asked to provide the school office current court documents regarding custody arrangements for students. School personnel must follow documents provided by the courts and are not to become involved in custody matters, as custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a legal guardian or biological parent access to their child and/or school records. The only exception is when signed restraining orders or court documents specifically stating visitation or student record limitations are on file with the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency contacts attempts to pick up a child.

WELLNESS POLICY AND NUTRITION

SCHOOL WELLNESS POLICY

BP 5030

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students.

The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.

In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

NUTRITION AND MEALS

BP/AR 3553

All enrolled students in CUESD schools, regardless of income level, are eligible to receive healthy school breakfast and school lunch at no charge each day. Students will be able to participate in these meal programs without having to pay a fee or submit a meal application.

The CEP is an alternative to the traditional meal application process associated with the United States Department of Agriculture (USDA) National School Breakfast and Lunch Programs. CEP alleviates the burden on families by eliminating household applications while helping schools reduce costs associated with collecting and processing those applications.

FOOD SERVICES

EC 49590

The State Department of Education shall ensure that the nutrition levels of the meals served to school-age children pursuant to the

National School Lunch Act be the highest quality and greatest nutritional value possible.

Further information regarding school nutrition may be found in EC 49430-49436, and the Duffy-Moscone Family Nutrition Education and Services Act of 1970. EC 49510-49520

MEAL ACCOMMODATIONS

Alternative components for children with food allergies or intolerances is not provided by Food Services.

Menu substitutions will only be provided for children with a disability as defined under section 504 of the Rehabilitation Act with a signed statement from a licensed physician stating that the allergy may result in a severe, life-threatening (anaphylactic) reaction. The doctor's statement must also include substitutions.

INSTRUCTION

SCHEDULE OF MINIMUM DAYS

BP 6111, EC 48980 (c);

Every school will provide a schedule of minimum days at the beginning of each school year. When minimum days are scheduled after the beginning of the school year, parents/guardians must be notified one (1) month before the scheduled minimum day. The 2025-26 Academic Calendar which lists minimum days is available at the end of this publication as well as on the district website: www.corningelementary.org.

SHORT-TERM INDEPENDENT STUDY

BP 6158; AR 6158; E.C 51747 (c) (7)

Short-term independent study as an optional alternative instruction strategy by which students TK – 8 may reach curriculum objectives. The short-term independent study option is an individualized educational plan for students who will be out of school for no more than fifteen (15) consecutive days during a school year for reasons other than illness. While students are highly discouraged from missing school (for reasons other than illness), it is recognized that family emergencies or special events sometimes necessitate travel out of the area.

Requests for independent Study must be made at least 10 days prior to the requested time away from school through your students school office. Students who have an IEP must have written into their IEP that services can be provided while the student is on Independent Study. A Master Agreement must be completed and signed by all parties prior to the commencement of Independent Study prior to the student starting Independent Study.

HOME AND HOSPITAL INSTRUCTION

BP 6183, EC 48207

Home hospital instruction is available to students who have been declared to have a temporary disability due to illness, condition or injury. For purposes of this service, a student must be declared home bound by their treating physician and unable to leave their home, hospital room or residential health facility and unable to

attend an alternative education program offered through the district. The student must be a resident of the district and enrolled in a school site within the district.

PHYSICAL EDUCATION

BP/AR 6142.7, EC 51210, 51222, 51223

Instruction in physical education shall be provided for at least the following minimum period of time:

1. For students in grades 1-6, 200 minutes each 10 school days, exclusive of recess and the lunch period
2. For students in grades 7-8 attending an elementary school, 200 minutes each 10 school days, exclusive of recess and the lunch period
3. For students in grades 7-8 attending a middle school or junior high school, 400 minutes each 10 school days

COMPREHENSIVE SEXUAL HEALTH EDUCATION

BP/AR 6142.8

The Governing Board supports a comprehensive, medically accurate, inclusive health education program that promotes student wellness and safe, informed decision-making. Aligned with California content standards, the curriculum addresses physical, mental, emotional, and social health, including nutrition, substance abuse, injury prevention, personal hygiene, sexual health, and digital safety. As required by the California Healthy Youth Act (EC 51930–51939), students in grades 7–12 receive age-appropriate instruction in comprehensive sexual health and HIV prevention at least once in middle school and once in high school. Instruction includes the prevention, transmission, and treatment of HIV and other STIs; contraception and pregnancy options; healthy relationships; consent; and the prevention of sexual harassment, abuse, and human trafficking. Abstinence is presented as the only certain way to prevent STIs and pregnancy, but other methods are also covered. Students learn how to access local health resources and their rights to confidential care. The district provides parent/guardian notifications and honors written requests to excuse students from specific instruction per EC 51240, 51938, 51939, though this does not extend to content addressing gender identity, sexual orientation, or relationships unless human reproductive organs/functions are taught (EC 51932). No student shall face penalties for opting out. Health education is supported by trained educators and community professionals and integrated across grade levels to build skills, promote safety, and support all aspects of student health.

RIGHT TO REFRAIN FROM HARMFUL OR DESTRUCTIVE USE OF ANIMALS

BP 5145.8, EC 32255-32255.6

Students shall have the right to refrain from participation in activities, which they feel constitute harmful and destructive use of animals. A teacher may, if the teacher believes it possible, develop an alternative educational program for helping the student obtain the knowledge, information or experience. Agricultural programs are exempt from this mandate.

