Discipline Policy and Procedures

AND

Annual Notice of Rights and Responsibilities

2009-2010

CONEJO VALLEY
UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES DIVISION
1400 E. JANSS ROAD,
THOUSAND OAKS,
CA 91362-2198
For additional information or complete copies of Board Policies, regulations, and/or Education Code references, contact
Janet Cosaro, Assistant Superintendent
805-497-9511, ext. 239

For additional copies of this entire document, contact the school or the Office of Pupil Services
805-497-9511, ext. 296

Si usted desea este libreto en espanol por favor pidale una copia al director de la escuela.

Produced by
Conejo Valley Unified School District
Instructional Services Division
1400 East Janss Road
Thousand Oaks, CA 91362
Discipline Policy and Procedures and Annual Notice of Rights and Responsibilities

2009-2010
Welcome to the 2009-2010 school year!

School districts in California are required annually to notify students, parents, guardians and staff of specific information that will contribute to the overall functioning of the school district and the provision of a quality and safe educational program for our youth. For your convenience, the information has been consolidated into one document divided into two parts as follows:

SECTION A: Discipline Policy and Procedures for 2009-2010
This section contains specific District policies and procedures regarding the general conduct and responsibilities expected of each student. It opens with an important joint letter written by the School District’s Superintendent, Mr. Mario Contini and the Thousand Oaks Police Chief, Jeff Matson. Their commitment and dedication is to work in concert to ensure that a quality and safe environment can be provided in which students can learn, parents or guardians can participate and staff can facilitate learning. This section should be reviewed carefully with each student as preparation for their knowing what will be expected of them during the school year.

SECTION B: Annual Notice of Rights and Responsibilities for 2009-2010
This section, required of all school districts in California under Education Code 48980, is intended to notify parents, guardians and staff of specific rights and responsibilities that effect each individual, as outlined by Federal legislation and State Education Code. By law parents or guardians are also required to sign acknowledgment that this information was received. To accomplish this, please read the information carefully and then complete, sign, and return the Emergency Authorization Form which will be sent to you directly from your child’s(ren’s) school.

A complete copy of this handbook is available on the district website at: http://www.conejo.k12.ca.us/
If you have any questions, please contact your school directly.
We wish all of you a very successful, exciting and productive school year.

Sincerely,

Janet Cosaro
Assistant Superintendent
Dear Parents, Students, and Community Members:

The safety of students on school campuses in the Conejo Valley is a priority of the Thousand Oaks Police Department and the Conejo Valley Unified School District. Through the years our two agencies have developed a strong partnership, coupled with the close involvement of parents, students, and community members, to help keep our school campuses safe and secure.

In an effort to ensure safety on our campuses, the Police Department takes a strong stance against the possession of weapons and violent assaults on campuses. The School District supports this policy with the active help of the Board of Education.

The Police Department has a strict Juvenile Hall lodging policy for all students arrested for weapons violations and/or violent assaults that occur on school campuses. The discretionary practice of citing juveniles and releasing them to their parents from the police station for these types of violations will not occur absent mitigating circumstances, and only at the direction of the Watch Commander. Additionally, any crimes involving drug violations occurring on school campuses will be enforced to the full extent of the law. For instance, if a student is found in possession of marijuana, regardless of the amount, he or she will be arrested for the violation. This policy encompasses all students coming and going from the school campus.

The safety of students off campus in violation of school attendance laws is also a concern of the Thousand Oaks Police Department and the Conejo Valley Unified School District. In an effort to ensure the safety of students off campus, the Police Department will continue to enforce the “Daytime Loitering” Ordinance. This ordinance is an expansion of the City’s existing “Nighttime Loitering” Ordinance.

The daytime loitering ordinance applies to juveniles under 18 years of age who are absent from school and in a public area during school hours (Monday through Friday, 8:30 a.m. to 1:30 p.m.). The nighttime loitering ordinance applies to juveniles under 18 years of age who are loitering in a public area between the hours of 10:00 p.m. and 6:00 a.m., any day of the week. Juveniles found in violation of these ordinances may be warned, given a citation and/or transported back to school, home or to the police station, depending on the circumstances of the violation. Juveniles with appropriate reasons to be away from school or out late at night will not be in violation of these ordinances.

It is our hope that your influence and counseling concerning the seriousness of weapons and drugs on campus, and daytime/nighttime loitering, will guide your child to positive choices so that these policies will seldom be used.

Thank you for your support.

Jeff Matson, Chief of Police
Thousand Oaks Police Department

Mario V. Contini, Superintendent
Conejo Valley Unified School District
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Discipline Policy and Procedures -

INTRODUCTION

We look forward to having you as a member of the Conejo Valley Unified School District community for the 2009-20100 school year. We care about the students attending our public schools and want them to receive the finest educational opportunities possible.

The purpose of this section is to provide you with information to assure you that your Board of Education vigorously supports learning within a framework of academic excellence, discipline, and orderliness. We believe that students in public schools should progress from being adult-directed, with minimal application of disciplinary measures, to being self-directed. We are proud of all of our students, in our school system. They have proven themselves to be good citizens and scholars in the classroom and in the community.

The information provided in this Section A will probably never be needed or used by you. However, it is important that you, as a parent, are aware of the Board of Education Policy and Procedures which are followed when disciplinary situations arise. With this awareness, you will also be able to assist in helping your child understand the importance of conducting themselves appropriately, leading to a successful school year. Ultimately, the goal is for your child to enjoy a rich learning experience in our Conejo schools. We look forward to supporting all of our students in that endeavor.
I

GENERAL CONDUCT

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation. Thus:

A. Students shall show by their conduct consideration for the rights and privileges of others and will demonstrate cooperation with all members of the school community.

B. Students shall evidence respect for constituted authority by following rules and regulations of the school, by attending regularly, and by complying with those provisions of civil and criminal law that apply to the conduct of juveniles or minors.

C. Students should assume the responsibility for diligent work in order to profit from the educational experiences provided.

D. Students shall be helped in all ways possible to enable them to take advantage of their educational activities.

E. Parents, community organizations, and other governmental agencies will be involved in obtaining the best behavioral performances possible by students.

Bd. Pol. 5131 Conduct
II

PROHIBITED STUDENT CONDUCT

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers. Prohibited student conduct includes but is not limited to:

A. **Obstructing or disrupting** any authorized activity conducted under the authority of the Board of Education or its employees, such as:
   1. **performing** activities that indicate intent to conflict with school-sponsored events or with the proper functioning of the regular school program,
   2. **preventing** a student, teacher, or other school authorities from attending a class,
   3. **obstructing or disrupting** the orderly functioning of the classroom or school environment,
   4. **using** force, violence, threat, intimidation, extortion or coercion to obstruct any school officials in the performance of their duties, or
   5. **failing** to comply with the direction of police or any other law enforcement officers while they are acting in the performance of their duties on the school grounds;

B. **Engaging** in any conduct that endangers students, staff, or others such as
   1. **conspiring** to engage in harassment of students or staff, such as bullying, cyberbullying, hazing or initiation activity, ridicule, extortion, or any verbal, written, or physical conduct that causes or threatens to injure, degrade, or disgrace, or tends to injure, degrade, or disgrace any fellow student or staff member (E.C.32051),
   2. **engaging** in any form of sexual harassment,
   3. **selling, buying, igniting or possessing** fireworks of any kind while under the jurisdiction of the school,
   4. **possessing, selling, or furnishing** any firearm, knife, explosive or other dangerous object,
   5. **possessing or using** of a laser pointer, without permission being given,
   6. **smoking, possessing or selling** of tobacco products on or within any school or district property,
   7. unlawfully **possessing, using, selling, or giving away** or otherwise furnishing to another or be under the influence of any controlled substance, as defined in Section 11007, Health and Safety Code, or of any alcoholic beverage or intoxicant of any kind;

C. **Engaging** in conduct such as:
   1. **using** profane, vulgar, or abusive language,
   2. **using** plagiarism or dishonesty in school work or on tests,
   3. **being** inappropriately dressed,
   4. **being** tardy or unexcused from school,
   5. **failing** to remain on school premises in accordance with school rules,
   6. **entering or using** in any unauthorized manner any school facilities, including buildings, grounds, and equipment, or
   7. **engaging** in damage to or theft of property belonging to students, staff, or the district.
III
AREAS OF RESPONSIBILITY

A. PARENT/ GUARDIAN

The Parent/Guardian shall:

1. adhere to existing laws governing the conduct and education of their children.

2. comply with Compulsory Education Laws E.C. 48200, 48400, 48450, and 48454 which state that:
   a. A person between the ages of 6 and 16 years, not exempted, is subject to compulsory full-time education.
   b. A person between the ages of 16 and 18 years shall attend school in an approved program unless he/she has received a high school diploma or its equivalent.

3. be liable for any misconduct resulting in injury or death to any student, or to any persons employed by or volunteering for the School District. The liability of the parent or guardian shall not exceed $25,000 (E.C. 48904(a), Civil Code 1714.1)

4. be liable for any defacement or injury to any real or personal property belonging to the school district or any school employee. The liability of the parent or guardian shall not exceed $25,000. (E.C. 48904(a), Civil Code 1714.1)

5. be liable for all property belonging to the school district which is loaned to the student and not returned upon demand of an employee of the District. The liability of the parent or guardian shall not exceed $10,000. (E.C. 48904(a), Civil Code 1714.1)

6. ensure compliance with the Vehicle Code regarding bicycle and automobile regulations in the vicinity of and on school property.

   Bd. Pol. 5020 Parental, E.C. 48200, 48400, 48450, 48454, 48904(a), and Civil Code 1714.1

B. STUDENTS

Every student shall:

1. attend school punctually and regularly;

2. conform to the regulations of the school;

3. obey promptly all the directions of his/her teacher and others in authority;

4. observe good order and propriety of deportment;

5. be diligent in study;

6. be respectful to his/her teacher and others in authority;
7. be kind and courteous to schoolmates;
8. refrain entirely from the use of profane and vulgar language.
9. comply with all safety rules and regulations (e.g. use of bicycle helmets). (Title 5, Section 300)

**C. BOARD OF EDUCATION**

The Board of Education shall:

1. hold all school personnel, through the Superintendent, responsible for the control and proper conduct of students while under the legal supervision of the school.
2. give full support, and mutual cooperation shall be expected of all school personnel in the administration of District policy.

**D. ADMINISTRATORS**

The Superintendent shall:

1. establish procedures to carry out Board of Education discipline policy.
2. hold all school personnel, students and parents responsible for the Board of Education policy and the conduct of children in the schools of the Conejo Valley.
3. notify the parent/guardian of all students of the availability of the District policy pertaining to student discipline. (E.C. 35291)

The School Administrator shall:

1. initiate and enforce a set of school rules to facilitate effective learning and promote attitudes and habits of good citizenship.
2. communicate the rules for student discipline to the continuing students at the beginning of the fall semester, and to transfer students at the time of their enrollment. (E. C. 35291)
3. support the classroom teacher in his/her efforts to promote improved and acceptable behavior of students.
4. by telephone, letter or personnel conference, notify parents/guardians of student offenses considered serious by the administrator.
5. involve parents, community organizations and other government agencies in obtaining the best behavioral performances possible by students.
6. maintain documented records of deviant student behavior as a means of helping in the guidance of the students, as a record for parental conferences, as reference for authorized
agencies and for supporting evidence where suspension or expulsion may become necessary.

7. cooperate with law enforcement personnel.

8. always remain cognizant of his legal and professional responsibilities to the District and to the students.

9. be responsible for the administration, management, instructional program, and operation of the school.

Bd. Pol. 2000 Concepts and Roles/Administration and E.C. 35291

E. TEACHERS

The Teacher shall:

1. conduct a well-planned and effective classroom program.

2. initiate and enforce a set of classroom regulations that facilitate effective learning.

3. cooperate with administrators and other classroom teachers in enforcing general school rules and appropriate campus behavior.

4. follow procedures outlined in each school’s handbook in handling discipline problems for which he/she is directly responsible.

5. make prompt referrals when a student’s conduct and record indicate that more than routine controls are needed.

6. remove any student whose behavior seriously disrupts the learning atmosphere of the class, and cooperate with the administrator in his/her effort to promote improved and acceptable behavior of students.

Bd. Pol. 4100 Concepts and Roles/Teachers

F. CLASSIFIED PERSONNEL

Classified Personnel shall be responsible to assist in maintaining student behavior in those areas specifically authorized and assigned by the Superintendent and/or principal, except when health, welfare, safety of others or plant security is jeopardized.

Bd. Pol. 4200 Concepts and Roles/ Classified Personnel

G. LAW ENFORCEMENT PERSONNEL

When requested by citizens or school district personnel, the police department and other law enforcement agencies are authorized to enter school district property as necessary to ensure the safety of persons and the protection of school district property.
IV
ADMINISTRATIVE PROCEDURES

The Board of Education recognizes that each student is an individual and that control and correction of student misconduct must be handled on an individual basis. The following examples are procedures that will be used for disciplinary purposes. (See Recommended Discipline Actions: Appendix A-1)

**Bd. Policies 5131 Conduct and 5144 Discipline**

**A. CONFERENCES**

Misconduct indicates the need for a comprehensive look at the student’s behavior to determine possible causes and probable corrective measures.

Conferences may involve some or all of the following people: students, teachers, psychologists, counselors, attendance officers, school administrators, parents, and District Office personnel.

**B. STUDENT STUDY TEAM**

Misconduct of a continuing nature indicates the need for a comprehensive look at the student’s behavior to determine possible causes and probable corrective measures. The Student Study Team which may include some or all of the following people: student, teachers, psychologist, counselors, attendance officer, school administrator, parents, and District Office personnel, will review the student’s behavior, develop and monitor a plan for assistance.

**C. BEHAVIORAL CONTRACT**

A behavioral contract may be written before or after disciplinary action for any act of misconduct, including nondiligence in studies. Parent will be provided with a copy of the contract when this action is taken.

The District encourages the use of performance contracts, whereby student/District-determined goals in academic/behavior areas are specifically and expressly stated. The student is held accountable for the achievement of these mutually agreed upon goals.

**D. REMOVAL FROM CLASS**

A student who creates a safety hazard in class or commits severe disruptive infractions in class may be administratively removed from that class to a study hall and issued a “W” (Withdrawn) grade. The “W” grade will be posted on the student’s transcript reflecting zero credit attempted, zero credits earned.

**E. PROBATION**

A student may be placed on probation before or after disciplinary action for any act of misconduct, including non-diligence in studies. Parents will be notified in writing when this action is taken.
F. DETENTION

A student shall not be detained in school for disciplinary or other reasons for more than one (1) hour after the close of the maximum school day. (Title 5, Section 353)

The governing board of a school district may adopt reasonable rules and regulations to authorize a teacher to restrict for disciplinary purposes the time a pupil under his or her supervision is allowed for recess. (Ed Code 44807.5)

The parent or guardian shall be notified in advance of the detention of a student, with at least twenty-four (24) hours advance notice in the case of a student who is bused.

Education Code 44807.5 and Title 5, Sections 352-353

G. SATURDAY SCHOOL PROGRAM

The Saturday School Program is designed to provide an additional disciplinary option between after-school detention and formal suspension or as a “make-up” day for a student’s full day truancy. A supervising teacher coordinates the assigned tasks, makes individual student work assignments, supervises the completion of tasks, and evaluates the work done by the students each time the program is carried out. The program design is 1 to 2 hours of study time, and the remainder of the time is spent on tasks such as cleaning the campus and gardening. For students who are making up a day of truancy, the entire time of 4 hours is spent on classroom work and assignments.

Description of the program:
1. Each parent whose student is assigned to the program is contacted and a written contract is sent home. The reason for the assignment and the extent of the tasks (both study time and work time) are explained to the parent.
2. The student reports to school at 8:00 a.m. and works on assigned tasks until 12:00 noon.
3. An evaluation of the work accomplished by each student is made by the supervising teacher. If the work is not satisfactory, no credit is given, and the student will be required to make up the time. If at any time during the work period a student becomes a discipline problem, the parent will be contacted and the student sent home. If this occurs, no credit is given, and an out-of-school suspension may follow.

H. LOSS OF CREDIT OR REMOVAL FROM COURSE (HIGH SCHOOL)

The Academic Honesty Policy requires that a student will be removed from the course, placed in a Study Hall, and given a grade of Fail for the semester if there is a second infraction of the policy. (See section on Academic Honesty, Bd. Pol. 5131.9)

Bd. Policy 5131.9 Academic Honesty
I. TRUANCY

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three (3) days in one school year or tardy without valid excuse in excess of 30 minutes on each of more than three days in one school year is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.

E.C. 48260 Definition of a Truant

Upon a pupil’s initial classification as a truant, the school district shall notify* the student’s parent or guardian, by first-class mail or other reasonable means, of the following:

1. That the pupil is a truant;
2. That the parent or guardian is obligated to compel the attendance of the pupil at school;
3. That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27;
4. That alternative educational programs that are available in the district and that may be appropriate to assist the pupil;
5. That the parent or guardian has the right to meet with appropriate school personnel and/or the School Attendance Review Board (SARB) to discuss solutions to the pupil’s truancy;
6. That the pupil may be subject to prosecution under Section E.C. 48264;
7. That the pupil may be subject to suspension, restriction, or delay of the pupil’s driving privilege pursuant to Section 13202.7 of the Vehicle Code;
8. That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

*Letters of notification are available from the office of Pupil Services.