HOMEWORK/MAKE UP WORK

BP 6154, EC 48205, 48980 (j);

Homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

Students who are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably provided.

No student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205.

GRADES EVALUATION OF STUDENT ACHIEVEMENT

AR 5121, EC 49067 (a)

The Governing Board of each school district shall prescribe regulations requiring the evaluation of each student's achievement for each marking period and requiring a conference with, or a written report to, the parent/guardian of each student whenever it becomes evident to the teacher that the student is in danger of failing a course. The refusal of the parent/guardian to attend the conference, or to respond to the written report, shall not preclude failing the student at the end of the grading period.

RETENTION

BP/AR 5123, E.C. 48011, 48070

Students will normally progress annually from grade to grade. Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

- Progress on grade-level standards
- State-standardized test scores
- District benchmark assessments
- Teacher observation

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades.

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123

When any student in grades 2-9 is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations.

8th GRADE PROMOTION CEREMONIES

BP/AR 5127

Eighth Grade Promotion ceremonies shall be held to recognize those students who have earned a certificate of completion by successfully completing the required course of study, satisfying district standards, and passing any required assessments.

In order to participate in the promotion ceremony activities, students must maintain a 2.0 cumulative GPA during their eighth-grade year in core academic subjects listed below. Students who fall below the 2.0 GPA will be promoted to the 9th grade; however, they will not be permitted to participate in promotion ceremonies and activities.

- Language Arts
- Mathematics
- Science
- Social Science

Students who fall below a 2.0 GPA or with an "F" grade in academic classes during the regular school year may be referred to one or more remedial programs to complete required work. A mandatory academic counseling meeting will be required with one parent/guardian in attendance after trimester grades are posted.

During the eighth-grade year, in addition to the academic requirements listed above, participation in the promotion ceremony and related events is contingent upon the following:

- A. Attendance a minimum of 95% of the time school is in session after their initial enrollment in school (this excludes excused absences).
- B. Demonstrate good behavior in accordance with school rules.

If a student is suspended more than once during the 8th-grade year, the student will be ineligible to participate in promotion ceremonies and activities.

No suspension during the last three weeks of school. Each suspension will be evaluated by the site supervisor and one, two, or all promotion activities may be removed.

Any suspension or an alternative to suspension consequence during the eighth grade for activities involving an illegal or controlled substance (alcohol, repeated use of tobacco, look-alike or real drugs of any nature as described in the Education Code), weapons, or assault of another student will also result in the loss of one, two, or all promotion activities depending upon the severity of the charges. The site supervisor will confer with the District Superintendent in order to make a final decision.

- C. Meeting obligations of all outstanding debts.

Promotion requirements for special education students and limited English/non-English speaking students shall be differentiated. The principal, through consultation with staff, shall ultimately determine on a case-by-case basis, the status of special education students and limited English/non-English speaking students in regard to

receiving a diploma and participating in the promotion ceremony.

Transfer students shall be required to meet the course of study requirements to be eligible to participate in the promotion ceremony. Determination will be made utilizing former academic records and through contract with the administrator of the school of prior attendance.

A Review Board will be established to allow parents/guardians to appeal the loss of privileges. The Review Board's recommendation will be sent to the Superintendent for consideration. The Superintendent's decision shall be final.

OVERDUE, DAMAGED OR LOST INSTRUCTIONAL MATERIALS

BP 6161.2, EC 48904.3

The Governing Board recognizes that instructional materials are an expensive resource, and that each student is entitled to sufficient instructional materials in accordance with law. Instructional materials provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials are lost or so damaged that they are no longer usable, the student shall be immediately issued replacement material. However, students or parents/guardians shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine an appropriate charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials issued to him/her, the Superintendent or designee may excuse the student or parent/guardian from payment of reparation.

If reparation is not excused and not paid by the student or parent/guardian, the district may withhold the student's grades, diploma and transcripts in accordance with law, Board policy, and administrative regulation.

SERVICES TO ENGLISH LEARNERS

The Governing Board intends to provide English learners with rigorous curriculum and instruction that maximizes the attainment of academic levels of proficiency in English through Integrated and Designated English Language Development and full access to grade-level content.

ASSESSMENT REQUIREMENTS FOR ENGLISH LEARNER (EL) STUDENTS

EC 52164.1; AR 6174

The California EC requires that schools identify the language(s) spoken at home by each student. This information is collected through the Home Language Survey, which is completed by a parent/guardian upon initial enrollment in a California public

school. The Home Language Survey is completed..

In accordance with California State Regulations, the District must assess the English language proficiency for all students whose home language is other than English. This test is called the English Language Proficiency Assessments for California (ELPAC) (C.C.R., Title 5, Chap. 11, Sub Chap. 7.5, Sec. 11511.5; EC 48985) Within 30 calendar days of enrollment, parents will receive the results of the Initial ELPAC. Based on the results of the Initial ELPAC, a student will receive an English Language Acquisition Status of English Learner (EL) or Initial Fluent English Proficient (IFEP.) Parents of a student who is identified as an English Learner will also receive a notification letter informing parents of their child's participation in a Language Acquisition Program, reasons for the identification, level of English proficiency, methods of instruction, how the program will help the child, and, exit requirements. LEAs inform parents of a child with a disability how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); parents' right to decline the district's language acquisition program or opt out of particular service(s) within a language acquisition program. [20 U.S.C Section 6312 [e][3][A][B]] (EC 310 [A], 5 CCR Sec. 11302)

LANGUAGE ACQUISITION PROGRAM OPTIONS AND PARENT CHOICE

The language acquisition program available in Corning Unified Elementary School District (CUESD) is Structured English Immersion (SEI). All English Learners (ELs) in CUESD are provided a Structured English Immersion (SEI) program. Our SEI program provides nearly all classroom instruction in English, but with a curriculum and a presentation designed for students who are learning English. (EC sections 305[a][2], 306[c][3]) SEI is designed using evidence-based research and includes both Designated and Integrated ELD.

Parents or legal guardians of students enrolled in CUESD may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed for English Learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research and must lead to grade-level proficiency and academic achievement in both English and another language. (EC sections 306[c], 310[a]; 5 CCR sections 11300[d], 11309[c])

Parents have the right to choose a program for their child. The process to request the establishment of a language acquisition program is as follows:

Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer such a program to the extent possible. (EC Section 310[a])

When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are

enrolled in a school, request the same or substantially similar type of a language acquisition program, CUESD shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by CUESD.

In the case where CUESD determines it is not possible to implement a language acquisition program requested by parents, CUESD shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 CCR Section 11311[h][3][B])

Whenever an LEA establishes a language acquisition program, the LEA shall confer with school personnel, including teachers and administrators with authorizations required to provide or oversee programs and services for English learners, regarding the design and content of the language acquisition program.

Any language acquisition program provided by an LEA shall:

Be designed using evidence-based research and include both Designated and Integrated ELD;

Be allocated sufficient resources by the LEA to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and

Within a reasonable period of time, lead to:

Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and

Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.

NOTICE OF REASSESSMENT OF LANGUAGE SKILLS

EC 52164.3 (a)

Each school district shall reassess pupils whose primary language is other than English, whether they are designated as Limited English Proficient (LEP), or Fluent English Proficient (FEP), when a parent/ guardian, teacher, or school site administrator claims that there is a reasonable doubt about the accuracy of the pupil's designation.

EC 52164.3 (b)

In all cases of reassessment, the parent/guardian of the pupil shall be notified of the results. This notice shall be given orally when school personnel have reason to think that a written notice will not be understood.

STATE TESTING REQUIRED FOR ENGLISH LEARNER STUDENTS

U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6312, 6316

English Learners participate in the California Assessment of Student Performance and Progress (CAASPP). In addition, all Spanish- speaking English Learners who: (1) have been enrolled in United States schools less than twelve (12) months; or (2)

receive instruction in Spanish in a bilingual classroom; or (3) are enrolled in a dual-immersion program are required to be assessed in Spanish as well as English.

The progress of English Learners is assessed by CUESD as required by state and federal law, consistent with the district's Master Plan for English Learners. The progress of English Learners in acquiring English is measured annually through the Summative English Language Proficiency Assessments for California (ELPAC).

RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS

C.P.M., Title 5, Sec. 11303

The reclassification procedures used to determine when an EL student is Redesignated Fluent English Proficient (RFEP) shall follow the guidelines established by the California State Department of Education. The requirement for reclassification shall consist of the following criteria:

1. Assessment of English language proficiency using the State's English Language Assessment (ELPAC), as provided for by EC 60810 pursuant to the procedures for conducting that test provided in Subchapter 7.5 (commencing with section 11510);
2. Comparison of performance in basic skills as indicated by Corning Union Elementary School District's locally selected assessment(s).
3. Teacher evaluations based on classroom data and
4. Parental consultation through:
 - A. Consultation with parent(s)/ guardian(s) regarding the redesignation procedure and appropriate supports for their child after redesignation and
 - B. Notice to parent(s)/guardian(s) of language redesignation and placement, including a description of the redesignation process and the parent's/ guardian's opportunity to participate.

TRANSLATIONS

When fifteen (15) percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 through 12 speak a single primary language other than English, as determined from the census data submitted to the Department of Education pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent/guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in such primary language, and may be responded to either in English or the primary language.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) PARTICIPATION

One important way for parents to participate in schools is to join the English Learner Advisory Committee (ELAC). These committees are designed to increase the participation of parents of English Learner students. Parent members are elected by parents or guardians of ELs and parents of ELs constitute at least the same percentage of the committee membership as their children

represent the student body. The purpose of ELAC is to advise the principal and staff in the development of a plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA). ELAC is also responsible for assisting in the development of the school needs assessment, and ways to make parents aware of the importance of regular school attendance. It is not necessary to be a parent of an English Learner to join ELAC.

Members of ELAC can also serve as the school representative to the District English Learner Advisory Committee (DELAC). The purpose of DELAC is to advise the school district's governing board on district programs, goals, and objectives for programs and services for English Learners.

SPECIAL EDUCATION

BP/AR 6164.4

Corning Union Elementary School District ensures that every student with a disability, ages 3–21, who resides within the district is entitled to a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act (IDEA) and California law.