Bd. Pol. 5113.1 Truancy
E.C. 48260.5 Notice to Parent or Guardian

J. LEAVING SCHOOL GROUNDS

A pupil may not leave the school premises at recess, or at any other time before the regular hour for closing school, except in the case of emergency, or with the approval of the principal of the school.

1. Elementary and Middle School
   With the approval of the principal, pupils may go home for lunch during the scheduled lunch period if there is parent permission on file in the school office.
2. **High School**
The Board of Education has granted approval for a lunch permit program allowing 11th and 12th grade students to leave and return to campus during each student’s lunch period. Because the Board believes that leaving campus for lunch is a privilege to be earned, the conditions of satisfactory citizenship, academic standing, and attendance must exist. Further, *neither the school district nor any officer or employee thereof shall be liable for the conduct nor safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.* (E.C. 44808.5) Thus:

a. Pupils in grades 11 and 12 may participate in the school’s lunch permit program providing they have applied and met the criteria established by the district.

b. At the end of the Spring semester each 10th grade class will apply to the principal for the off campus lunch privilege for the following year. Attendance and citizenship as 9th and 10th graders will be taken into consideration as a basis for approval.

c. Individual eligibility will be determined by having: 1) at least a 2.0 GPA in the previous semester and 2) no more than three (3) class periods and no full-day truancies during the previous semester. Any student not meeting the criteria each semester will lose eligibility for the following semester.

d. Abuse of the lunch pass privilege will be the removal of the off campus pass for the rest of the semester.

   **Bd. Pol. 5112.5, and EC 44808.5**

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**K. EXCLUSION FROM ATTENDANCE**

The Board of Education may exclude from attendance on regular school classes any child whose physical or mental disability is such as to cause his attendance to be inimical to the welfare of other students. Ed. Code Section 48211 sets forth the following reasons for exclusions:

1. When a student displays filthy or vicious habits.
2. When a student has a contagious or infectious disease.
3. For lack of proper immunization for up to five (5) days.
4. When a principal determines that the continued presence of the child would constitute a clear and present danger to the life, safety, or health of pupils or school personnel.

   **Bd. Pol. 5112.2 Exclusion from Attendance and E.C. 48211-482**

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**L. SUSPENSION**

**Definition** (E.C. 48925)
"Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean any of the following:

1. Reassignment to another education program or class at the same school where the pupil will receive continuing instruction for the length of day prescribed by the governing board for pupils of the same grade level.
2. Referral to a certificated employee designated by the principal to advise pupils.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal's designee as provided in Section 48910. Removal from a particular class shall not occur more than once every five school days.

Grounds for Suspension (E.C. 48900, 48900.2, 48900.3, 48900.4, 48900.5, 48900.7, 48901.5, 48902, 48906, 48915(b), 48915(h))

1. A pupil shall not be suspended from school or recommended for expulsion unless the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions E.C. 48900 (a) to (q), (s) to (t) and E.C.48900.2, 48900.3, 48900.4, 48900.5, 48900.6 and 48900.7

   a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person or (2) willfully used force or violence against another person, except in self-defense. (E.C. 48900)

   b. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the pupil has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (E.C. 48900) The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code. (E.C. 48915(h))

   c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, as listed in Chapter (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (E.C. 48900)

   d. Unlawfully offered, arranged, or negotiated to sell a substance, listed in Chapter 2, commencing with Section 11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind and either sold, delivered, or otherwise furnished to a person another liquid, substance or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (E.C. 48900)

   e. Committed or attempted to commit robbery or extortion. (E.C. 48900)

   f. Caused or attempted to cause damage, including tagging and graffiti, to school property or private property.

   g. Stolen or attempted to steal school property or private property. As used in this section, school property includes, but is not limited to, electronic files and databases. (EC 48900)

   h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products. (E.C. 48900)

   i. Committed an obscene act or engaged in habitual profanity or vulgarity. (E.C. 48900)

   j. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code (HSC)

   k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (E.C. 48900)

   l. Knowingly received stolen school property or private property. (E.C. 48900)
m. Possessed an imitation firearm, which is defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (E.C. 48900)

n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in section 243.4 of the Penal Code. (E.C. 48900)

o. Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both. (E.C. 48900)

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (E.C. 48900)

q. Engaged in, or attempted to engage in, hazing as defined in E.C. Section 32050. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

r. Engaged in an act of bullying, but not limited to, bullying committed by means of an electronic act directed toward a pupil or school personnel.

t. A pupil who aids or abets, as defined in Section 31 of the Penal Code (PC), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision 48900(a). (E.C. 48900)

**EC 48900.5 Limitations on Imposing Suspension**
Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of section 48900 or that the pupil’s presence causes a danger to persons or property or threatens to disrupt the instructional process.

**EC 48900.7 Terroristic Threats**
A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both. Terroristic threat shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or
for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened that of his or her immediate family.

**EC 48901.5 Possession or Use of Electronic Signaling Devices (e.g. Cellular Phones, and Other Mobile Communication Devices)**
The governing board or its designee may regulate the possession or use of any electronic signaling device by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees. No student shall be prohibited from possessing or using and electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student’s health and the use of which is limited to health-related purposes.

Students may possess or use on school campus personal electronic signaling devices including but not limited to, pagers and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day. Further, in accordance with Board Policy (5145.12) on search and seizure, a school official may search a student’s mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

Students shall not use mobile communication devices, even in hands-free mode, while driving on school grounds or to or from a school-related activity.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance to Board Policy and Administrative Regulations.

The following three (3) violations apply only to pupils in grades 4 through 12:

**EC 48900.2 Sexual Harassment**
A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3 inclusive.

**EC 48900.3 Hate Violence**
A pupil in any of grades 4 to 12 may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
EC 48900.4 Harassment, Threats or Intimidation
A pupil enrolled in any of grades 4 to 12 may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating intimidating or hostile educational environment.

2. No pupil shall be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:
   a. While on school grounds
   b. While going to or coming from school.
   c. During the lunch period, whether on or off school campus.
   d. During, or while going to or coming from, a school sponsored activity. (E.C. 48900)

3. The principal or Superintendent of Schools shall immediately suspend any pupil and shall recommend expulsion of a pupil who has committed any of the following at school or at a school activity off school grounds unless it is found that the expulsion is inappropriate, due to the particular circumstance (E.C. 48915(b))
   a. Possessing, selling, or otherwise furnishing a firearm.
   b. Brandishing a knife at another person.
   c. Unlawfully selling a controlled substance.
   d. Committing or attempting to commit a sexual assault as defined in E.C. 48900(n)
   e. Possession of an explosive.

4. The principal of a school or the principal's designee shall, prior to the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of any act of the student which involves the a) possession or sale of narcotics or b) assault with a deadly weapon or instrument other than a firearm or c) by means of force is likely to produce great bodily injury. (E.C. 48902 and P.C. 245)
   When a principal or other school official releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken. (E.C. 48906)

Suspension by Teacher (48900.1 and 48910)
1. A teacher may suspend any pupil from his/her class, for any of the acts enumerated in E.C. 48900 for the day of the suspension and the day following.
2. The teacher shall immediately report the suspension to the principal and send the pupil to the principal or the principal's designee for appropriate action. If such action requires the student to remain at the school site, the pupil shall be under the direct supervision of a school employee.
3. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension.
a. Whenever practicable, a school counselor or school psychologist shall attend the conference.
b. A school administrator shall attend the conference if the teacher or the parent or guardian so requests.

4. The teacher may require the parent or guardian of the pupil to attend a portion of a school day in his/her child’s classroom as provided by Education Code 48900.1 if the student has violated Board Policy.

5. The pupil shall not be returned to the class from which suspended, nor to any other regular class, during the period of suspension.

6. A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or principal's designee for consideration of a suspension from the school. (E.C. 48910)

Suspension by Principal or Designee or Superintendent (E.C.48903, 48911, 48912.5, 48913 48925)

1. The principal of the school, the principal’s designee, or the Superintendent of Schools may suspend a pupil from the school for any of the reasons enumerated in Section 48900 et al, and pursuant to Section 48900.5, for no more than five consecutive schooldays.*

2. Suspension by the principal, the principal’s designee, or the Superintendent shall be preceded by an informal conference which is conducted by the principal or the principal’s designee or the Superintendent of Schools between the pupil and, whenever practicable, the teacher or supervisor or school employee who referred the pupil to the principal or the principal’s designee or the Superintendent of Schools. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. (E.C. 48911)

3. A principal, the principal’s designee, or Superintendent may suspend a pupil without affording the pupil an opportunity for a conference only if the principal, principal’s designee, or Superintendent determines that an emergency situation exists.
   a. The term “emergency situation” . . . means any situation determined by the principal, his or her designee, or Superintendent to constitute a clear and present danger to the lives, safety or health of pupils or school personnel.
   b. If a pupil is suspended without a conference prior to suspension, a conference . . . shall be held as soon as practicable, but not later than two (2) schooldays* from the day the suspension is ordered.

   * “School day” means a day upon which the schools of the District are in session or weekdays during the summer recess. (E.C. 48925)

4. At the time of suspension a school employee shall make a reasonable effort to contact the pupil’s parent or guardian in person or by telephone. Within one (1) school day of the beginning of a suspension, a school employee shall mail a notice to the parent or guardian.

5. A school employee shall report the suspension of a pupil, including the cause therefore, to the Superintendent.

6. The parent or guardian of any pupil shall respond without delay to any request from school officials to attend a conference regarding their child’s behavior. However,
   a. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference.
   b. Reinstatement of the suspended pupil shall not be contingent upon attendance by parent/guardian at such conference.
7. Except as provided in a. and b. below, no pupil shall be suspended for more than twenty (20) schooldays in one school year provided that:
   a. Eligible pupils currently enrolled in special education programs may not be suspended for more than ten (10) days in one (1) school year without agreement of the parent or a court order.
   b. If a pupil, for adjustment purposes, is transferred to, or enrolled in, another regular school, an opportunity class in his/her school of residence, an opportunity school or class, a continuation education school or class, additional days of suspension from school following such reassignment are limited to ten (10) in one (1) school year, for a total of no more than thirty (30) days of suspension in one (1) school year.
   c. In a case where suspension for the balance of the semester or expulsion is being processed by the governing board, the Superintendent or designee in writing, may extend the suspension until such time as a Board decision has been made — provided that the Superintendent or designee has determined in a meeting with the pupil and the parent or guardian that the presence of the pupil at school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process.
   d. The governing board of a school district may suspend a pupil attending a continuation school or class for a period not longer than the remainder of the semester if any of the acts enumerated in Section 48900 occurred. (E.C. 48903, 48911 and 48912.5)

8. A suspended pupil shall be allowed to complete all assignments and tests missed during the suspension which can be reasonably provided and, upon satisfactory completion, shall be given full credit therefore. The teacher of any class from which a pupil is suspended shall determine, pursuant to the provisions of this Article and the regulations of the governing board of the District, what assignments the pupil must make up and in what period of time the pupil must complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments which the pupil missed during the suspension. (E.C. 48913)

9. For the purposes of this section, a “principal’s designee” is one or more administrators, or if there is not a second administrator at the school site, a certificated person, specifically designated by the principal, in writing, to assist with disciplinary procedures. The principal may designate only one such person at a time as the principal’s primary designee for the school year. The name of such person shall be on file in the principal’s office. A second person meeting the requirements of this subdivision may be designated by the principal, in writing, to act for the purposes of this article when both the principal and the principal’s primary designee are absent from the school site. The name of the person shall be on file in the principal’s office. (E.C. 48911)

Request for Review by Superintendent. (Bd. Pol. 5144.1 and E.C. 48914)

1. If suspension is ordered by a principal, or his/her designee pursuant to Board Policy 457.4, the pupil or parent/guardian shall have the right to request a meeting with the Superintendent or designee. The meeting shall be held within three (3) schooldays of time request is received (457.5) “However, to ensure timely resolution of suspension appeals:
   a. The Request for Review must be written within five (5) school days of suspension.
   b. If the Superintendent or designee needs more than two (2) school days to complete the investigation, they shall inform the appellant in the most expedient manner and establish a date on which the decision will be rendered.
c. If the Superintendent or designee determines that the violation occurred and the penalty was appropriate, their decision is final.”

2. The Superintendent or designee shall determine if there was sufficient evidence to find that the alleged violation occurred and whether the penalty imposed was appropriate for the violation.

3. The pupil may designate a representative to be present with him/her at the meeting. Such representative shall not act as legal counsel for the pupil, unless legal counsel is present to represent the school district. At the meeting:
   a. the Superintendent or designee shall review all written documents in the case;
   b. the pupil and parent/guardian and representative may address the Superintendent or designee on the evidence and the appropriateness of the penalty.

4. The Superintendent or designee shall render a decision within two (2) schooldays.
   a. If the Superintendent or designee determines that no violation occurred:
      (1) all records and documentation regarding the disciplinary proceedings and suspension shall be immediately destroyed, and
      (2) no information regarding the meeting shall be placed in the pupil’s permanent record or file or communicated to any person not directly involved in the disciplinary proceedings.
   b. If the Superintendent or designee determines that the penalty imposed was inappropriate for the violation, all records and documentation concerning the suspension shall be revised to indicate only the facts leading to the penalty imposed by Superintendent or designee.

(Bd. Pol 5144.1 and E.C. 48914)

Suspension by Board (E.C. 48912)

1. The governing board may suspend a pupil from school for any of the acts enumerated in Section 48900 for any number of schooldays within the limits prescribed by Section 48903. (E.C. 48912)

2. The Board shall meet in closed session to consider suspension, or any other disciplinary action against a pupil unless the parent, guardian, or adult pupil has given written notice of the desire to have the hearing be public. Notice must be given to the clerk or secretary of the Board within 48 hours after being notified of the Board’s intent to call a closed session. Even if a public meeting is held, any discussion which might conflict with any other pupil’s right to privacy shall be held in closed session.

3. Before meeting to consider suspension or other disciplinary action against a pupil, the Board shall notify the pupil’s parent, guardian, or adult pupil of the intent to call a closed session. The notice shall be sent registered or certified mail, or by personal service.

Parent/Guardian Responsibility

1. When a pupil is suspended, the parent/guardian is responsible to ensure that the student is not present at the school or at school-related activities during the period of suspension.

(Bd. Pol. 5144.1 Suspension and E.C. 48900, 48900.1-48900.4, 48900.7,48901, 48901.5, 48902, 48906, 48912, 48914, 48915(b), 48925)
M. EXPULSION

Definition (E.C. 46300, 48915, 48917 and 48925)

“Expulsion” means removal of the pupil from (1) the immediate supervision and control, or (2) the general supervision of school personnel as those terms are used in E.C. 46300 and 48925.

Recommendations of Expulsion by Principal or Superintendent (E.C. 48915)

1. The principal or the Superintendent of Schools may recommend expulsion of any pupil for any suspendible offenses. (E.C. 48900 et, seq and E.C. 48915)

2. The principal or the Superintendent of Schools shall recommend a pupil’s expulsion for any of the following acts committed at school or at a school activity off school grounds. (E.C. 48900)
   a. Causing serious physical injury to another person, except in self-defense.
   b. Possession of any knife or other dangerous object of no reasonable use to the student.
   c. Unlawful possession of any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense of possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
   d. Robbery or extortion.
   e. Assault or battery, as defined by Penal Code 240 and 242, on any school employee.

3. The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
   a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred by the principal or principal’s designee. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
   b. Brandishing a knife as defined by Ed. Code 48915(g), at another person.
   c. Unlawful sale of any controlled substance as listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
   d. Committing or attempting to commit a sexual assault or sexual battery as defined in E.C. 48900(n).
   e. Possession of an explosive which means “destructive device” as described in Section 921 of Title 18 of the United States Code. (EC 48915(h))

Expulsion by Board

1. The Governing Board shall expel a student found to have committed any act described in 3. a), b), c), d), and e), immediately above. Upon expulsion, the Board shall refer the student to a County Community School Program. The Board shall refer the pupil to an alternative program of study that is appropriately prepared to accommodate students who exhibit discipline problems. The alternative program shall not be provided at a
comprehensive elementary, middle, or high school, or the school attended by the student at the time of the suspension period.
Pupils expelled for committing acts described immediately above as 3. a), b), c), d), and e) shall not be eligible to apply for readmission until one year from the date the expulsion occurred.