FAPE and Child Find

FAPE means special education and related services provided at no cost, in line with the student's Individualized Education Program (IEP), and consistent with state and federal standards (34 CFR 300.1–300.818; EC 56040). The district is also responsible for actively locating, identifying, and evaluating students who may need special education services through a process called Child Find (EC 56302).

Students may be referred for special education by parents, teachers, or other professionals when general education supports are insufficient (EC 56303). Referrals must not be delayed due to response-to-intervention strategies. Upon referral, the district must develop a proposed evaluation plan within 15 calendar days, excluding long school breaks (EC 56043, 56321).

Evaluations require informed written consent from the parent/guardian and must be conducted within 60 calendar days of consent (excluding long breaks). The assessment must:

- Be conducted by qualified staff
- Use multiple tools and strategies
- Be in the student's primary language when feasible (EC 56320, 56322; 34 CFR 300.304)

Parents/guardians have the right to:

- Receive prior written notice before an evaluation (34 CFR 300.503)
- Participate in the IEP team meeting and receive evaluation results
- Obtain one independent educational evaluation (IEE) at public expense if they disagree with the district's evaluation (34 CFR 300.502)
- Revoke consent at any time (revocation is not retroactive) (EC 56021.1)

If the district cannot obtain consent for an initial evaluation, it may

pursue the evaluation through mediation or due process procedures (34 CFR 300.300).

For wards of the state, the district may evaluate without consent under specific conditions (e.g., unable to locate a parent or parental rights terminated) (EC 56321.1).

IEP Timeline and Placement

If a student is found eligible for services, an IEP must be developed within 30 days. If the referral occurs within 30 days of the end of the school year, the IEP must be completed within 30 days of the new school year starting (EC 56043, 56344).

Parents must receive a copy of the evaluation and eligibility determination. Evaluations will not determine disability based solely on limited English proficiency or lack of appropriate instruction (34 CFR 300.8).

Parental Rights

Parents must be notified of their rights, including procedural safeguards, in their primary language. Consent is voluntary and may be revoked. Parents also have the right to request a due process hearing if they disagree with any part of the evaluation or placement decision (EC 56329; 34 CFR 300.504–300.515).

STUDENT ASSESSMENTS

BP 6162.5

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

Students may take one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. There is no exemption for the ELPAC or Physical Fitness Test.

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

- Students take these tests in grades 3–8 and grade 11.
- The Smarter Balanced assessments are computer based.
- The California Common Core State Standards are tested.

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

- Students whose individualized education program (IEP) identifies the use of alternate assessments take these tests in grades 3–8 and grade 11.
- The CAAs for ELA and Math are computer-based tests that

are administered one-on-one by a test examiner who is familiar with the student.

- The California Common Core State Standards are tested through the Core Content Connectors.

CAASPP: California Science Test (CAST)

- Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
- The CAST is computer-based.
- The California Next Generation Science Standards (CA NGSS) are tested.

CAASPP: California Alternate Assessment (CAA) for Science

- Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
- The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.
- Alternate achievement standards derived from the CA NGSS are tested.

CAASPP: California Spanish Assessment (CSA)

- The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.
- The CSA is computer-based.
- The California Common Core State Standards en Español are tested.

ELPAC

- Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.
- Both the Initial and Summative ELPAC are computer-based.
- The 2012 California English Language Development Standards are tested.

Alternate ELPAC

- Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.
- Both the Alternate Initial and Alternate Summative ELPAC are computer-based.
- Alternate achievement standards derived from the 2012 California English Language Development Standards are

tested.

Physical Fitness Test

- Students in grades 5, and 7 will take the FITNESSGRAM ® which is the test used in California.
- The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.
- The Healthy Fitness Zones, which are established through the FITNESSGRAM ® , are tested.

STUDENTS WITH EXCEPTIONAL NEEDS INDIVIDUALIZED EDUCATION PLANS (IEP)

5 C.C.R. 853, 853.5

Students in Special Education programs with Individualized Education Plans (IEP) are allowed accommodations such as, Braille, extended time, or the use of a reader, scribe, or calculator. The IEP must state the specific accommodation. Also, students with current plans under Section 504 of the Rehabilitation Act of 1973 specifying such accommodations will be tested with the prescribed accommodations. No other students are allowed testing accommodations.

Students with significant cognitive disabilities take the California Alternate Assessment (CAA).

DRESS CODE AND DISCIPLINE

DRESS AND APPEARANCE

BP/AR 5132

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy,

and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times.
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (EC 49066)

GANG-RELATED APPAREL

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (EC 35183) as well as reviewed at least once a semester and updated whenever knowledge of gang-related symbol information is received.

SUN PROTECTIVE CLOTHING AND SUNSCREEN

EC 35183.5 (b); AR 5132

Students when outdoors can wear sun protective clothing, including, but not limited to hats. Students may also apply sunscreen during the day without a doctor's note or prescription.

DISCIPLINE RULES

AR 5144, 5144.1, EC 35291;

The District is committed to maintaining safe, supportive, and positive school environments that promote student learning, responsibility, and appropriate conduct. Student discipline practices shall be consistent with state law, Board policy, and administrative regulation, and shall emphasize clear expectations, positive interventions, appropriate supports, and alternatives to exclusionary discipline when appropriate.