2. The Governing Board may also expel a student upon the recommendation of the Superintendent, principal, hearing officer, or administrative panel upon finding that pupil violated any subdivision of Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.5 or 48901.7, and
   a. That other means of correction are not feasible, or have repeatedly failed to bring about proper conduct; or
   b. Due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

3. The Board may expel a pupil who is currently enrolled in a special education program only if the Individual Educational Program Team has determined that the misconduct was not caused by, or a direct manifestation of, the pupil’s identified handicap or inappropriate placement at the time the misconduct occurred. The IEP Team’s determination shall be based upon a pre-expulsion educational assessment conducted in accordance with the guidelines of Section 104.35 of Title 34 of the Code of Federal Regulations, and shall include a review of the pupil’s health and discipline records. (E.C. 48915.5)

4. The Board may recommend a plan of rehabilitation for the pupil which may include, but not be limited to:
   a. periodic review
   b. assessment at the time of reapplication for admission
   c. counseling
   d. employment
   e. community service
   f. other rehabilitative programs

5. The Board may, after voting to expel a pupil, suspend the enforcement of the expulsion as follows:
   a. The suspended expulsion may be ordered for up to one calendar year.
   b. As a condition of the suspended expulsion, the Board may order the pupil assigned to any school, class, or program deemed appropriate for rehabilitation of the pupil.
   c. The student shall be considered to be on probationary status.
   d. The suspension of expulsion may be revoked by the Board upon the commission of any acts enumerated in Ed Code 48900 or any violation of the district’s rules and regulations governing student conduct. (E.C. 48917)

**Duration and Conditions of Expulsion (E.C. 48916)**

An expulsion order shall remain in effect until such time as the governing board may order the readmission of a student. At the time an expulsion of a student is ordered, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the student may apply for readmission to a school maintained by the District. Students expelled for committing acts described in Board Policy 458.2 F, G, H, I or J (2 a), b), c), d), or e) above under “Recommendation by Principal or Superintendent) shall be expelled for one year.

1. If a student is expelled, the student or parent/guardian may appeal within 30 days to the County Board of Education.
2. During the period of expulsion, the student is not to be physically present at any Conejo Valley Unified School District School or any school-related activities without the written consent of the principal.

Procedures for Expulsion and Readmission

Specific procedures for expulsion and readmission may be obtained from the Office of the Assistant Superintendent, Instruction.

**Bd. Pol. 5131 Expulsion and E.C. 46300, 48915 - 48917 and 48925**

**N. RECOMMENDED DISCIPLINARY ACTION**  
(APPENDIX A - 1)

The Guidelines for Administering Discipline to Students Who Have Violated Standards of Student Behavior can be found in the APPENDIX A of this document. These guidelines provide additional detail relative to specific acts committed by students and a spectrum of possible actions that shall be appropriate for a specific violation of law or district/school regulations. Within the minimum to maximum actions indicated in the guidelines, the administration shall determine the most effective action based upon knowledge of the facts of the incident and the concept of progressive discipline as an appropriate educational experience.

**Bd. Pol. 5131 Recommended Disciplinary Action**

**O. STUDENT GUIDE TO UNDERSTANDING AND AVOIDING HARASSMENT**  
(APPENDIX A - 2)

Information from the Student Guide to Understanding and Avoiding Harassment (Student Handout) can be found in Appendix B. It addresses providing an equal opportunity for all pupils to experience a harassment free environment while in school. Specifically, E.C. 45(a) states: All pupils have the right to participate fully in the educational process, free from discrimination and harassment. A definition of harassment is the unwanted and unwelcome behavior from other students or staff members that interferes with another individual’s life. When it is sexual in nature, then it is considered to be “sexual harassment”. When it is racial in nature, then it is considered to be “hate-motivated behavior” or sometimes a “hate crime”. Regardless, the District will not tolerate any form of harassment in the schools or at the workplace. Disciplinary action will be taken promptly against any student engaging in unlawful acts of sexual harassment or hate violence. Examples of actions that interfere with a person’s education that are prohibited for both students and staff include:

1. Unwanted touching
2. Obscene comments
3. Physical threats
4. Obscene gestures
5. Indecent exposure
6. Sexual innuendoes
7. Gender specific comments
8. Requests for sexual favors
9. Racial-specific comments
10. Suggestive looks

**Bd. Pol 5145.3 and 5145.7 and E.C. 45231.5, and 48980(h)**

**NOTES and QUESTIONS:**
A. ACADEMIC HONESTY

Philosophy  Bd Pol. 5131.9
The Conejo Valley Unified School District believes that academic honesty requires adherence to ethical principles. Administrators, faculty, students, and parents are engaged in a partnership to uphold the values of integrity, personal accountability, and respect for the rights of others.

A. Parents should emphasize that the most important measure of an education is what is learned and that the grades a student receives should reflect actual learning.

B. Students should realize that the final value of an education is what is learned, that there is real value in integrity, and that the grades received should be the result of honest effort.

C. Teachers must be cognizant that academic dishonesty can be controlled, that guidelines can be implemented, and that grades mean little when dishonesty is accepted and learning is thereby devalued.

D. Parents, teachers, and students need to understand that allowing others to be dishonest without doing something about it is the same as endorsing it and that doing work for or giving answers to others is a form of dishonesty.

Definition
Academic Dishonesty is a deliberate attempt to disrupt the learning process by misrepresenting another’s work as one’s own. Dishonesty during tests includes unauthorized communicating; copying materials, or allowing another student to copy; using prohibited notes or devices; obtaining prior knowledge of test content; and/or removing or distributing all or part of any test. Copying another person’s assignment, plagiarism, or submitting a paper or project which is not one’s own work, and submitting falsified information for grading purposes are also examples of dishonesty.

Preventive Measures
Academic honesty requires a clear statement of the District policy by the teacher, student/parent awareness of the policy, student compliance with the regulations, and consistent enforcement of the policy by school staff. The best way to deal with dishonesty is to prevent it before it happens. To this end, within the first week of each class, teachers and students will discuss expectations and the importance of doing honest work. Students, parents, and faculty need to understand that they must support each other in order to maintain an atmosphere of openness and honesty.

A. Students will be informed of evaluation procedures and practices, as well as consequences of dishonesty. Permissible cooperative learning activities will be explained.

B. Effective classroom procedures to discourage dishonesty will be consistently implemented by teachers.

C. Uniform administrative regulations to encourage honest work will be in place.

Consequences
In order for consequences to be enforced for violations of academic honesty, the teacher must document his/her observation or supply evidence that dishonesty has occurred.
Grades K-6
Teachers in elementary school, especially in the primary grades, should take every opportunity to introduce and reinforce the philosophy of academic honesty and to define clearly what constitutes dishonesty.

A. Primary Grades (K-3):
   1. When the teacher becomes aware of a child’s dishonesty, the teacher will take corrective measures.
   2. Parents must be notified on the second offense.

B. Upper Grades (4, 5, 6):
   1. First Infraction
      a. The teacher will conference with the student, who will not receive credit for the assignment.
   2. Second Infraction
      a. The teacher will conference with the student, who will not receive credit for the assignment.
      b. The principal will be notified.
      c. Parents will be notified by the teacher or principal.
   3. Third Infraction
      a. The teacher will conference with the student, who will not receive credit for the assignment.
      b. The principal will be notified.
      c. Parents will be notified by the teacher or principal.
      d. The principal and/or teacher will refer the student to the Student Study Team (SST) for review and recommendations at the next SST meeting.

Grades 7-8

A. First Infraction
   1. The student will receive a grade of Fail for the work in question.
   2. The teacher will conference with the student and notify the parent.
   3. A referral will be sent to the assistant principal and counselor.

B. Second Infraction in the Same or Any Other Class
   1. The student will receive a grade of Fail for the work in question.
   2. There will be a conference involving the parent, teacher, student, and an administrator.
   3. The student’s citizenship grade in that class will be lowered to Unsatisfactory for the grading period.
   4. The student will be referred to the Student Study Team (SST) for review and recommendation, including examination of current level placement.
   5. The student will lose Perfect Point status in the Citizenship Plan for the remainder of that school year.

Grades 9-12

A. First Infraction
   1. The teacher will conference with the student and record a grade of Fail for that assignment.
   2. Within five school days the teacher will notify the parent and send a referral to the appropriate administrator and counselor noting the infraction.
3. The student will be placed on contract, with the understanding that a second infraction in the same or any other class will result in the student’s removal from the course in which the second infraction occurred. The contract will remain in effect for two years from the date of infraction.

B. Second Infraction in Same or Any Other Class
   1. The teacher will send a referral to the appropriate administrator and counselor noting the infraction.
   2. Within five school days the parent will be notified and the student will be removed from the course and placed in a Study Hall with a grade of Fail for the semester.

Other
A. At all levels, if a student is enrolled in a special education program, the appropriate coordinator must be informed before any changes can be made in the student’s program.
B. If a student steals, or sells/buys an examination or a teacher’s assessment materials, i.e., answer key or roll book, the student will receive a grade of Fail in that course.
C. If a student steals keys or is involved in illegal room entry, the appropriate administrator will be notified immediately. Disciplinary action relating to this offense will be initiated. If it is determined that test/grading materials are involved, the student will be removed from the course with a grade of Fail for the semester.
D. Teachers who discover a student copying another student’s work from a different class will take the papers to the other teacher. If dishonesty has occurred, a joint referral will be submitted to the appropriate administrator for action. This will be considered an infraction for both students involved unless theft of the work being copied is verified.
E. Emancipated students will be subject to the same procedures prescribed for parent involvement in the implementation of this policy.

Appeal of Decision
If a parent/guardian does not agree with the teacher and/or administrator’s decision after the student and parent have conferred with the teacher and administrator, the following appeal procedure will be implemented:

A. The appeal is to be made in writing to the principal. All relevant information is to be included.
B. The appeal will be submitted to the site academic honesty committee.
   1. Elementary - a teacher, the principal, psychologist, and a parent. The decision of the committee will be final.
   2. Secondary - a teacher, site administrator other than the principal, counselor, and parent. The committee’s recommendation will be submitted to the principal, whose decision will be final.
   3. The appealing parent may request elimination of the parent committee member on the grounds of confidentiality.

Time Limits for Academic Honesty Consequences
A. Consequences for grades K-8 will not be cumulative from year to year.
B. Appeals for the secondary level must be filed, in writing, to the principal, within ten (10) school days following action taken by the appropriate administrator.

Bd. Pol. 5131.9 Academic Honesty
B. CO-CURRICULAR PARTICIPATION

Student Grade Point Requirement
A “C” grade point average is the minimum required for participation in co-curricular activities with the following contingencies (effective September 1983):

A. The grade point average is to be based upon the previous grading period and will include grades in all classes completed. A student must pass at least four (4) classes in the previous quarter to be eligible regardless of GPA.

B. The controlling purpose of this requirement is to affect those activities that might demand time outside of school hours. In-class activities would not be affected. The activities to be included are:
   - Athletics (including support group students)
   - Marching band and auxiliary units
   - Cheerleaders
   - Student Government
   - Class officers
   - Club officers
   - Drama productions
   - Choral productions
   - Competitive speech
   - Newspaper
   - Yearbook
   - Marketing Management & Retail Selling (DECA)

C. Students who have an extenuating circumstance that precludes a “C” grade point average in the previous quarter may petition for an exemption utilizing the co-curricular petition procedure.
   If granted, the exception will be for a maximum of one quarter. A student who does not achieve a “C” average during the exemption period will not be allowed to participate in co-curricular activities for the following quarter.

D. Special Education students will be eligible if they are making satisfactory progress in their Individual Education Program (IEP) as determined by the school administration and teachers.

E. For eighth grade students interested in qualifying for high school co-curricular activities, the requirements of this policy shall apply to the eighth grade spring semester grades.

F. These requirements do not apply to any grading period prior to high school enrollment.

G. These requirements do not apply to students enrolled at the continuation high school who participate in that school’s activities.

C. ATTIRE AND GROOMING

Attire and Grooming Policy (E.C. 35183 and Title 5, Section 302)
The dress and grooming of students shall not interfere with the instructional program or create a health or safety hazard.

The Board of Education supports the legislative finding that the wearing of “gang-related apparel” is hazardous to the health and safety of the school environment. School Site Councils are authorized to adopt reasonable dress code regulations that prohibit pupils from wearing “gang-
related apparel.” Any regulations adopted shall define “gang-related apparel,” and shall be limited to apparel that reasonably could be determined to threaten the health and safety of the school environment if such apparel were worn or displayed on a school campus. (E.C. 35183)

A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering. (Title 5, Section 302)

Attire and Grooming Regulations
To implement the District’s policy on attire and grooming, the following regulations shall apply:

A. The appearance of students, or attire worn by students, disruptive to the educational process will be grounds for exclusion from classes. This provision shall include, but not be limited to, wearing of a color, style, or item of clothing, a particular hair style or jewelry, and symbols of identification associated with organizations not connected to or sponsored by the school.

B. Students shall not be permitted to wear attire which names, advertises, or promotes products that are illegal for minors, including items related to drugs, alcohol, and tobacco.

C. Students shall not be permitted to wear attire which features offensive and/or vulgar words, pictures, or drawings, including naming advertising, or promoting sexually related products or activities.

D. Students shall not be permitted to wear attire which includes words, phrases, or pictures that are derogatory regarding a person’s ethnic background, national origin, religious beliefs, gender, or disability.

E. Students shall not be permitted to wear attire which is unduly revealing, or attire which distracts from the educational mission of the school.

F. For reasons of safety, students will not be permitted to attend school in bare feet and must wear shoes or sandals.

G. For reasons of safety and health, students shall be allowed for outdoor use during the school day, to wear articles of sun-protective clothing, including, but not limited to, hats. Further, students may use sunscreen, not an over-the-counter medication, during the school day, without a physician’s note or prescription. Each school site may 1) determine the type of sun-protective clothing, including, but not limited to, hats, that pupils will be allowed to use outdoors and 2) set a policy related to the use of sunscreen by pupils during the school day. Specific clothing and hats determined by the school district or school site to be gang-related or inappropriate apparel may be prohibited.

H. For reasons of safety, students must wear protective glasses while working at or in the vicinity of machinery or power-driven equipment. Students must wear clothing deemed appropriate and safe by the shop instructor, and students with long hair must wear hair covering.

I. For reasons of health and cleanliness, students’ hair shall be neat, clean, and well groomed while they are working in cafeterias or around food.

J. The principal and staff of each school may establish reasonable additional regulations regarding student appearance and attire to be required of students who voluntarily engage in extracurricular or other special school activities.

K. School Site Councils may establish a school-wide dress code that prohibits pupils from wearing “gang-related apparel”. In establishing this dress code, the Council shall define gang-related apparel, and shall limit such apparel that reasonably could be determined to threaten the health and safety of the school environment if such apparel were worn or displayed on a school campus.

Bd. Pol. 5132 and E.C. 35183 Attire and Grooming and Sun-Protective Clothing
D. BICYCLE RULES

A. A student may not bring his/her bicycle to school before the third grade.
B. For safety: The bicycle must be walked on and off the campus.
C. For security: The bicycle must be locked while on campus.
D. A student under the age of 18 must wear a bicycle helmet.

E. BUS CONDUCT

District School Bus Conduct Policy
Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation. Title 5, Section 14263

For continued disorderly conduct or persistent refusal to submit to his/her authority, a bus driver may deny transportation to pupils not to exceed three (3) days. Each case of pupil discipline by the driver shall be subject to review and modification by the principal or principal’s designee who shall have authority to affirm, increase or decrease the length of time transportation may be denied.

District School Bus Conduct Rules
These rules shall be displayed prominently in each bus operated by or for the Conejo Valley Unified School District.

A. Students must follow the directions of the bus driver.
B. Students shall not misbehave at bus stops.
C. Students attending schools which utilize bus passes must have one in order to ride.
D. Students are not permitted to enter a bus unless the driver is present.
E. Students shall enter and leave the bus in an orderly manner.
F. Students shall remain seated while the bus is in motion.
G. Students shall sit facing the front of the bus.
H. Students are required to share their seats with other students.
I. Students shall not put any part of their bodies outside of a bus window.
J. Students shall not use vulgar or profane language on the bus.
K. Students shall not engage in fighting or boisterous conduct, create unnecessary noise or commotion, or shoot or throw things while on the bus.
L. Students shall not eat on the bus.
M. Students shall not smoke or light matches on the bus.
N. Items which may jeopardize the safety of any person shall not be permitted on the bus.
O. No animals (except seeing eye dogs) shall be transported on a school bus. (Title 5, Section 14252)
P. Students shall not be permitted on buses wearing athletic footwear equipped with cleats or spikes.
Q. Students must not leave debris of any kind on the bus.
R. Students must not tamper with the bus or bus equipment.
S. Students shall not cross a street or highway at the rear of the bus.
Transportation Procedures

A. Students must arrive at the bus stop no earlier than five minutes before the scheduled arrival time of the bus and wait on the sidewalk for the bus. They are not to step off the sidewalk until the bus has come to a complete stop and the driver opens the door.

B. Students must follow instructions of the school bus driver during red light crossover procedures.

C. Students may not have a friend ride the bus to their house. Only students assigned to a bus may ride that bus.

D. Middle and High School students are required to show their bus pass each time they board the bus.

District Procedures for Improper Conduct

A. First Incident - Driver verbally warns student.

B. Second Incident - Bus conduct report given to the student. Parent must sign the notice in order for the student to resume riding the bus.