Each school shall maintain site-level discipline rules consistent

with law and District policy. Site rules shall be reviewed annually and communicated to students in a clear and age-appropriate manner. Parents/guardians, teachers, administrators, school security personnel if any, and students in grades 7 and 8 shall have the opportunity to provide input into site-level discipline rules as required by law. School staff are responsible for enforcing student discipline rules fairly and consistently.

CONDUCT

BP 5131

Students have the right to be educated in a safe, positive, and orderly learning environment. Students are expected to behave in a manner that respects the rights and safety of others and does not disrupt the school program while on school grounds, going to or coming from school, at school activities, or using District transportation.

District and school rules related to student conduct shall be communicated to students and parents/guardians. Prohibited conduct includes, but is not limited to, conduct that endangers others; discrimination, harassment, intimidation, bullying, cyberbullying, hate-motivated behavior, or sexual harassment; disruption of the school environment; damage or theft of property; obscene, profane, vulgar, or abusive language or acts; possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances; unauthorized use of mobile communication devices; academic dishonesty; dress code violations; tardiness or unexcused absence; failure to remain on school premises; and other conduct prohibited by law or District policy.

Students who violate District or school rules may be subject to appropriate intervention or discipline, including but not limited to referral to support services, loss of privileges, transfer to an alternative program, suspension, or expulsion, in accordance with law, Board policy, and administrative regulation. Students may also be disciplined for off-campus conduct when permitted by law, including conduct that poses a threat to the safety of students, staff, or District property or substantially disrupts school activities.

r district property, or substantially disrupts school activities.

TOBACCO

BP 5131.62

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (Education Code 48900, 48901)

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

Tobacco products include: (Business and Professions Code

22950.5; Education Code 48901)

1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

ALCOHOL AND OTHER DRUGS

Unless otherwise authorized by law, students shall not possess, use, or sell alcohol or other drugs and related paraphernalia on school grounds or at school-sponsored activities.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs.

Any student found to be selling a controlled substance listed in Health and Safety Code 11053-11058 shall be recommended for expulsion in accordance with Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to appropriate behavioral interventions or student assistance programs, and may be subject to discipline on a case-by-case basis.

The district may use alternatives to the referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid, to the extent any alternative utilized is not in conflict with any law requiring that referral. (Education Code 49414.4)

SUSPENSION AND EXPULSION

BP/AR 5144.1

The District is committed to maintaining a safe, orderly, and inclusive learning environment. Disciplinary actions, including suspension and expulsion, are applied in accordance with California law and Board policy.

Grounds for Suspension or Expulsion

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs,

including, but not limited to, the following: (Education Code 48900(s))

- While on school grounds
- While going to or coming from school
- During lunch, whether on or off campus
- During, going to, or coming from a school-sponsored activity

Examples of mandatory recommendation and mandatory expulsion acts:

- Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
- Selling or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
- Possessing an explosive as defined in 18 USC 921

Refer to AR 5144.1 for all grounds for suspension and/or expulsion for grades K-12, including Bullying (Education Code 48900(r)) for which the Superintendent or principal has discretion to recommend expulsion.

Refer to AR 5144 for additional grounds for suspension and/or expulsion that apply to students in grades 4–12, including sexual harassment and hate violence. (Ed. Code §§ 48900, 48900.2–48900.4) for which the Superintendent or principal has discretion to recommend expulsion.

Expulsion may be recommended if other interventions fail or the student poses a continuing safety risk.

Students expelled will be referred to appropriate alternative education programs.

Students will not be suspended or expelled for truancy, tardiness, absenteeism, or for disruption/willful defiance (except by teacher suspension in some cases).

Use of Suspension

Suspension is only used when other means of correction have failed—except for certain serious violations or if a student poses an immediate danger. Whenever possible, students will remain in supervised on-campus suspension and continue academic work. Teachers may suspend students from their class for one to two days for specified violations. (Ed. Code § 48910)

Due Process and Parent Rights

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or

designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. AR 5144.1 (Education Code 48911, 48915, 48915.5, 48918)

Before suspension, students will be given an informal conference to hear the reasons and present their side. Parents will be notified by phone and in writing.

Students recommended for expulsion have the right to:

- Receive written notice of the hearing at least 10 days in advance
- Be represented by an attorney or advisor
- Review and present evidence
- Question witnesses

Parents also have the right to appeal an expulsion to the County Board of Education within 30 days.

Special protections and notice procedures apply for foster youth, homeless students, and Indian children.

Student Records

Suspension and expulsion records are kept in accordance with state law and shared with other districts upon request when a student transfers. (Ed. Code §§ 48900.8, 48915.1)

SCHOOL SAFETY

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

RESPECT AND CIVILITY

The Governing Board believes everyone, students and district employees, deserves to be treated with respect and kindness. 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, parents, 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 administrator or superintendent and/or may be subject to arrest.

- Students are expected to:
- Attend school punctually and regularly
- Conform to school rules
- Obey all the directions of the teacher and others in authority promptly

- Observe good order and propriety of deportment
- Be diligent in study
- Be respectful to the teacher and others in authority
- Be kind and courteous to classmates
- Refrain from the use of profane and vulgar language at all times.

ANTI-BULLYING

BP 5131.2

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation

related to bullying shall be subject to disciplinary action, up to and including dismissal.