C. Third Incident - Bus conduct report given to the student. Student denied transportation for three (3) days. Parent must sign the notice before the student may resume riding after the denial.

D. Fourth Incident - Bus conduct report given to student. Student denied transportation for one (1) week. Notice must be signed by parent and returned to the driver.

E. Fifth Incident - Bus conduct report given to student. Student denied transportation. Transportation Department will contact the parent to inform him/her as to the length of denial.

F. Severe Disruption - The following inappropriate behavior will result in automatic suspension of transportation privileges (as well as other school disciplinary measures which may be in order):

1. Physical harm to another student.
2. Physical harm or threat of physical harm to the driver.
3. Property damage/graffiti.
4. Disruption to the point of interfering with the safe operation of the bus.
5. Failure to give a correct name resulting in a bus conduct citation to be issued.

F. STUDENT USE OF TECHNOLOGY

Electronic communication provides access to vast and diverse resources. Through Local Area Networks (LANs), Wide Area Networks (WAN), and the internet, staff and students have access to individuals, groups, data and materials from all over the world. It is understood that much of the material available through electronic communication has no direct educational value for students, and some of the material available is not suitable at all for students. It is also understood that the District cannot control the content of the materials on a global network, nor can it fully protect students who misuse District resources to electronically access materials.

A. Access to a District LAN, WAN, or the Internet is a privilege, not a right.

B. To assure the appropriate use of District resources for electronic communication, the following requirements shall apply to all District staff and students.

1. All use must be in support of the educational mission, goals, objectives, and/or curriculum grade level content standards adopted by the Board of Education.
2. All use must be consistent with the rules of any network being accessed.
3. Unauthorized use of copyrighted materials is prohibited (See Policy 347.1).
4. Distribution of material protected by trade secret is prohibited.
5. Threatening or obscene material is prohibited.
6. Use for commercial activities is prohibited.
7. Use for product advertisement or political lobbying is prohibited.

C. All staff and students using the District LAN, WAN or Internet access shall sign an Acceptable Use Agreement acknowledging their agreement to abide by this Policy and any related regulations.

D. Violations of this policy will result in appropriate disciplinary action which may include loss of access, the full range of disciplinary consequences allowed by the Education Code, and criminal prosecution

Bd. Pol. 6163.4 Student Use of Technology

G. ELECTRONIC SIGNALING DEVICES

The Board of Education acknowledges that there are legitimate reasons for students to possess and use electronic signaling devices such as cellular phones and pagers while going to and from school, and before and after school related activities. However, electronic signaling devices will not be permitted to disrupt instruction, instructional programs, and/or school related activities. Therefore, the following regulation shall apply to the possession and use of electronic signaling devices.

A. Electronic signaling devices may not be used at any time that the use of the device would be disruptive to any instruction, instructional program, and/or school related activity.
B. Electronic signaling devices must be completely turned off during all classes.
C. Students may possess and use an electronic signaling device at any time if the device has been determined to be essential for the health of the pupil. Prior written permission will be required from the School Nurse.
D. The District assumes no responsibility for the protection, loss, or damage to any electronic signaling device.

Bd. Pol. 5131 Electronic Signaling Devices

H. HOMEWORK POLICY

In August 2002, the Board of Education adopted a homework policy based on current research. The following are highlights of that policy.

A. Purpose: Research has clearly shown that homework has different purposes at different grade levels. For younger students it should be designed to develop positive attitudes and work habits while for older students, homework should develop or expand content knowledge. Student performance is enhanced by five types of homework: Study Skills and Habits, Practice/Review, Preparation, Skill Integration, and Extension.
B. Guidelines for Quality and Type of Homework:

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Cumulative Minutes/ School Day</th>
<th>Type of Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kdg 1-2</td>
<td>0 - 10</td>
<td>Study Skills/ Habits</td>
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<tr>
<td></td>
<td>10 - 20</td>
<td>Study Skills/ Habits</td>
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<tr>
<td></td>
<td></td>
<td>Practice/ Review</td>
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<tr>
<td>3-5</td>
<td>30 - 50</td>
<td>Study Skills/ Habits</td>
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<tr>
<td></td>
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<td>Practice/ Review</td>
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<td></td>
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<td>Preparation</td>
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<tr>
<td></td>
<td></td>
<td>Skill Integration</td>
</tr>
<tr>
<td>6-8</td>
<td>60 - 90</td>
<td>Study Skills/ Habits</td>
</tr>
<tr>
<td></td>
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<td>Practice/ Review</td>
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<td></td>
<td></td>
<td>Skill Integration</td>
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<td>Extension</td>
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<tr>
<td>9-12</td>
<td>90 - 120</td>
<td>Study Skills/ Habits</td>
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<td></td>
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<td>Practice/ Review</td>
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<td>Skill Integration</td>
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<td></td>
<td></td>
<td>Extension</td>
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</tbody>
</table>

C. Use of Homework for Grading: At the Federal, State, and District levels there is an expectation that student performance is to be measured and reported on the basis of clear curriculum content and student performance standards. Therefore, academic grades should be directly based on student performance in mastering approved State and District curriculum standards. Whereas homework is an instructional strategy for improving student success, it may only be used to formally evaluate student performance when it is directly related to the student’s mastery of academic curriculum standards.

D. Responsibilities

1. Teacher

   There is substantial evidence that the quality of the homework assigned and teacher response to homework enhance its value in improving student success. While it is not practical nor necessary to give in-depth feedback on every homework assignment, teachers should use strategies that will maximize the effectiveness of homework assignments. Therefore, teachers must:
   a. Design the homework for one of the appropriate purposes noted above.
   b. Design the homework so that it can be accomplished by the child independent of direct support from others.
   c. Clearly communicate to the student the purpose, directions, and expectations for all homework assignments.
   d. Clearly establish and communicate to parents the general purpose and expectations for homework, and encourage feedback regarding quantity and difficulty of homework.
   e. Provide timely and appropriate feedback to students and parents using strategies that will:
      1) Acknowledge receipt of homework
      2) Monitor for completion and accuracy
      3) Give timely feedback on key assignments
      4) Give significant feedback on assignments based on extension, or skill integration
2. **Student** There is strong evidence that students who complete appropriate homework assignments will demonstrate significant improvement in academic achievement. Therefore, students have a responsibility to develop the discipline and study skills necessary to complete homework on a regular basis: Students must:
   a. Have a system for recording homework assignments on a daily basis.
   b. Have a clear understanding of the homework assignment before leaving school.
   c. Have the books and materials necessary to complete the assigned homework.
   d. Allocate an appropriate amount of time daily for the completion of homework.
   e. Turn in homework assignments when requested.

3. **Parent** Research strongly suggests that parents have an important role to play in providing an opportunity for students to complete homework. However, the research is also clear that parents should not assume responsibility for the actual completion of the student's homework. Therefore, to the extent possible, it is recommended that parents are responsible for providing the following:
   a. Time for students to complete homework.
   b. A place for students to complete homework.
   c. The basic materials needed.
   d. The expectation for homework to be completed.
   e. The supervision necessary to ensure successful completion of homework.
   f. Information to the teacher about homework questions or concerns, and feedback regarding the quantity and difficulty of homework.

   **Bd. Policy 6154 Homework**

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**I. PARTICIPATION IN GRADUATION EXERCISES AND PROMOTIONAL ACTIVITIES**

A. **High School** Students in good standing and who have successfully completed the requirements of the Board of Education may participate in the graduation exercises at the comprehensive high schools. Graduates at the high school level are required to wear caps and gowns during graduation exercises.

B. **Continuation High School** Students in good standing and who have successfully completed the requirements of the Board of Education for continuation high school or who are within their last fifteen (15) credits and have a student contract signed by student, parent or guardian and the principal may participate in the graduation exercises.

C. **Middle** Students in good standing and who have successfully completed the requirements of the Board of Education and of the school may participate in promotional activities at the middle schools.

D. **Elementary** There will be no graduation exercises at the elementary school level.

   **Bd. Policy 5127 Participation in Graduation Exercises and Promotional Activities**
J. INTERNET SAFETY AND CYBERBULLYING

An emerging national concern is the inappropriate use of the Internet by students. While the district has and will continue to ensure the safety of each student and continue to monitor student use of technology, the ongoing development of more sophisticated means of accessing the Internet is very apparent. An area of particular concern is student access to Web sites. One Web site of particular concern is MySpace.com which reportedly has over 57 million members and has become one of the most popular “message exchange” sites among students nationwide. Unfortunately, some of these Web sites are being used by child predators, “cyber bullies”, and con artists. In some cases, adults pose as youths and gain access to student chat rooms. Some of these contacts have led to tragedy as some students post personal information, such as addresses and telephone numbers that predators can use to locate students. Therefore it is recommended that as a student, if you decide to use one of these free, public Web sites, that you:
1. Avoid using personal information by which you can be physically located
2. Report any unusual requests or participation to your parent(s) and police
3. Discuss your involvement with your parent(s)

K. SCHOOL SAFETY AWARENESS:
RECOGNITION OF EARLY WARNING SIGNS

In the Conejo Valley Unified School District we would like your help in keeping all of our schools safe for everyone. The following information can help all of us identify any situation where a student, staff member, or any other person might present a threat to school safety. As a reminder, our District does not tolerate: 1) any statements or behavior of a threatening nature, 2) any behaviors by individuals who might pose a threat to the well-being of others, and 3) weapon possession. We have an obligation to keep our schools safe and take any of the above very seriously. This is not an area of practical jokes or off-handed comments, as past events have demonstrated the importance of investigating thoroughly all potential concerns.

If you become aware of a threat situation, you must report it to one of the following places:
1) Thousand Oaks Police, 2) School Resource Officer, 3) Principal or Assistant Principal,
4) Safe Schools Counselor.

At School

Early Warning Signs at School (students and staff):
1. Verbal clues: such as direct or indirect threats, assignments or writing with violent themes or fantasies expressed (such as suicidal themes), statements indicating hopelessness or desperation.
2. Bizarre thoughts: such as hallucinations, delusions, or paranoia.
3. Behavioral clues: such as assaultive or intimidating behavior, weapon possession, angry and emotional outbursts, or signs of depression.
4. Obsessions: with weapons, violence, violent media and music, thoughts of death, grudges and resentments against particular individuals.
5. In general: any other warning sign that causes you concerns about safety within our District.

Reporting Procedures at School: Report concerns, ask questions if you are not sure about something to: 1) Principal/Assistant Principal, 2) School Resource Officer, 3) Schools Counselor, or 4) Thousand Oaks Police (805-654-9511)
Crisis Procedures at School
* Should a crisis arise follow the general procedures for safety as outlined in the Disaster Preparedness procedures
* Be calm
* Avoid confronting any assailant – don’t be a hero
* Call 9-11 if necessary

For Parents and Guardians

Recognizing Potential Problems Outside of School (parents and guardians):
1. Threats by or against your child or others
2. Suicidal thoughts or attempts by your child or another student
3. Missing or stolen weapons
4. Restraining orders that involve your child or where any District property is listed
5. Any other situation that may affect the safety of your child within our District.

Tips and Recommendations for Parents:
1. Be curious, involved, and interested in your child’s whereabouts and activities
2. You do have a right to know
3. Check out your child’s friends
4. Make contact with their parents
5. Refrain from using corporal punishment, as this may increase aggression in an already aggressive child
6. Avoid keeping any ammunition and weapons in the home, particularly if the child is prone to seething resentment, excessive interest in violence and weapons
7. Check out your child’s room periodically --- you do have a right to do that
8. Become computer literate --- and explore what your child is doing on the computer
9. Place home computers in a public area of the house for easier supervision of its use
10. Inquire about movies, music, and interests --- moderate and discuss violent themed entertainment
11. Seek out help if needed.

NOTES AND QUESTIONS
Standards of student behavior within the Conejo Valley Unified School District shall be enforced at the discretion of the administration within the general guidelines as set forth below.

These guidelines reflect a spectrum of possible actions that shall be appropriate for a specific violation of law or district/school regulations. Within the minimum to maximum actions indicated in the guidelines, the administration shall determine the most effective action based upon knowledge of the facts of the incident and the concept of progressive discipline as an appropriate educational experience.

The listing of minimum and maximum actions does not imply or require that a “step-by-step” progression of increasing severity be employed by an administrator in dealing with a violation. Disciplinary action shall be dependent upon the situation and the previous behavior record of the student.

The schedule of actions possible with an infraction of regulations is:

1. Conference regarding violation and a warning.
2. In-school probation or suspension from a specific class and/or activity.
3. Detention (or volunteer service in lieu of detention).++
5. Parent/teacher conference.
6. Saturday Work/Study Program.
7. Suspension.
8. Transfer to another school.
9. Transfer to another specialized program or continuation school.
10. Expulsion from the District.
11. Withholding grades, diploma and/or transcripts.

The following represents samples of violations that may occur in the schools. The asterisk (*) indicates mandatory immediate Law Enforcement Agency notification. The double asterisk (**) indicates that recommendation for expulsion is required under Education Code 48915 under certain circumstances. The number in the area of Disciplinary Action refers to the schedule of actions listed above.

<table>
<thead>
<tr>
<th>Recommended Disciplinary Action and E.C. 48900 - 48915</th>
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<tbody>
<tr>
<td>Minimum Action</td>
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<tr>
<td>----------------</td>
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<tr>
<td>a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person, or (2) Willfully used force or violence on the person of another except in self defense.</td>
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<tr>
<td>*b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (E.C. 48900) The term “explosive” means destructive device” as described in Section 921 of Title 18 of the United States Code. (E.C. 48915(h))</td>
</tr>
<tr>
<td>Recommended Disciplinary Action</td>
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<tr>
<td>*c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, as defined in Section 11007 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (E.C. 48900)</td>
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<tr>
<td>*d. Unlawfully offered, arranged, or negotiated to sell any substance, as listed in Chapter 2, commencing with Section 11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.</td>
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<tr>
<td>*e. Committed or attempted to commit robbery or extortion.</td>
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<td>f. Caused or attempted to cause damage to school property or private property. As used in this section, school property includes, but is not limited to, electronic files and databases</td>
</tr>
<tr>
<td>g. Stolen or attempted to steal school property or private property. As used in this section, school property includes, but is not limited to, electronic files and databases</td>
</tr>
<tr>
<td>h. Possessed or used tobacco, or any products containing tobacco.</td>
</tr>
<tr>
<td>i. Committed an obscene act or engaged in habitual profanity or vulgarity.</td>
</tr>
<tr>
<td>j. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.</td>
</tr>
<tr>
<td>k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.</td>
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<tr>
<td>l. Knowingly received stolen school property or private property.</td>
</tr>
<tr>
<td>m. Possessed an imitation firearm, which is defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.</td>
</tr>
<tr>
<td>n. Committed or attempted to commit a sexual assault; or committed a sexual battery.</td>
</tr>
<tr>
<td>o. Harassed, threatened or intimidated a pupil who is a complaining witness or eyewitness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.</td>
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**E.C. 48900.5 Limitations on Imposing Suspension**

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil’s presence causes a danger to persons or property or threatens to disrupt the instructional process.

**E.C. 48900.7 Terroristic Threats**

Made terroristic threats against school officials, or property, or both.

**E.C. 48901.5 Electronic Signaling Device**

Possessed or used any electronic signaling device in violation of 48901.5

The following three (3) violations apply to pupils in grades 4 through 12

**E.C. 48900.2 Sexual Harassment**

Committed sexual harassment sufficiently severe or pervasive to have a negative impact on the victim's academic performance, or to create an intimidating, hostile, or offensive educational environment. Information regarding reporting procedures and available remedies may be obtained from the Assistant Superintendent, Instructional Services.

**E.C. 48900.3 Hate Violence**

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 33032.5.

**E.C. 48900.4 Harassment, Threats or Intimidation**

Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected affect of materially disrupting class work, creating substantial disorder, and invading the rights of either school district personnel or pupils by creating an intimidating or hostile educational environment.
“Sticks and Stones May Break My Bones…”

Remember the old saying, “Sticks and stones may break my bones, but names will never hurt me?”

Many people believe that this old saying is only partly true. Being called rude or obscene names may not break bones, but it can damage attitudes about school or how students feel about themselves. This guide is designed to remind everyone that “harassment” of any kind is against school rules. Sticks and stones and names that hurt are not welcome at any school in the Conejo Valley Unified School District.

We believe that every student has the right to learn

- Without being called names.
- Without being threatened because they are a girl or a boy, or from a certain religion or a particular race.

Everyone is equal, and everyone deserves respect!

Harassment - a definition:
Harassment is unwanted and unwelcome behavior from other students or staff members which interferes with another individual’s life. When it is sexual in nature it is “sexual harassment.” When it is racial in nature, it is “hate-motivated behavior” or sometimes a “hate crime.”

It is against the rules for students to make remarks that embarrass others or make them feel uncomfortable with actions or remarks that are sexual or racial in nature. No one can claim that another’s grades or participation in any school activity or a school award depends on their willingness or unwillingness to cooperate in sexual activity.