SEARCH AND SEIZURE

BP 5145.12

School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

VANDALISM

P.C. 594, BP 5131.5

When someone else's property is maliciously defaced with graffiti or other inscribed material, damaged, or destroyed and those convicted face fines, imprisonment and the requirement to clean up the damage or perform community service. Parents/guardians may be liable to pay fines and/or required to participate in the cleanup.

MONITORING YOUR CHILD'S INTERNET USE

Parents/guardians be aware of what your child is viewing and with whom they are "chatting". Check periodically what websites your children are visiting, sites such as: Facebook, Instagram, and various chatrooms to protect your children from sex offenders and other dangers that can occur with internet use.

IMPERSONATION ON THE INTERNET

EC 48900, P.C. 528.5

Pretending to be another pupil or real person other than yourself on the internet or through other electronic methods to harm, intimidate, threaten, or defraud is punishable by a fine or imprisonment for up to one year

MOBILE COMMUNICATION DEVICES

EC 48901.5, BP 5131.8

Student use of smartphones, smart watches, and other mobile communication devices may be beneficial in some circumstances but can also disrupt instruction. While on campus or under the supervision of District employees, students may use mobile communication devices only as permitted by District policy, school rules, or staff direction.

Students shall not use mobile communication devices at school or under District supervision except in an emergency or perceived threat of danger; with permission from a teacher or administrator; when determined necessary for the student's health by a licensed physician or surgeon; or when required by the student's individualized education program. Devices shall not be used in any manner that violates the privacy rights of others.

Unauthorized use may result in discipline and temporary confiscation of the device. Personal electronic devices shall not be searched without parent/guardian consent except as permitted by law, including with a warrant, in certain emergencies involving danger of death or serious physical injury, or as otherwise permitted under Penal Code 1546.1. Students may also be disciplined for off-campus use of a mobile communication device when the conduct poses a threat to student, staff, or District safety or substantially disrupts school activities. The District is not responsible for lost, stolen, or damaged devices brought to school or school activities.

COMPREHENSIVE SAFETY PLAN

BP 0450

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (EC 32281, 32286)

SEX OFFENDER INFORMATION

BP 3515.5

In order to protect students while they are traveling to and from school, attending school, or at a school-related activity, the Governing Board believes it is important that the District responds appropriately when a law enforcement agency contacts the District about registered sex offenders who may reside or work within district boundaries.

The Superintendent's designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt of such information. The Superintendent or designee shall also establish procedures for notifying appropriate staff as necessary.

Any district employee to whom sex offender information is disclosed by a law enforcement entity shall disclose the information only when authorized by the law enforcement entity and in the manner authorized.

When law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Superintendent or district liaison shall collaborate with local law enforcement in order to determine an appropriate response.

SAFE STORAGE OF FIREARMS

California law requires local educational agencies to annually notify parents/guardians of child access prevention laws and laws related to the safe storage of firearms. Parents/guardians and firearm owners may face criminal and civil penalties if they fail to

safely store firearms and a child or prohibited person gains access to them.

Firearms kept in a residence must be securely stored whenever they are not being carried or readily controlled by a lawful authorized user. A firearm is considered securely stored when it is maintained within, locked by, or disabled using a certified firearm safety device or secure gun safe. It is also a crime to negligently store or leave a firearm where a child is likely to gain access without permission. Penalties may be more severe if a child or prohibited person gains access to a firearm and causes injury, death, carries it off-site, brings it to school or a school activity, or unlawfully brandishes it.

For more information, families may visit the California Department of Justice firearm safety resources.

Legal References: Education Code 48986, 49392; Penal Code 25100–25125, 25145, 25200–25220.

THREATS OF HOMICIDE AT SCHOOL

SB 906

Under SB 906, school districts in California are required to take specific actions when a student makes a threat of homicide at school. The district must immediately report credible threats to law enforcement and assess the threat through a school team that includes mental health professionals. Districts must also verify whether the student has access to firearms and notify parents or guardians if such threats are made. These measures aim to ensure student safety and prevent potential school violence.

RESPONSE TO IMMIGRATION ENFORCEMENT

BP/AR1445

The District is committed to providing a safe, welcoming, and nondiscriminatory learning environment for all students and families, regardless of citizenship or immigration status. All children have the right to a free public education regardless of immigration status or religious beliefs.

Except as required by law, court order, judicial warrant, or valid judicial subpoena, District staff shall not solicit or collect information about a student's or family's citizenship or immigration status, deny equal access or opportunities based on immigration status, or disclose student or family information to an agency conducting immigration enforcement without parent/guardian consent. District resources and data shall not be used to create a list, registry, or database based on national origin, immigration status, religion, or other protected characteristics.

Requests from immigration enforcement officers for access to student information, school sites, District transportation, nonpublic areas, or students will be handled in accordance with law, Board policy, and administrative regulation. Parents/guardians will be notified of requests involving their child unless prohibited by law, court order, judicial warrant, valid judicial subpoena, or as otherwise provided by law.

Legal References: Education Code 200, 220, 234.1, 234.7,

TRANSPORTATION SCHOOL BUS EMERGENCY TRAINING

EC 39831.5 (a) BP 3543

Students who ride a school bus or student activity bus will receive instruction in school bus emergency procedures and passenger safety as required by law. Instruction may include safe loading and unloading, safe street crossing, proper passenger conduct, use of passenger restraint systems when applicable, location of emergency equipment, and bus evacuation procedures.