Examples of actions which interfere with a person’s education and are prohibited for both students and staff:

- Unwanted touching
- Sexual innuendos
- Obscene comments
- Gender specific comments
- Physical threats
- Requests for sexual favors
- Obscene gestures
- Racial-specific comments
- Indecent exposure
- Suggestive looks
Some advice:

Don’t ignore it. Harassment does not usually “go away.” Though it may be hard to do, tell your harasser to stop. (You might write a letter that describes the behavior in detail, keep a copy for yourself and have a supportive adult deliver the letter to the harasser.)

Don’t blame yourself and don’t feel helpless, trapped, or confused. Seek help.

Keep a written record of every incident.

What is the difference between harassment and flirting?

<table>
<thead>
<tr>
<th>Sexual Harassment</th>
<th>Flirting</th>
</tr>
</thead>
<tbody>
<tr>
<td>You feel bad</td>
<td>You feel good</td>
</tr>
<tr>
<td>You feel unattractive</td>
<td>You feel attractive</td>
</tr>
<tr>
<td>You feel insulted</td>
<td>You feel complimented</td>
</tr>
<tr>
<td>You feel hurt or angry</td>
<td>You feel happy</td>
</tr>
<tr>
<td>You feel powerless</td>
<td>You feel in control</td>
</tr>
<tr>
<td>It is one-sided</td>
<td>You flirt back</td>
</tr>
<tr>
<td>It is unwanted</td>
<td>It is OK</td>
</tr>
<tr>
<td>It is illegal</td>
<td>It is legal</td>
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What to do if it happens to you:

There are several important things you should know about if you feel that you are being harassed.

First: Tell a teacher, a counselor, or a school administrator. Remember to be specific. If you want to bring a parent or guardian along with you, that is fine. ANY REPORT YOU MAKE IS PRIVATE. Unless you talk about it yourself, no one from the school or District will make it public. Any witnesses will be directed to keep the information about the situation to themselves.

Second: Do not worry about someone “getting even” with you for telling. The school is here to support you and will investigate your concern quickly. School administrators will do their best to not allow anyone to “get even.”

Third: Tell the truth. Any student who falsely accuses another student or staff member of sexual or racial harassment is subject to disciplinary action.

Harassment complaints can sometimes be settled at the school and sometimes will be heard at the District Office. An investigator will be assigned and will talk with people who can help to sort out the facts. The investigator will determine whether harassment has occurred, prepare a report about the situation and give that information to your principal. Your principal will suggest a solution or remedy.

Finally, if things are still not settled, you have the right to submit your concern to the District Office.

The District Policy and regulations governing sexual harassment is 5145.7. The legal references for this policy are found in the Education Code, in Title VII of the Civil Rights Acts of 1964, and in Title IX of the Educational Amendments of 1972. You may obtain a copy of the complete policy in the school office.

Harassment on the basis of sex or race is a violation of both federal and state discrimination laws as well as District Policy and Administrative Procedures. The District is committed to providing students with an academic environment that is free from sexual/racial harassment or discrimination.

This publication is prepared and disseminated in compliance with Board Policy regarding student rights and required notification. It is designed for students and paraphrases the details of actual Board Policy and Administrative Procedures. For additional information or the complete District Policy covering sexual harassment or racial discrimination contact Janet Cosaro, Assistant Superintendent, Instructional Services, at 497-9511, Extension 238.
CONEJO VALLEY UNIFIED SCHOOL DISTRICT

2009-2010

SECTION B:

ANNUAL NOTICE OF RIGHTS AND RESPONSIBILITIES
ANNUAL NOTICE OF RIGHTS AND RESPONSIBILITIES

2009-10

NOTE:

In accordance with California Education Code 48980, every school district must notify the parents and guardians of each pupil and staff annually of their rights and responsibilities related to school. The following is a summary of those rights and responsibilities. It is also required under California Education Code 48982 that the parent or guardian indicate in writing that this information was received. Therefore, please read the information carefully and then complete, sign and return the Emergency Authorization Form where it states that you did receive the information. Your signature neither indicates your consent or withholding of consent to participate in any particular program. This form will be sent to you directly by your child’s (ren’s) school.

Thank you.

For your information:
This Annual Notice is also available on the district’s website at: http://www.conejo.k12.ca.us/
## SECTION B
**Annual Notice of Rights and Responsibilities**

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**EMERGENCIES**

*Emergency Authorization* (EC 49408; CCR, Title 5, Sec. 432) Each year the District is required to verify the name, address and phone number of the parent and the place of residence of the pupil. Further, the District requires that an *Emergency Authorization Form* be completed annually in writing by the parent or guardian providing information regarding a) emergency medical treatment in the event of an emergency and b) the name, address and telephone number of a relative or friend who is authorized to care for he pupil in any emergency situation if the parent or guardian cannot be reached. This *Emergency Authorization Form* when completed a) finalizes registration, b) acknowledges receipt and review of the *Annual Notice of Rights and Responsibilities* by the parent or guardian, and c) will be kept on file at the school. The parent must notify the school immediately of any change in home address or telephone number.

**STUDENT ATTENDANCE**

*Compulsory Attendance* (EC 46010, 48200-48201, 48260-48263 and WIC 601) Parents or legal guardians are required to enroll their children, between the ages of 6 and 18, in the school district in which they reside. They are compelled to ensure that the minor is in school regularly and on time each day. Parents may be requested to appear before the School Attendance Review Board (SARB) and subsequently be referred to the District Attorney for legal action when attendance, tardiness, and/or behavior problems occur. For additional information regarding truancy, review the *attendance* section in the District’s *Discipline Policy and Procedures* (the first part of this handbook).

*Excused Absences and Completion of Assignments* (EC 46014, 48205, 48980 (k))

a) Not withstanding Section 48200 (Compulsory Attendance) a pupil shall be excused from school when the absence is:
   1) Due to his or her illness.
   2) Due to quarantine under the direction of a county or city health officer.
   3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
   4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
   5) For the purpose of jury duty in the manner provided by law.
   6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
   7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
   8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed from the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

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

*Legally Excused Absences* (CCR Title 5, Sec. 420) The only legally excused absences are for a) illness; b) quarantine imposed by a public health officer; a medical, dental or optometrical appointment; or c) funeral services of a member of the pupil's immediate family. The school must receive appropriate verification of an absence by the end of the third day (72 hours) after the student returns for it to be
considered excused. Otherwise, the absence will be recorded as a truancy. All other absences require prior written permission from the principal or designee. If permission is not obtained then the absence will be recorded as a truancy. Students at the high school level will be dropped from a class in which they have had 18 days of absence (regular schedule) or 9 days of absence (block schedule) regardless of the reason or grade level. Absences for vacation purposes are not excused and will be recorded as truancies.

Procedures for Absences Due to Illness  (E.C. 45194) Verification of absences shall be made in accordance with any reasonable method which establishes that the pupil was actually ill. Thus, for students who have been reported as ill on more than ten (10) days, parents may be required by the school to file a doctor’s note verifying that the student was too ill to attend school on those days reported. If the requested report is not filed by the parent, then any additional days beyond ten (10) of illness will be recorded as truancies.

Absence for Religious Services or Instruction  (E.C. 46014) A parent may request that his/her child be excused from attendance for the purpose of receiving religious and moral instruction or participating in religious services provided the request is made in writing at least one day in advance. However, the pupil must attend school for the minimum day and may be excused on no more than four days per school month.

Truant  (E.C. 48260) Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse for three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on more than three days in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor. The pupil shall also be referred immediately to the School Attendance Review Board (SARB).

Habitual Truant  (E.C. 48262) Any pupil who has been reported truant three or more times in one school year or more and after an appropriate school employee has made a conscientious effort to hold at least one meeting with the parent or guardian and the pupil, shall be deemed an habitual truant. Once designated as an habitual truancy, each day of absence, or being tardy by 30 minutes or more or combination thereof, is considered an additional truancy. Once designated as an habitual truant or the student has irregular attendance, the pupil shall be referred to the School Attendance Review Board and/or District Attorney for further legal action.

Notice to Parent or Guardian of Pupil’s Truancy  (E.C. 48260.5) Upon a pupil’s initial classification as a truant (EC 48260), the school district shall notify the pupil’s parent or guardian, by first-class mail or other reasonable means, of the following:

a) That the pupil is truant.
b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (EC 48290) of Chapter 2 of Part 27.
d) That alternative educational programs are available in the district.
e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil’s truancy.
f) That the pupil may be subject to prosecution under Section 48264.
g) That the pupil may be subject to suspension, restriction, or delay of the pupil’s driving privilege.
h) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

School Attendance Review Board Referral  (E.C. 48263, 48263.5) Any pupil deemed to be an habitual truant or to have irregular attendance at school, or is habitually insubordinate or disorderly during school, may be referred to the School Attendance Review Board (SARB), the county probation department, or District Attorney for further legal action. The pupil and/or parent may be cited by law enforcement for violation of the compulsory attendance laws. The supervisor of attendance or a designee shall notify the minor and parent or guardian of the referral for further legal action.
Medical Services Information (E.C. 46010.1) The school district each academic year must notify pupils in grades 7 to 12 and the parents or guardians of all pupils enrolled in those grades in the district, that authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent or guardian. However, the District, as a practice, does not choose to release students to obtain confidential medical services.

ATTENDANCE/ENROLLMENT OPTIONS

Alternative Attendance Areas or Programs (E.C. 35160.5(b), 46600-46221, 48204(f), 48980(j), 20 USC 7912 and Board Policies 5116.1) Specific application forms, procedures and conditions for a requested change to an alternative attendance area or program within or outside the District are available through the Office of Instructional Services. The program options available are: a) choosing a school within the district in which the parent lives (School Choice), b) requesting an interdistrict transfer to another district outside of where the parent/guardian lives, and c) requesting a transfer to another district in which the parent/guardian is physically employed.

Moving Into A New District (EC 48201) Any parent, guardian, other person who removes a minor between the ages of 6 and 16 from the school district of attendance before the completion of the current school year, shall enroll the pupil in the new district of residence or request an interdistrict transfer for the remainder of the year. Upon the transfer of a pupil from one school district to another, it is required that the receiving district request from the district of last enrollment, any school records including acts committed by the pupil that resulted in suspension or expulsion. Upon receipt of this information, the district shall inform the pupil’s teacher(s) that the pupil was suspended or expelled from school and of the act(s) that resulted in that action. Any information received by the teacher relative to any suspension or expulsion shall be held in confidence for the limited purpose for which it was provided and shall not be disseminated further by the teacher.

School Choice (Intradistrict Choice) (E.C. 35160.5(b), 48980(i) and Board Policy 5116.1) It is expected that students will attend the school serving the attendance zone in which they reside. However, parents/guardians residing in the district may choose a different school within the district, providing Board established rules and procedures are followed to request the change, space is available and/or verifiable special circumstances exist. If approved, transportation is the responsibility of the parent/guardian. Parents of high school athletes should check on CIF sports eligibility before pursuing a change in school enrollment.

Interdistrict Transfer (E.C. 46600 seq., 48209.9, 48980(i) and Board Policy 5117) It is expected that students will attend the school district serving the attendance zone in which they reside. However, Districts may enter into an agreement which specifies the terms and conditions under which transfers are permitted. Therefore, the parent or guardian may request and be granted to transfer their child to a different school district, providing Board established terms and conditions are met, the procedures are followed to request the change, and permission is granted for the change from both the releasing and receiving districts. The parent will be notified of the acceptance or rejection of the transfer request in writing. The permit, when granted, is valid only for the school year granted; while the conditions stated are maintained; and as long as the student’s attendance, behavior and academic performance are satisfactory to the school of attendance. Failure to adhere to the terms/conditions set forth may result in a revocation of the permit prior to the conclusion of the school year. The form to request an interdistrict transfer and a description of the appeal process is available in the Office of Instructional Services.

Parental Employment in Lieu of Residency Transfers (E.C. 48204(b) and 48980(i)) A pupil in grades K through 12 meets the basic residency requirements for school attendance in a school district when one or both of the parents/guardians is physically employed within the boundaries of that school district. To consider a student for acceptance under this provision, the parent/guardian must follow the District’s procedures which include the completion of the required request form and verification of employment within the district. The request may be granted if space is available at the school near the location of physical employment and excess costs to educate the child will not be incurred. (See Section on Residency)
**Enrollment Under the Unsafe School Choice Option** (20 USC 7912) Under the No Child Left Behind Act of 2001, students who attend a persistently dangerous school and students who are victims of a violent criminal offense, while in or on the grounds of a public school, must be allowed to attend a safe public school. Parents are to be notified of this option at the beginning of the school year. Under California’s policy, a public elementary or secondary school is considered to be “persistently dangerous” if both of the following conditions exist for three-consecutive fiscal years: 1) The school has a federal or state gun-free schools violation or a violent criminal offense has been committed by a student or a non-student on school property and 2) The number of expulsions for violent criminal offenses (delineated in the policy) for students enrolled in the school exceeds one of the following rates: a) Three expulsions if fewer than 300 students enrolled or b) One expulsion for every 100 enrolled students or fraction thereof for a larger school.

**Victim of a Violent Crime** (20 USC 7912a) A student who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends, has the right to transfer to another school within the school district. The District will offer the student the option to transfer within 14 calendar days of the incident.

**ALTERNATIVE SCHOOLS**

**“Notice of Alternative Schools** (E.C. 58501) California State law authorizes all school districts to provide alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.

b) Recognize that the best learning takes place when the student learns because of his desire to learn.

c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.

d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.

e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil or teacher is interested in further information concerning alternative schools, the County Superintendent of Schools, the Administrative Office of this District, and the principal’s office in each school site have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district. In addition, a copy shall be posted in at least two places normally visible to pupil, teachers, and visiting parents in each attendance unit for the entire month of March in each year. The District Office has copies of the law regarding alternative schools for your information.”

**RESIDENCY**

**Residency Requirement** (E.C. 48200) A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located.

**Residency Based on Parent or Guardian Employment** (E.C. 48204(b) and 48980(i)) A pupil meets the basic residency requirements for school attendance in a school district when one or both of the parents/guardians is physically employed within the boundaries of that school district. To consider a student for acceptance under this provision, the parent/guardian must follow the District’s procedures which include the completion of the required request form and verification of employment within the district boundaries. The request may be granted if space is available at the school nearest the location of employment and excess costs to educate the child will not be incurred. (See section on Alternative Schools also)
**Residency Based on Other Conditions** (E.C. 48204(a), and 48980(i)) A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or she is one of the following: 1) placed in a foster home or licensed children’s institution within the boundaries of the school district under the Welfare and Institutions Code; 2) an emancipated pupil living within the school district’s boundaries; 3) a pupil who lives in the home of a care-giving adult located within the boundaries of the school district; or 4) a pupil residing in a state hospital located with the district’s boundaries.

**FOSTER CARE/HOMELESS YOUTH**

**Foster Youth Educational Placement** (E.C. 48850 et seq.) Pupils in foster care are eligible to receive a stable school placement which is in their best interest with placement in least restrictive educational programs; access to academic resources, services, and extracurricular and enrichment activities available to all pupils; full and partial credits for coursework taken; and meaningful opportunity to meet state pupil academic achievement standards.

**Homeless Youth** (42 USC 11432) Parents of pupils deemed to be homeless are to be informed of the educational and related opportunities available to their children and are to be provided meaningful opportunities to participate in their education. If eligible as homeless, the pupils have a right to be enrolled in the school of origin or the school where they are currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers; and a right to an education and other services e.g. full participation in all school activities and programs for which the child is eligible, to qualify automatically for nutrition programs, to receive transportation services, if needed, and to contact the district’s liaison to resolve any disputes that may arise during enrollment. The liaison for Foster Care and Homeless Youth may be contacted through the Office of Instructional Services.

**STUDENT DISCIPLINE and BEHAVIOR**

**Duties of Pupils** (5 CCR §300, E.C. 51100) All pupils must attend school punctually and regularly; conform to school regulations; obey promptly all directions from the teachers and others in authority; be diligent in study; respectful to teachers and others in authority; kind and courteous to schoolmates; and refrain from the use of profane and vulgar language.

**Student Discipline Rules** (E.C. 35291, 35291.5, 35291.7, 48915, 44807 and 51100) The District's Discipline Policy and Procedures section of this handbook, outlines rules, regulations, procedures, student responsibilities, staff responsibilities, parent responsibilities, and the laws governing suspension and expulsion to ensure appropriate pupil behavior and discipline. Additionally, the teaching staff shall hold pupils to strict account for their conduct on their way to and from school, on the playgrounds and during recess. This document is distributed to each family of enrolled students by mail prior to the opening of school each fall and upon initial enrollment throughout the school year. Additionally, each school has adopted specific discipline rules and procedures applicable to their site, which are related to student deportment. These are on file at the school and district office as part of the Comprehensive School Safety Plan. It is the responsibility of the parent and school to review all of these rules, including those for suspension and expulsion with the pupils annually. For instance, schools shall immediately suspend and recommend expulsion (EC 48915) for students that commit any of the following acts at school or at a school activity off school grounds: 1) Possessing, selling, or otherwise furnishing a firearm, 2) Brandishing a knife at another person, 3) Unlawfully selling a controlled substance, 4) Committing or attempting to commit a sexual assault, and 5) Possession of an explosive. Additional copies of the District's Handbook that contains the Discipline Policy and Procedures and the school's adopted discipline rules and procedures are available at each school site.