Students in prekindergarten through grade 8 who receive home-to-school transportation will receive this safety instruction at least once each school year, including an emergency evacuation drill. Students riding a school bus or student activity bus for a school activity trip will receive safety instructions before departure.

MITIGATION OF ENVIRONMENTAL HAZARDS

CFR 763.93 BP 3514; BP/AR 3414.1

The Governing Board recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Superintendent or designee shall regularly assess school facilities to identify environmental health risks and shall develop strategies to prevent and/or mitigate environmental hazards. He/she shall consider the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff and students, including the impact on student achievement and attendance.

PESTICIDE USE

AR 3514.2, EC 17611.5, 17612, 48980.3

The district is providing parents the name of all pesticide products expected to be applied at school facilities this school year. The identification includes the name and active ingredients. Only fully certified pesticides can be used on school grounds. The schools' Integrated Pest Management Plan (IPM) is updated each year. The IMP, pesticide names and active ingredients and application dates are posted on the school and/or district website.

<https://www.corningelementary.org/District/Departments/Maintenance-and-Operations/index.html>

Parents may wish to register with the school or district if they wish to receive notification of pesticide applications at a particular school or facility. Notice of an application and written notice of unlisted pesticide use will be given 72 hours in advance. When an emergency application is needed, 72 hours' notice will be the goal. Each area of the school where pesticide is being used will be identified by a posted warning 27 hours before (or upon application, if an emergency) through 72 hours after use. Further information is available from the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 94812-4015, www.cdpr.ca.gov.

PARENT INVOLVEMENT

PARENT INVOLVEMENT POLICY

BP/AR 6020

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (EC 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

VOLUNTEER POLICY

BP/AR 1240

The District values parent/guardian and community involvement and encourages volunteers and visitors to support school programs in a manner that promotes student learning, safety, and school-community connection. To ensure the safety of students and staff and to minimize interruption to the instructional program, all volunteers and visitors must follow District procedures, Board policy, and site directions.

All persons who are not students or staff members must report directly to the school office immediately upon entering any school building or school grounds when school is in session. Visitors and volunteers are required to check in through the District's visitor management system, which may include self-check-in through Raptor, provide proof of identity upon request, state the purpose for entering campus, and wear visible identification while on school premises. Visits during school hours should be arranged with the principal or designee, and conferences with teachers or administrators should be scheduled during noninstructional time whenever possible.

Volunteers may be required to complete District volunteer procedures before serving, which may include application, screening, tuberculosis risk assessment/examination, fingerprint clearance through the Department of Justice and Federal Bureau of Investigation, mandated reporter and/or child abuse prevention training, and other requirements depending on the nature and level of the volunteer assignment. Volunteers who supervise or provide instruction to students may be required to provide evidence of basic skills proficiency when required by law. The Superintendent or designee shall determine which volunteer positions require additional screening, training, or clearance.

The principal or designee may refuse, revoke, or limit visitor or volunteer access when an individual fails to register, does not follow school procedures, or when the individual's presence or conduct may disrupt school operations, interfere with the peaceful conduct of school activities, threaten student or staff safety, or violate law or District policy. No electronic listening or recording device may be used in a classroom without the permission of the teacher and principal. Individuals required to register as sex offenders must obtain written permission from the principal before entering school grounds and may be restricted from volunteer service as required by law.

Legal References: Education Code 35021, 35160, 45344.5, 45349, 49024, 49406, 51512; Penal Code 290, 290.95, 626.4, 626.7, 626.81, 627.3, 627.4, 627.5, 627.6, 627.7.

TECHNOLOGY ACCEPTABLE USE POLICY

STUDENT USE OF TECHNOLOGY AND INTERNET SAFETY

BP/AR 6163.4

The district supports the use of technology, including AI, as an essential part of student learning and digital citizenship. Technology shall be used to enhance, not replace, Board-adopted instructional materials and must align with district goals and academic standards.

Students may use district-provided technology, including AI tools, only in compliance with district policies on academic honesty, copyright, data privacy, and nondiscrimination. All students will receive instruction in:

- Proper and ethical technology use
- Academic honesty and copyright law
- Recognizing bias in AI-generated content
- Protecting personal data
- Evaluating online information

District technology includes any hardware, software, services, Internet access, applications (including AI apps), email, networks, smartphones, wearable devices, and other communication tools, whether district- or personally-owned but used for school purposes.

Teachers and staff must review digital tools and online sites for age appropriateness and instructional value. Students and parents/guardians must sign the district's **Acceptable Use Agreement** before access is granted. This agreement includes:

- User responsibilities
- Waiver of liability for system failures or misuse
- Indemnification of the district

Use of district technology is not private. The district may monitor student use without notice to ensure compliance. Personally owned devices may only be searched with *reasonable suspicion* of a violation of law or district rules. (*Education Code 49073.6; BP/AR 5125*)

Violations of district policy or the Acceptable Use Agreement may lead to:

- Suspension or limitation of technology access
- Disciplinary or legal action as appropriate

The district shall enforce internet safety protections on all computers with Internet access to block obscene or harmful content, including child pornography. (*20 USC 7131; 47 USC 254; 47 CFR 54.520; Penal Code 313*)