**Prohibition of Hazing** (E.C. 32051 and 49900(q)) No student, or other person in attendance at any public or private school or other educational institution, shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student or person attending the institution. Any violation of this section is a misdemeanor, punishable by a fine between $100 and $5000 and a basis for suspension and/or expulsion from school.
Attendance of Suspended Child's Parent/Guardian for Part of School Day (E.C.35291, 48900.1 and L.C. 230.7) The parent or guardian of a suspended child may be required by the school to attend his/her child's class (es) from which he/she was suspended for part of the school day. This requirement is for incidences where the student a) committed an obscene act or engaged in habitual profanity or vulgarity or b) disrupted school activities or c) willfully defied the valid authority of school personnel engaged in performing their duties. A written notice will be sent to the parent/guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent for this requirement if the parent has given reasonable notice to his/her employer.

Dress Code, Gang Apparel, Sun Protective Clothing, and Use of Sunscreen by Pupils (E.C. 35183, 35183.5) Pupils may not wear attire which is disruptive to the educational process. For reasons of safety and health: 1) students must wear shoes to school, 2) School Site Councils may establish school wide dress codes that define and prohibit the wearing of certain attire, including "gang-related apparel", that is determined to be detrimental to the health and safety of the school environment, 3) students shall be allowed for outdoor use during the school day, to wear articles of sun protective clothing, including, but not limited to hats as long as they are not deemed to be "gang-related apparel" or disruptive to the educational process, 4) students may use sunscreen, not an over-the-counter medication, during the school day, without a physician's note or prescription, and 5) each school site may establish a policy for the use of the sunscreen. School personnel are not required to assist students in applying sun screening.

Pupils to be Neat and Clean on Entering School (5CCR 302) A student who goes to school without proper attention given to his/her personal cleanliness or neatness of dress may be sent home to be properly prepared for school.

Leaving School Grounds During Lunch (E.C. 44808.5.2) Students in grades 11 and 12 may be granted approval for a lunch permit to leave campus during the student's lunch period. This is considered a privilege to be earned through satisfactory citizenship, academic standing, and attendance. Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds.

Withholding Grades for Property Damage (E.C. 48904) The grades, diploma and transcript of a pupil who willfully damages school property, may be withheld after affording the pupil due process. The parent must be notified in writing of the alleged misconduct before records are withheld.

Withholding of Grades, Diploma, or Transcripts (E.C. 48904.3) Upon receiving information from a prior district of attendance that it is withholding the grades, diploma, and/or transcript of a pupil, the “new” school district of attendance shall also withhold the grades, diploma, or transcripts. These documents will be released upon receiving notification from the prior district that their decision has been rescinded.

Sexual Harassment and Sexual Discrimination (E.C. 231.5, 48980(g) and Board Policy 5145.7) The District shall not tolerate any form of sexual harassment or sexual discrimination in the schools or at the workplace, in any form, including acts of students. Disciplinary action will be taken promptly against any employee, supervisory or otherwise, or student engaging in unlawful sexual harassment or sexual discrimination. Copies of these policies are available at each school and at the District Office, and are a part of all new student orientations. Students or staff should immediately report incidences of sexual harassment or sexual discrimination to the principal or designee, supervisor or Time Carpenter, the Assistant Superintendent, Personnel Services, to receive information on the District's Sexual Harassment and Sexual Discrimination Complaint Procedures. The Title IX Coordinator for issues that do not involve employees is Janet Cosaro, Assistant Superintendent, Instructional Services, 1400 E. Janss Road, Thousand Oaks, CA 91362. A copy of the “Student Guide to Understanding and Avoiding Harassment” which is distributed to students can be found in Appendix A-2.

Laser Pointers: Prohibition on Sales, Possession and/or Use (P.C. 417.27) No student is permitted to possess a laser pointer on any elementary or secondary school campus unless the
possession is for a valid instructional or other school-related purpose. Further, no person shall point the beam from a laser pointer directly or indirectly into the eyes of another person or into a moving vehicle or into the eyes of a guide dog or dog being used by a peace officer.

Suspension and Expulsion: Request for Pupil Records (E.C. 48201) See “Moving Into a New District” under the section for Attendance.

Notification to Teacher of Violent Acts (E.C. 49079) The district shall inform the teacher of each pupil who has engaged in or is reasonably suspected to have engaged in acts of Sexual Harassment (E.C. 48900.2); Hate Violence (E.C. 48900.3); Harassment, Threats, or Intimidation (E.C. 48900.4); or Terroristic Threats against School Officials, School Property or both (E.C. 48900.7). The information provided will be based upon any records usually kept by the district or that are received from a law enforcement agency, regarding the pupil. The information shall be held in confidence by the teacher for the limited purpose for which it is provided.

HEALTH REQUIREMENTS

Immunization Requirements (E.C. 48216, 49403 and HSC 120335, 120365, and 120370) Unless a pupil’s parent or legal guardian provides the district with an acceptable signed waiver, a pupil will be excluded or refused enrollment for failing to meet the state’s immunization requirements. Otherwise, the parent will be given two weeks to supply evidence that the pupil has been properly immunized or that the pupil is exempt from these immunization requirements. Specific information about required immunizations is available from the personal physician, the Ventura County Health Department or found on the website: www.vcss.k12.ca.us/sped/health_m.htm.

The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school-aged children. The District may permit the administration of immunizing agents by appropriately qualified and supervised medical personnel where parents have given written consent for that immunization.

Hearing and Vision Testing and Scoliosis Screening (E.C. 49452 and 49452.5 and 20 USC 1232H) The District is required to conduct hearing and vision testing and scoliosis screening of each enrolled student. Vision testing, which includes acuity and color blindness, shall be conducted upon first enrollment in school and at least every third year thereafter through eighth grade during the school year. The parent may waive vision appraisal by filing a copy of the private physician, surgeon, optometric report, or refuse appraisal due to religious beliefs by filing a written statement with the principal. Hearing testing is conducted upon first enrollment and at least every third year thereafter through high school. Scoliosis screening is conducted for each grade 7 girl and each grade 8 boy during the school day and the results will be given to the parents. In all instances, the testing is conducted by qualified and trained staff.

Child Health and Disabilities Prevention Program (CHDP) and Health Screening (HSC 124085, 124100, and 124105, 124175) All pupils must have completed a health screening and evaluation conducted by a physician within eighteen months prior to entry into first grade. State law requires that the parent or legal guardian provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance into first grade. The District will exclude from school, for not more than five (5) days, any first grade student whose parent has not provided a certificate or waiver based on personal beliefs for this evaluation. A free health screening is available through the Ventura County Health Department.

Administration of Prescribed Medication by Personnel and Self-administration of Medication by Students (E.C. 49423 and 49423.1) Students who must take physician-prescribed medication at school may be assisted by the school nurse or other designated personnel or may carry self-administer inhalated asthma medication and auto-injectable epinephrine providing appropriate written information is received by the school. The following information is required: a) a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken, and b) a written statement from the parent or guardian asking school personnel to assist in administering the medication as set forth in the physician’s statement. A specific written
statement is to be provided by the parent indicating that the parent wants the student to carry and self-administer the medication as prescribed. Forms for this information are available at each child's school.

**Continuing Student Medication** (E.C. 49480) Parents of a pupil on a continuing medication regimen for a non-contagious condition, shall inform the school of the medication being taken, the current dosage and the name of the supervising physician. With parent or legal guardian consent, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil's behavior and symptoms of any adverse side effects.

**Prohibition on Requiring Medication** (E.C.56040.5) School staff are prohibited from requiring pupils with exceptional needs to obtain a prescription for medication as a condition for attending school or receiving services.

**Infectious, Contagious Diseases and Filthy or Vicious Habits** (E.C. 48211, 48213, 5CCR 202) Pupils with vicious or filthy habits may be excluded from school. Students who are suffering from contagious or infectious diseases, or whose continued presence in school constitutes a clear and present danger to the life, safety or health of pupils or school personnel shall be excluded from school. The parents shall be notified of the exclusion immediately or as soon as is reasonably possible after the exclusion. Should an outbreak of potential or actual epidemic proportion occur, the school district will follow the direction of the local and county health officials in terms of exclusion.

**Oral Health Assessment** (E.C. 49452.8) A pupil, while enrolled in a public school kindergarten or first grade, if the pupil was not previously enrolled in the public school kindergarten, is required to present proof of having received an oral health assessment no later than May 31 of the current school year. The oral health assessment must have been performed no earlier than 12 months prior to when the pupil was first enrolled in the public school. A copy of the letter sent to parents is in Appendix B.

**OTHER HEALTH RELATED AREAS**

**Medical and Hospital Services for Students** (E.C. 32221.5 and 49472) The parent may elect to purchase insurance available to pupils for medical and hospital services needed for student injuries while involved in school-related activities. No pupil shall be required to purchase such insurance without his/her consent, or if a minor, without the consent of the parent.

**Physical Examination** (E.C. 49451) A parent or legal guardian may file annually with the school principal a written statement signed by the parent or legal guardian, that he/she will not consent to a physical examination of his child. Thereupon the child shall be exempt from any physical examination. However, a pupil shall be sent home if, for good reason, it is believed he/she is suffering from a recognized contagious or infectious disease and shall not be permitted to return until school authorities are satisfied the contagious or infectious condition does not exist.

**Absence for Confidential Medical Services** (E.C. 46010.1) The law requires that pupils in grades 7 through 12 and all parents be informed that school district authorities may be permitted to excuse pupils in grades 7 through 12 to obtain confidential medical services without the consent of the parent. It is the opinion of the California Attorney General that the school district may not notify the parent or require written parental consent. However, the District, as a practice, does not choose to release pupils to obtain confidential medical services.

**Asbestos Management Plan** (40 CFR §763.93) The District maintains and annually updates its management plan for asbestos-containing material in school buildings which is available upon request by contacting the Office of Maintenance and Operations.

**Notification of Use of Pesticide Products** (E.C. 17612 and 48980.3) The law requires that the school district provide to all staff and parents or legal guardians of pupils at a school site an annual written notification of the name of all pesticide products expected to be applied at the school facility during the upcoming year. The notification shall identify the active ingredient or ingredients in each pesticide product and contain the Internet access address on information about pesticides and pesticide use reduction as found in Section 13184 of the Food and Agricultural Code. It also provides the opportunity
for the parent to register with the district to receive notification of individual pesticide applications at the school facility. Further, the district will post warning signs prior to and after pesticide applications and provide separate notification for pesticide applications not included in the annual notice. A copy of the notification can be found in Appendix B-1.

SCHOOL ACCOUNTABILITY REPORT CARD

School Accountability Report Card (SARC) (E.C. 33126(c), 35256 and 35258) The SARC is published annually for the purpose of providing data by which parents can make meaningful comparisons between public schools, enabling them to make informed decisions about the enrollment of their children. Included in the SARC is required information about misassignments of teachers, number of vacant teacher positions, availability of sufficient textbooks and other instructional materials, and needed maintenance to ensure good repair of facilities. The SARC also includes the revised estimated expenditures per pupil and types of services funded, e.g. personnel salaries; schools identified by the governing board as having insufficient textbooks or instructional materials and the percentage of student effected by subject area; and career technical education data measures, as specified. A copy of the SARC is available for review at each school site, at the District Office, and on the Internet by February 1. A hard copy will be provided to parents upon request. Additional copies are also available, upon request, to interested community members for a predetermined fee.

PHYSICAL PERFORMANCE TESTING

Physical Fitness Testing (E.C. 60800) The governing board of the school district is required by the State Board of Education to administer in March, April, or May to each pupil in grades 5, 7, and 9 the physical fitness test designated by the State Board of Education. The Board is then required to report the aggregate results of the physical performance testing in the annual school accountability report card (SARC).

SPECIAL EDUCATION / HANDICAPPED PUPILS

Special Education Programs (E.C. 56301, 56306, 56329, 56380, 56506 and IDEA) Federal law requires that a free and appropriate education (FAPE) shall be offered in the least restrictive environment (LRE) to qualified pupils with disabilities, including those who are homeless or wards of the court, ages three through 21 years; and early intervention services for “at-risk infants and toddlers” under the age of three. This right applies to students eligible for Special Education services as defined under the Individuals with Disabilities Education Act (IDEA). Through the district’s Student Study Team process, and other procedures (implementation and monitoring of interventions), including the processing of referrals from the community, a continuous effort is made to locate and identify individuals who might qualify for special education services. The law also provides that parents may initiate a request to have their child assessed to determine eligibility for Special Education and/or related services. The request shall be in writing and may be submitted to the District’s Special Education Office, school principal or his/her designee. Further, the parent(s) may expect his/her rights to be written in understandable language; will be asked to give written consent before any assessments are conducted; is entitled to receive a copy of the assessment results and the documentation of determination of eligibility upon request; shall participate in the individualized education program (IEP) team meeting for their child and be provided with recommendations and the reasons for them; and will give written consent before their child is placed for services. The parent also has the right to electronically record the proceedings of IEP meetings and to observe the pupil in the classroom, as specified. If the pupil is identified as handicapped, then a meeting will be held annually to review his/her progress. Further and more specific information about parent rights, due process, specific procedures, and the assessment plan are available under a separate document which may be obtained from the District’s Department of Special Education. A copy of the Parent Rights for Special Education -Abbreviated Summary is in Appendix B.

Special Education Students Reaching Age 18 (E.C. 56345 (a)(8)) Beginning at least one year prior to a special education pupil reaching the age of 18, he/she is to be informed of their rights which will be transferred to them upon reaching the age of 18. This information is also contained within the individualized education program (IEP).
**Special Education Complaints** (CAC 3125) The parent may file a complaint with the State Department of Public Instruction if he/she feels there has been a violation of the Special Education laws. The complaint may be filed with the District Superintendent.

**Handicapped Pupils /Section 504 of the Rehabilitation Act of 1973** (29 USC 794, 34 CFR 104.32 and 104.36 and Board Policy 6164.6) In accordance with Section 504, discrimination on the basis of physical or mental disability or physical or mental medical condition in any district program or activity is not permitted. Further, discrimination on the basis of race, color, national origin, sex, handicap, or lack of English skills shall not be permitted. Reasonable accommodation(s) to assist handicapped pupils under this section may be provided through a written section 504 Service Plan developed by the Student Study 504 Team at the school. If the student is found to have a disability that requires services under Section 504, then he/she has a right to be educated with nondisabled students to the maximum extent appropriate for the student's needs. Procedural safeguards including the opportunity for the parent to examine relevant records of the pupil; to participate in an impartial hearing including the opportunity for representation by counsel; and a review procedure are outlined in District Policy 6164.6. The Assistant Superintendent of Instruction is responsible for implementing Section 504.

**TEMPORARY DISABILITIES**

**Independent Home/Hospital Instruction Pupils with Temporary Disabilities** (E.C. 48206.3, 48207, 48208 and 48980 (b)) Home teaching ("individual instruction") shall be provided to a student with a temporary disability which makes attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable. The services shall be provided to pupils who are predicted by a physician or psychiatrist to be absent in excess of ten consecutive instructional days. The amount and duration of home teaching services will be developed and documented based upon the individual educational needs of the student, not to exceed one hour per day of individualized instruction. Contact the school office for further information.

A student for whom it is impossible or undesirable to attend regular day classes due to a temporary disability that places him/her in a residential health facility shall receive individual instruction, if appropriate, by the district in which the child is temporarily residing. The location of the hospital or health facility is considered the child’s place of residence during his/her stay there. It is the responsibility of the parent to notify the district where the child is temporarily residing of his/her presence. Upon notification, the district of “residency” as defined herein, will within five working days determine whether the student will be able to receive individualized instruction, and if so, provide it within five working days or less. For further information, contact the Office of Instructional Services.

**PUPIL RECORDS**

**Review of and Access to Pupil Records** (34 CFR Part 99, 20 USC 1232g, E.C. 48980, 49063, 49064, 49068, 49069, 49070, 49073, 49076, and 5 CCR §431[e]) Under the Family Educational Rights and Privacy Act (FERPA) of 1974 and state legislation, parents of currently enrolled pupils or former pupils attending a post-secondary education program under the age of 18 or current pupils 18 or older, have a right to inspect and review any and all records related to the student. These rights include the following:

1. **The right to inspect and review during regular school hours within five days of the day the District receives a request for access.**
   The parent or eligible student should submit to the school principal or certificated designee or District Custodian of Records, Pupil Services, a written request that identifies the record(s) they wish to review. The principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The parent or eligible student can request information about the location(s) of where the student's records are kept. Likewise, a log of individuals, other than those School/District officials and employees and members of the School Attendance Review Board who have a legitimate educational interest in the pupil, is maintained as part of the pupil record. Two copies of the records will be provided to the parent or legal guardian free of charge upon written request within five business days. Additional copies of records may be made available for a predetermined fee.
2. The right to request that the school/district correct records believed to be inaccurate or misleading.
The parent or eligible student should put the request in writing to the principal/certificated designee of the school or district Custodian of Records, and clearly identify the part of the record they want changed, and why it is inaccurate or misleading. A parent challenging the school records must show that the records are 1) inaccurate, 2) an unsubstantial personal conclusion or inference, 3) a conclusion or inference outside the observer’s area of competence, 4) not based on the personal observation of a named person, 5) misleading, or 6) in violation of the privacy or other rights of the students. If the District decides not to amend the record, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to give consent to disclosures of any information in the student’s records, except to the extent that FERPA allows for disclosure without consent from the parent or eligible student.

School/District officials and employees, and members of the School Attendance Review Board have access to the records provided they have a legitimate educational interest in the pupil. A school/district official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (e.g. nurse, health clerk, psychologist, speech/language specialist; a person serving on the School Board; a person/company with whom the District has contracted to perform a special task (auditor, therapist, attorney); members of the School Attendance Review Board; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

In accordance with Board Policy (Bd. Pol. 344.8.5) release of directory information regarding pupils is not permitted unless specific parent permission is given by the parent or eligible student in writing.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue. S.W., Washington, D.C. 20202-4605.

Further information may be obtained from the District’s Custodian of Records, Office of Instructional Services.

RELEASE OF PUPIL DIRECTORY INFORMATION

Release of Directory Information (E.C. 49073, and 20 USC 7908) Education Code permits the release of specific directory information such as follows: pupil’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, degrees and awards received, dates of attendance and most recent previous school attended. However, the District’s Board elects not to disclose directory information without specific parent consent. Therefore, requests for specific directory information from any public or private organization, except those having legal mandatory access will be denied unless the parent has given written approval for said release. While under the No Child Left Behind Act, the district is required to provide military recruiters with the same access to secondary school pupils as is generally provided to post secondary educational institutions or prospective employers, parents will be notified in writing of the option to make a request and comply with the parent(s)’ request.

SCHOOL LUNCHES

Free and Reduced Price School Lunches (E.C. 49510, et seq) Free or reduced price lunches are available at school for pupils whose parents or guardians qualify, based on household income and complete the required application form with the district. Application forms may be obtained at each school site.

DISTRICT CURRICULUM

Availability of Curriculum Prospectus (E.C. 49063 and 49091.14) The prospectus of the curriculum being taught including titles, descriptions and instructional aims of every course offered by the school is available for inspection upon request by the parent or guardian.
FAMILY LIFE: COMPREHENSIVE SEXUAL EDUCATIONAL & HIV/AIDS PREVENTION EDUCATION

Sexual Health Education and HIV/AIDS Prevention Education (E.C. 51930 et seq.) A parent or guardian of a pupil has the right to excuse their child from all or part of the state required comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education. These rights are summarized as follows:

a) Written notice shall be given annually to the parents or guardians of students in grades 7 through 12 at the beginning of the school year or upon initial enrollment of the pupil that 1) explains the purpose of the required sexual health education, HIV/AIDS prevention instruction and research on pupil health behaviors and risks planned for the coming year, 2) states that the parent or guardian has the right to request a copy of Education Code Sections 51930 - 51939 related to the state required comprehensive sexual health education and AIDS prevention education, 3) specifies that any parent may request in writing that his/her child not participate in all or part of the sexual health education and HIV/AIDS prevention education, 4) advises the parent or guardian that written and audio visual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection, and 5) advises the parent or guardian that this legislation applies to whether the instruction is provided by a teacher employed by the district or by an outside consultant. Further, before a pupil enrolled in kindergarten or grades 1 to 6 receives instruction on sexually transmitted diseases, HIV/AIDS, human sexuality, or family life, written notification shall be provided to the parent or guardian stating that 1) said instruction will be given, 2) the parent or guardian has the right to request a copy of Education Code Sections 51930-51939, and 3) the parent or guardian may request in writing that their child not receive said instruction.

b) If a school or district elects to provide comprehensive sexual health education or HIV/AIDS prevention education by outside consultants or guest speakers, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of parent to request a copy of E.C. 51933, 51934, and 51938. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than 14 days before instruction is delivered.

c) While comprehensive sexual health education, HIV/AIDS prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks may be administered to any pupil in grades 7 to 12, the parent must be given an opportunity to review said material, and to request in writing that his or her child not participate. However, the District will continue to request in writing prior positive permission from parents for their child to participate in the specified instruction or questionnaire/survey conducted.

Under Education Code 51932, this chapter does not apply to words or pictures in any textbook, adopted pursuant to law, on physiology, biology, zoology, general science, personal hygiene, or health. Nor does it apply to instruction or materials that discuss gender, sexual orientation, or family life and do not discuss human reproductive organs and their functions.

Sexual Health Education Course Material (E.C. 51933) Commencing in Grade 7 health education classes that discuss sexual intercourse must advise pupils of the legal provisions (Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code) relating to parents and others who voluntarily surrender physical custody of a child 72 hours old or younger at a hospital emergency room or other designated location without being in violation of certain crimes such as child abandonment. Materials developed by nonprofit organizations with experience in child development may be adopted for use in these classes. Complete copies of Education Code Sections 51930-51939 are available at the District Office, Instructional Services.

CAREER COUNSELING

Career Counseling & Course Selection (E.C. 221.5) Students may select and attend classes commencing in grade 7, including nonacademic and electives, without regard to sex and are to be counseled toward career choices based on interest and ability and not sex. Additionally, parents may participate in counseling sessions and decisions regarding their child.
College Admission Requirements  (EC 51229) A one-page written notice to parents or guardians of students in grades 9 through 12 can be found in Appendix B which includes information as follows: 1) A brief description of the college admission requirements, 2) A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU, 3) A brief description of what career technical education is, as defined by the CDE, 4) The internet address for the portion of the web site of the CDE where students can learn more about career technical education, and 5) Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses.

CALIFORNIA HEALTHY KIDS SURVEY (CHKS)-2009
California Healthy Kids Survey (E.C. 51513 and 20 USC 1232h) This California Department of Education sponsored survey is conducted biannually with grade 5, 7, 9, and 11 students in the District. Its purpose is to gather information to better assist in promoting better health and to combat problems such as drug abuse, tobacco use, and violence. The survey is also approved by the Department of Alcohol and Drug Programs, Office of the Attorney General, and the Department of Health Services. More specifically the survey takes 40-50 minutes to complete, is anonymously administered, and contains items relative to health-risk behaviors such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; harassment, bullying and perceived school safety. There are no questions about family values. A letter with additional information about the survey will be sent to parents of students in grades 5, 7, 9, prior to the administration of the survey in November-December, 2009 (See Appendix B-2 for an sample letter). It will request that the parent give positive written permission for their child to participate in the anonymous survey. If specific written parent permission is not received by the school, then the student will be excluded from completing the survey. A copy of the survey is available for review in the District’s Assessment and Technology Office. Further information on the CHKS may be found at www.wested.org/pub/docs/chks_surveys.html

DRUGS, ALCOHOL, AND TOBACCO USE
Instruction on Drugs, Alcohol, and Tobacco Use  (E.C. 51260) Instruction shall be given in the elementary and secondary schools by appropriately trained instructors on drug, alcohol and tobacco use education. The effects of the use of tobacco, alcohol, narcotics, dangerous drugs and other dangerous substances will be presented and discussed. Developing a healthy ‘life style’ without use, coping strategies for quitting and refusal skills for prevention will also be explored. In general, the instruction will be provided in conjunction with health in grades 1 through 6 and health or in another appropriate area of study in grades 7-12.

Tobacco Free Campus (HSC 104420 and 104495) The district is required to enforce a tobacco-free campus policy; to communicate this to school staff, parents, pupils and community; and to post signs stating “Tobacco Use Prohibited” at all entrances to schools. Information about tobacco will be disseminated through bulletins and memos that provide a list of cessation resources. Additionally, under HSC 104495, smoking or use of tobacco-related products and disposal of any tobacco-related waste within 25 feet of a school playground, except on a public sidewalk located within 25 feet of the playground is prohibited.

GIFTED AND TALENTED PUPIL PROGRAM
Gifted and Talented Education (GATE)  (5 CCR Section 3831) The GATE written plan for 2008-11 approved by the California Department of Education is available for public inspection. It includes the procedures for a) the district’s method of identification of gifted and talented students, 2) informing parents of the pupil’s participation or non-participation in the program, and 3) ensuring parent participation in recommending policy for planning, evaluating, and implementing the GATE program. Additional information is available on the website: www.CAGifted.org.
ENGLISH LANGUAGE DEVELOPMENT PROGRAM

California English Language Development Test (CELDT) (5CCR Section 11511.5) Every student who has a home language other than English must be assessed with the CELDT upon initial enrollment in a California public school. Any student who is identified as an English learner must be annually reassessed with the CELDT to monitor progress in acquiring English. Parents must be notified of the results of the assessment within 30 calendar days following receipt of these results from the state test contractor.

English Language Development Program Approaches and Parental Waiver (ELD) (E.C. 310-311; E.C. 52164.3 and 5 CCR Section 11303) Every student who is an English learner must be taught to speak and use academic English correctly. State law requires that English learner (EL) students with less than reasonable fluency in English be placed in a Structured English Immersion Program and students with reasonable fluency be placed in English Language Mainstream. However, parents have the right to request an Alternative/Bilingual Program if they believe it would be better for their child. Each school site must inform parents regarding the options available for learning English and of the opportunity to apply for a waiver, EL program options include: 1) Structured English Immersion (SEI) classes/clusters designed to meet the needs of English learners with less than English fluency. Students participating in this option have generally scored at the Beginning to Intermediate level on the CELDT. Specially trained teachers provide instruction in English Language Development (ELD) and use specifically designed academic instruction in English (SDAIE) to teach all of the other regular subject areas. The student's primary language may be used as support for clarification and comprehension. At any time, including during the school year, the parent/guardian may request that his/her child be moved to the English Language Mainstream classes/clusters. 2) English Language Mainstream classes/clusters are designed to meet the needs of English learners with reasonable fluency in English as measured by a score in the Early Advanced or Advanced level of the CELDT results. Specially trained teachers provide instruction in ELD as well as all of the other regular subjects. Instruction is only in English with additional and appropriate support provided, as needed, to assist students in meeting the requirements to be reclassified as fluent English proficient. 3) Alternative Classes/Bilingual Education require an approved Parental Exception Waiver. Specially trained teachers provide a foundation for learning in the student's native language. Students receive daily instruction in ELD and the other content areas are first taught in the student's native language. As students increase their proficiency in English, the amount of instruction in English also increases. Program availability will depend upon the number of students receiving waivers. There must be at least 20 students at the same site and grade level on waiver to offer an alternative program. Otherwise, students will be allowed to transfer to another public school where the requested program is available.

Rights of Parents and Guardians Who Lack English Fluency (E.C. 51101.1) School districts shall take all reasonable steps to ensure that all parents and guardians of pupils who speak a language other than English are properly notified in English and in their home language. Under E.C. 48985, when 15 percent or more of the pupils enrolled in a school speak a single language other than English, as determined from the census data submitted to the State Department of Education, then all information sent to the parent or guardian will be in English and their primary language.

TITLE I PROGRAM

Parent Notification Requirements in No Child Left Behind Act (20 USC 6311, 34 CFR 200.61) At the beginning of the year, the district is required to notify parents of each student attending any school that receives Title I funds that they may request information regarding the professional qualifications of their child's classroom teachers. Further, it is required that the parent receive timely notification if their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher of a core academic subject who does not meet NCLB teacher qualification requirements. To the extent practicable, the notification is to be in an understandable and uniform format, and provided in a language that the parents can understand.

INSTRUCTION/USE OF ANIMALS

Refrain from the Harmful or Destructive Use of Animals (E.C, 32255 et seq. and 48980(a)) Students and parents are to be informed by the teacher a) that live or dead animals or animal
parts will be used in a course of study and b) of the students’ right to refrain from participation. Should the student choose to refrain from participation in the use of animals, then the teacher may work with the student to develop an alternative education project, which requires a comparable time-effort investment, or the student may be excused from that project. Further, the student shall pass all examinations related to the course of study in order to receive full credit. However, an alternative test(s) may be provided if the usual test(s) requires the harmful or destructive use of animals. The parent must substantiate the student's objection with a written note before an alternative plan can be developed.

PROMOTION/ RETENTION

Promotion/ Retention of Pupils (E.C. 48070.5 (e)) Students who are not making reasonable academic progress as measured by appropriate skill acquisition for that grade level or by achieving at a rate at least equal to the previous year’s progress shall be retained. Students participating in a categorical program designed to accommodate a specialized need e.g. those 1) identified as handicapped and placed in Special Education programs for more than 50 percent of the school day or 2) designated as Non-English Proficient (NEP), will not be retained. Parents will be notified as soon as possible when a student is identified as being at risk of being retained at the end of the school year. The parent will be notified of the before school, after school, and/or Saturday academic prevention/ intervention opportunities available for their child. More specific information is available from the school.

CALIFORNIA HIGH SCHOOL EXIT EXAM

High School Graduation Requirements (E.C. 48980(e), 60850 and 60851 and 5CCR 1208) Each pupil completing grade 12 must successfully pass both parts of the California High School Exit Examination (CAHSEE) as a condition of receiving a diploma of graduation from high school. Each pupil needs only to pass each part once but must also meet the district’s course and credit requirements in order to receive a diploma of graduation. Students who do not pass both parts in grade 10 have additional opportunities to pass one or both parts as 11th and/or 12th graders. The two main parts of the exam are: 1) English-Language Arts (reading and writing) and 2) Mathematics. All questions on the test are based on the State Board of Education adopted content standards. A copy of the results are sent to the parent and one kept in the student’s school file upon their receipt from the state. The test dates for the 2009-10 school year are: October 6-7, 2009 (grade 12 only), November 3-4, 2009 (grade 11 only), December 5, 2009 (Saturday), December 12 (Saturday), February 2-3, 2010 (grade 12 only), March 16-17, 2010) grades 10 and 11 only), and May 16-17, 2010 (grade 12, and grade 10 students who did not test in March). Eleventh and twelfth grade students who have not passed both sections are strongly encouraged to take the test at each administration for which they are scheduled until they pass the exams. Tenth grade students may only take the exam in March (or May if they were absent for the March administration). More information regarding the High School Exit Exam is available on the California Department of Education website, http://www/cde.ca.gov/ta/tg/hs/index.asp or by contacting the District’s Secondary Education Office at 805.497.9511, ext. 210.

ADVANCED PLACEMENT EXAMINATION

Availability of State Funds to Cover Cost of Fees of Exam (EC 52244 and 48980(l)) Pupils enrolled in at least one Advanced Placement class and/or the International Baccalaureate Program and who qualify as economically disadvantaged, may apply for assistance to cover the cost of advanced placement examination and/or IB examination fees. The pupil should contact the counselor at the school for specific information.

SAFETY

Comprehensive School Safety Plan: Annual Report (EC 32286 et sq.) Each school in the district is required to have a Comprehensive School Safety Plan that is reviewed and updated annually by March 1 by the school site council or school safety planning committee. The plan will include appropriate strategies and programs that provide a high level of safety including specific rules and regulations on student discipline, disaster preparedness plan and procedures, child abuse reporting procedures, assessment of school crime committed, sexual harassment policy, and other policies.
FREEDOM FROM DISCRIMINATION

Freedom from Discrimination (E.C. 200 et seq., 12101 et seq., Rehabilitation Act of 1973, §504; Title VI, Civil Rights Act of 1964; Title IX, Educational Amendment Act of 1972) It is the policy of the District to secure for all individuals freedom from discrimination because of race, color, religion, age, physical or mental handicap, marital status, sex, or national origin; lack of English language skills; or sexual harassment. The District assures that the lack of English language skills will not be a barrier to admission or participation in District programs. Discrimination complaints must be filed within six months of when the alleged discrimination occurred, or when knowledge of the discrimination was first obtained. Complaints alleging discrimination should include notice of the complainant’s right to seek civil law remedies at least 60 days after filing an appeal with the California Department of Education. For complaints or additional information, the Title IX Coordinator for the District for issues involving employees is Tim Carpenter, Assistant Superintendent, Personnel Services, 1400 E. Janss Road, Thousand Oaks, CA (805) 497-9511. The Title IX Coordinator for issues that do not involve employees is Janet Cosaro, Assistant Superintendent, 1400 E. Janss Road, Thousand Oaks, CA 91362. A copy of the summary of the “Student Guide to Understanding and Avoiding Harassment” pamphlet given to and reviewed with students can be found in APPENDIX A of the Discipline Handbook Section.