Prohibited activities include:

- Accessing or sharing threatening, obscene, or harassing content
- Hacking or spreading viruses
- Sharing others' personal information to threaten or harass

The district shall review and implement current best practices for:

- Cybersecurity and data privacy
- Protecting network infrastructure
- Responding to cyber threats
- Monitoring digital media content (*BP 5125*)

Students will receive age-appropriate instruction on:

- Safe behavior online and on social media
- Protecting personal information
- Recognizing and reporting cyberbullying, threats, or inappropriate content

FEES AND CHARGES

BP 3260

The district must provide all materials, supplies, and resources necessary for student participation in the educational program free of charge. No student shall be required to pay a fee, deposit, or other charge for participating in curricular or extracurricular activities that are an integral part of the educational program. (*Education Code 49010, 49011; 5 CCR 350*)

Permissible Fees

The Board may approve fees only when specifically authorized by law. In doing so, the Board will consider students' socioeconomic conditions and ability to pay.

Donations and Fundraising

The district may solicit voluntary donations and conduct fundraising activities, but:

- Participation must be strictly voluntary.
- Students may not be offered course credit or privileges in exchange for donations.
- Students may not be penalized for not participating.

Complaints

Complaints about illegal fees must follow the district's *Uniform Complaint Procedures* under BP/AR 1312.3. (*Education Code 49013*)

If a complaint is valid, the district must remedy the situation for all affected students as required by law. Information on the prohibition against unlawful student fees must be included in the district's annual notification. (*5 CCR 4600, 4622*)

Debt Collection

The district may pursue repayment of lawful fees but may not bill students or take negative action for unpaid debt. This includes: (*Education Code 49014*)

- Withholding grades, transcripts, or diplomas
- Denying class credit or participation in activities
- Blocking access to facilities or events

COMPLAINT PROCEDURES, NONDISCRIMINATION, SEXUAL HARASSMENT, AND TITLE IX

Every effort should be made to resolve concerns at the earliest possible stage. Open communication between parents/guardians, students, and school staff is encouraged. When appropriate, concerns regarding employee actions should first be communicated directly to the employee. If the concern cannot be resolved directly, a complaint may be submitted orally or in writing to the employee's immediate supervisor or the principal. Complaints regarding student discipline, student-to-student conflict, or general school policies should first be addressed by the principal. If the principal is unable to resolve the concern, a parent/guardian may contact the District Office at 530-824-7700. Retaliation for filing a complaint is prohibited by law and Board policy.

Uniform Complaint Procedures (UCP)

The District has adopted Uniform Complaint Procedures for the filing, investigation, and resolution of complaints alleging violations of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying, retaliation, student fees, accommodations for pregnant and parenting students, foster youth/homeless/military student rights, school safety plans, LCAP, physical education instructional minutes, and other programs or activities subject to the UCP. A copy of the District's Uniform

Complaint Procedures is available at any school office or the District Office.

The District official responsible for receiving, coordinating, and investigating UCP complaints and for compliance with state and federal civil rights laws is:

CUESD Superintendent/Designee
District Office
1005 Hoag Street
Corning, CA 96021
530-824-7700
manderson@cuesd.net

Williams Uniform Complaint Procedures

Williams complaints may be filed regarding insufficiency of textbooks or instructional materials, teacher vacancy or misassignment, or the condition of school facilities. A Williams complaint form is available at each school, and notices regarding Williams complaint rights are posted in classrooms as required by law.

Nondiscrimination

The District is committed to equal opportunity for all individuals in District programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, harassment, intimidation, or bullying based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, reproductive health decision making, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status, genetic information, or association with a person or group with one or more of these actual or perceived characteristics. All allegations of unlawful discrimination in District programs and activities shall be investigated and resolved in accordance with the District's Uniform Complaint Procedures.

Personally identifiable information collected for District programs shall be used only for authorized purposes in accordance with law. District resources and data shall not be used to compile a list, registry, or database based on protected characteristics, including race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status. District programs and activities shall also be free from discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources, consistent with law.

Sexual Harassment and Title IX

The District prohibits sexual harassment of students, employees, job applicants, interns, volunteers, contractors, and other persons with an employment relationship with the District. The District also prohibits retaliation against any person who reports, files a complaint, testifies, or otherwise participates in the complaint process.

Students who feel they are being or have been sexually harassed

on school grounds, at a school-sponsored or school-related activity, or through off-campus conduct that has a continuing effect on campus are strongly encouraged to immediately contact their teacher, principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

The Title IX complaint procedures shall be used to address any complaint governed by Title IX alleging that a student, while in a District education program or activity in which the District exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment:

1. A District employee conditioning the provision of a District aid, benefit, or service on the student's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking as defined in federal law.

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether allegations meet the definition of sexual harassment under Title IX shall be made by the District's Title IX Coordinator. Because a complainant has the right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure. The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

For more information, please visit the District's Title IX webpage, the California Office of Equal Opportunity, or the United States Department of Education Office for Civil Rights.

Referrals of Complaints to Other Agencies

Certain complaints may be referred to other agencies as required by law, including complaints involving alleged child abuse or neglect, child development program health and safety violations, employment discrimination or harassment, special education matters, food service program compliance, and discrimination in the District's food service program.