UNIFORM COMPLAINT PROCEDURES

Complaints Regarding Categorical or Special Programs (5 CCR § 4622, E.C. 32289 and Board Policy 1312.3) The District has the primary responsibility to ensure compliance with applicable State and Federal laws and regulations. The district has established Uniform Complaint Procedures to resolve alleged acts of discrimination on the basis of ethnic group identification, religion, age, sex, sexual orientation, national origin, color, and physical or mental disability, which apply to all State and Federally funded programs and for noncompliance with school safety plan requirements. These uniform procedures require the complainant to file a written complaint no later than six months from the date the complainant first has the concern. The complaint must be filed with the Assistant Superintendent, Instructional Services, who will coordinate an investigation and response within 60 days of receipt of the written complaint unless the complainant agrees in writing to extend the time line. A complainant may appeal the District's decision to the California Department of Education (CDE) by filing a written appeal within 15 days after receiving the District's decision. The appeal to the CDE must include a copy of the locally filed complaint and a copy of the District's decision. If a district is found to have violated a State or Federal law and/or regulation, and the district does not take corrective action to comply, then various civil remedies may be available. Contact the Assistant Superintendent, Instructional Services, for additional information or assistance.

Supplemental Uniform Complaint Procedures (Williams Settlement) (E.C. 35186 and District Policy 1312.2) District policies and procedures have been developed to investigate and resolve complaints relative to availability of instructional materials, possible teacher vacancies or misassignments which should not exist, and facilities that pose a threat to the health and safety of students or staff. Specific procedures for filing a complaint and timelines for investigation and resolution are outlined under District Regulations 1312.2.

MINIMUM DAYS / PUPIL-FREE STAFF DEVELOPMENT DAYS

Notification of Minimum Days and Pupil-Free Staff Development Days (E.C. 48980 (c)) The Board adopted calendar for 2009-10 provides for a minimum of 180 instructional days for students, including scheduled minimum days at the elementary level in October for parent conferences. Any pupil free Staff Development days for teachers will be provided outside of those 180 instructional days. While changes to the calendar are not anticipated, parents/guardians will be notified as early as possible but no later than one month prior to the scheduled change. The school calendar may be found on the District’s website, will be distributed as part of the CVUSD “School Views” publication, and will be available at each site and district office.

STUDENT USE OF TECHNOLOGY

Electronic Communication Acceptable Use (E.C. 48980(h), 51870.5 and Board Policy 6163.4) Electronic communication provides access to vast and diverse resources. Through Local Area
Networks (LANs), Wide Area Networks (WAN), and the Internet, staff and students have access to individuals, groups, data, and materials from all over the world. Appropriate access to these resources is consistent with the District’s goal of promoting educational excellence. It is understood that much of the material available through electronic communication has no direct educational value for students, and some of the material available is not suitable at all for students. It is also understood that the District cannot control the content of the materials on a global network, nor can it fully protect students who misuse District resources to electronically access materials.

a. Access to a District LAN, WAN, or the Internet is a privilege, not a right.
b. To assure the appropriate use of District resources for electronic communication, the following requirements shall apply to all District staff and students.
   1. All use must be in support of the educational mission, goals, objectives, and/or curriculum grade level content standards adopted by the Board of Education.
   2. All use must be consistent with the rules of any network being accessed.
   3. Unauthorized use of copyrighted materials is prohibited.
   4. Distribution of material protected by trade secret is prohibited.
   5. Threatening or obscene material is prohibited.
   6. Use for commercial activities is prohibited.
   7. Use for product advertisement or political lobbying is prohibited.
c. All staff and students using the District LAN, WAN, or Internet access shall sign an Acceptable Use Agreement acknowledging their agreement to abide by this Policy and any related regulations.
d. Violations of this policy will result in appropriate disciplinary action which may include loss of access, the full range of disciplinary consequences allowed by the Education Code, and criminal prosecution.

**ELECTRONIC SIGNALING DEVICES**

Electronic Signaling Devices (E.C. 48901.5 and Board Policy 5131) The Board of Education acknowledges that there are legitimate reasons for students to possess and use electronic signaling devices such as cellular phones and pagers while going to and from school, and before and after school related activities. However, electronic signaling devices will not be permitted to disrupt instruction, instructional programs, and/or school related activities. Therefore, the following regulation shall apply to the possession and use of electronic signaling devices.

a. Electronic signaling devices may not be used at any time that the use of the device would be disruptive to any instruction, instructional program, and/or school related activity.
b. Electronic signaling devices must be completely turned off during all classes.
c. Students may possess and use an electronic signaling device at any time if the device has been determined to be essential for the health of the pupil. Prior written permission will be required from the School Nurse.
d. The District assumes no responsibility for the protection, loss, or damage to any electronic signaling devices

**INTERNET SAFETY AND CYBERBULLYING**

Internet Safety and Cyberbullying (E.C. 32261(f), 32261(g) and 48900(r) and Board Policy 5131) An emerging national concern is the inappropriate use of the internet by students. “Cyberbullying” is one of those misuses which includes the transmission of communications by posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. It also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation or friendships.

While the district has and will continue to ensure the safety of each student and continue to monitor student use of technology in school and at school sponsored events, it is apparent that there is an ongoing development of more sophisticated means of accessing the Internet. Across the nation, there has been an increase in negative student behavior in the use of home computers to post messages to popular “chat room” or “message exchange” Web sites. These Web sites allow students to chat with others and to post statements that ordinarily would not be said in a face-to-face conversation, otherwise referred to as “cyberbullying”. One such Web site is Myspace.com, although there are others, which reportedly has over 57 million members and has become one of the most popular “message exchange” sites among students nationwide.
Unfortunately, some of these Web sites are being used by child predators, “cyber bullies”, and con artists with the intent of harming others. In some cases, adults pose as youths and gain access to student chat rooms. Some of these contacts have led to tragedy as some students post personal information, such as addresses and telephone numbers that predators can use to locate students. Some students (mostly between the ages of 9 and 14) use the anonymity of the Web sites to participate in online bullying to threaten harm to other students without witnessing the consequences. Students who are bullied online sometimes do not report these incidences for fear of being harmed further or being restricted from using the internet. Therefore, it is recommended that you:

1. Discuss the potential danger of the Internet with your son or daughter.
2. Ask if they have an account with Myspace.com or any other Web site. If they are using such a site with your permission, review your child’s profile to ensure that no personal and identifiable information has been posted.
3. Establish rules and guidelines to ensure your child’s safety on the Internet. Examples of Websites that provide helpful guidelines include:

   | Safe Kids:          | http://www.safekids.com |
   | Web WiseKids:       | http://www.webwisekids.org or call 866-WEB-WISE or email webwisekids2@aol.com |

CVUSD Rev. 7/09

NOTES
TO: All Parents/Guardians and Staff
FROM: Joe Putnam, Facilities Supervisor – Grounds
DATE: School Year 2009/2010

RE: “Healthy Schools Act of 2000”

As directed in Assembly Bill 2260, Section 1. Article 4., this has been added to Chapter 5 of part 10.5 of the Education Code, to read “Article 4. Healthy Schools Act of 2000”.

Section 17612 of this act reads as follows: “The school district designee shall annually provide to all staff and parents or guardians of pupils enrolled at a school site a written notification of the name of all pesticide products expected to be applied at the school facility during the upcoming year.”

Please see the school district’s List of Products we expect to use at our sites for the school year 2007/08 on the reverse side of this memo.

Section 17612, Part 1, also reads that the school district designee shall provide the opportunity for recipients to register with the school district if they wish to receive notification of individual pesticide applications at the school facility. Persons who register for such notification shall be notified of individual pesticide applications at least 72 hours prior to the application.

To register under this section please mail your name, address, student’s name and school site to the Maintenance & Operations Department at 310 E. Kelly Road, Newbury Park, California, 91320, “Attention Pesticide Notification”.

It is the goal of the Conejo Valley Unified School District to use the least toxic methods of pest control at the lowest effective dose through our Integrated Pest Management Program (IPM). A copy of the Conejo Valley Unified School District’s IPM policy statement is stated below. If further information is desired, you may call (805) 498-4557, ext. 801.

INTEGRATED PEST MANAGEMENT POLICY (IPM) STATEMENT

The Conejo Valley Unified School District initiated an IPM Program in September of 1988. Since the initiation of the IPM Program, it has been the intent of the CVUSD to continue to utilize IPM principles to manage pest populations adequately. The choice of using a pesticide will be based on a review of all other available options and a determination that these options are unacceptable or are infeasible, alone or in combination. Cost or staffing considerations alone will not be adequate justification for use of chemical control agents. Strategies for managing pest populations will also be influenced by the pest species and the degree to which that population poses a threat to people, property, or the environment. The full range of alternatives, including no action, will be considered.

When it is determined that a pesticide must be used in order to prevent pest levels from exceeding action thresholds, the least-hazardous material will be chosen and applied at the lowest possible effective dose.

Our Rodent Control Leadworker and Facility Supervisor-Grounds are licensed and certified “Qualified Pesticide Applicators”. Both are required to attend continuing education classes for pest management.
### INSECTICIDES

<table>
<thead>
<tr>
<th>CHEMICALS</th>
<th>ACTIVE INGREDIENTS</th>
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<tbody>
<tr>
<td>Talstar</td>
<td>bifenthrin</td>
</tr>
<tr>
<td>Tempo -20 wp</td>
<td>cyfluthrin, cyano (4-fludro-3-phenoxy phenyl, Methyl 3-(2.2-dichloro-thenyl) 2.2 dimethyl cyclo Propan-e carboxylate</td>
</tr>
<tr>
<td>Perma Dust</td>
<td>boric acid</td>
</tr>
<tr>
<td>Wasp Freeze</td>
<td>d-trans aetherin, 3-phenoxy benzyl (1rs, 3rs, 1rs. 3sr)-22-dimethyl-3-(2-methyl prop-1-enyl) cyclopropane-carboxylate</td>
</tr>
<tr>
<td>Terro PCO</td>
<td>sodium tetraborate, decahydrate (borax)</td>
</tr>
<tr>
<td>Knoxout 2 FM</td>
<td>diazinon 0.0 diethyl 0 (2 150 propyl-6 methyl 4 pyr: midinyl. Phos phorst-10 ate</td>
</tr>
<tr>
<td>(only used for yellow jackets-bait)</td>
<td>potassium salts</td>
</tr>
<tr>
<td>Safer Soap</td>
<td>imidacloprid 1-[(6chlooro-3-pyridin)methyl]-nitro-2-imidazolidinimine</td>
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<tr>
<td>Merit 75wp</td>
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### SNAIL AND SLUG TREATMENTS

<table>
<thead>
<tr>
<th>CHEMICALS</th>
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<tbody>
<tr>
<td>First Choice</td>
<td>iron phosphate</td>
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### HERBICIDES

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<th>CHEMICALS</th>
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<tr>
<td>Ronstar Plus</td>
<td>Oxadiazon [2-tert-butyl-4-{2,4 dichloro-5-isopropoxyphenyl}-delta-1,3,4-oxadiazolin-5-one]...2.0%</td>
</tr>
<tr>
<td>Turflon</td>
<td>tricloyr 3.5.6 trichloro-2-iny (oxy-acetic acid, butoxyethyl ester)</td>
</tr>
<tr>
<td>Roundup</td>
<td>glyphosate n-[phosphonomethyl] glycine</td>
</tr>
<tr>
<td>Aquamaster</td>
<td>glyphosate n-[phosphonomethyl] glycine</td>
</tr>
<tr>
<td>Karmex DE (only used at N.P.H.S. ditch)</td>
<td>diuron 3-(3.4 dichloro phenyl)-1, 1-dime thylurea.</td>
</tr>
<tr>
<td>Fuscilade 2</td>
<td>fluazifo-p-butyl, butyl (R)-2-4-6-Tri-floromethyl) -2-pyridinyl (oxy) phenoxyl pro panoate.</td>
</tr>
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### RODENTICIDES

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<th>CHEMICALS</th>
<th>ACTIVE INGREDIENTS</th>
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<tr>
<td>PCQ</td>
<td>Diplacinone 2-Diplen (ACETYL)-1,3-Indandione</td>
</tr>
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</table>
Dear Parent or Guardian:

To make sure your child is ready for school, California law, Education Code Section 49452.8, now requires that your child have an oral health assessment (dental check-up) by May 31 in either kindergarten or first grade, whichever is his or her first year in public school. Assessments that have happened within the 12 months before your child enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional.

Take the attached Oral Health Assessment/Waiver Request form to the dental office, as it will be needed for your child’s check-up. If you cannot take your child for this required assessment, please indicate the reason for this in Section 3 of the form. You can get more copies of the necessary form at your child’s school or online from the California Department of Education’s Web site at http://www.cde.ca.gov/ls/he/hn/. California law requires schools to maintain the privacy of students’ health information. Your child’s identity will not be associated with any report produced as a result of this requirement.

Many things influence a child’s progress and success in school, including health. Children must be healthy to learn, and children with cavities are not healthy. Cavities are preventable, but they affect more children than any other chronic disease.

If you have questions about the new oral health assessment requirement, please contact the Health Clerk at your child’s school.

Sincerely,

Margaret Saleh, J.D.
Margaret Saleh, J.D.
Associate Director Pupil Services

Attachment
The parent or guardian of each minor pupil enrolled in grades 9-12 in the district is to receive annual notification regarding the following:

1. **University of California (UC) and California State University (CSU) admission requirements.**

   - **History** - 3 years required for high school graduation, 2 years required for UC/CSU
   - **English** - 4 years required for high graduation, 4 years required for UC/CSU
   - **Mathematics** - 3 years required for high school graduation, 3 years required for UC/CSU, 4 years recommended for UC/CSU
   - **Laboratory Science** - 2 years required for high school graduation, 2 years required for UC/CSU, 3 years recommended for UC/CSU
   - **Foreign Language** - 1 year of foreign language or 1 year of visual & performing arts required for high school graduation, 2 years required for UC/CSU, 3 years recommended for UC/CSU
   - **Visual and Performing Arts** - 1 year of visual & performing arts or 1 year of foreign language required for high school graduation, 1 year required for UC/CSU

   Please see the reverse side of this notification for a list of courses offered by the Conejo Valley Unified School District that satisfy these subject requirements.

2. **To learn more about the minimum requirements for acceptance to the University of California and the California State University, including the high school courses that have been certified by the UC as satisfying the requirements for admission to the UC and the CSU please visit:**

   - **UC:** [http://www.universityofcalifornia.edu/admissions/](http://www.universityofcalifornia.edu/admissions/)
   - **CSU:** [http://www.calstate.edu/](http://www.calstate.edu/)
   - College/career opportunities: [http://www.CaliforniaColleges.edu/](http://www.CaliforniaColleges.edu/)

3. **Career Technical Education is defined by the California Department of Education as follows:**

   Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. To learn more about Career Technical Education from the California Department of Education please visit: [http://www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/)

4. **Students have many opportunities to meet with their high school counselors to help them choose high school courses that will meet college admission requirements or enroll in Career Technical Education including:**

   - Annual orientation meetings during the spring semester in preparation for registering for classes the following year.
   - Annual academic reviews for students in danger of not graduating or not passing the California High School Exit Exam.
   - Daily meetings with individual students by appointment.

For additional information please contact your child’s high school counselor. The High School Course Directory is available at the District website: [http://www.conejo.k12.ca.us](http://www.conejo.k12.ca.us)
UNIVERSITY OF CALIFORNIA APPROVED “a-g” COURSES

a. HISTORY (Two Years Required)
   US Government & Politics (CP), US Government & Politics (AP)
   European History (AP)
   History of the Americas IB HL2
   History IB SL
   Human Geography (AP)
   United States History (CP), United States History (AP)
   World History, Culture and Geography (CP), World History, Culture and Geography (H)
   World Geography and Cultures (CP)

b. ENGLISH (Four Years Required)
   English 9 (CP), 9 (H)
   English 10 (CP), 10 (H)
   English 11 (CP), English Language & Composition (AP), English IB HL 1
   English 12 (CP), English Literature & Composition (AP), English IB HL 2
   Composition (CP) (Semester course)

c. MATHEMATICS (Three Years Required, Four Recommended)
   Geometry (CP), Geometry (H)
   Algebra 1 (CP), Algebra 1 (H), Algebra 2 (CP), Algebra 2 (H)
   Functions, Statistics & Trigonometry CP, Multimedia Information Technology (CP)
   Math Analysis (CP), Math Analysis (H)
   Calculus (AP), Probability and Statistics, Math Studies IB SL (H)
   Statistics (AP), Discrete Math

These courses meet the Advanced Math (g) requirement.

d. LABORATORY SCIENCE (2 of the following three courses required: Biology, Chemistry, Physics; 3 years recommended)
   Biology (CP), Biology (H), Biology (AP), Biology IB HL 2; Marine Science (CP)
   Chemistry (CP), Chemistry (H), Chemistry (AP), Chemistry IB HL 2
   Physics (CP), Physics (AP), Physics B (AP), Physics C (AP), Physics IB HL 2
   Anatomy & Physiology (CP), Physiology (H), Advanced Anatomy (H), Sports Medicine (CP)
   Environmental Science (AP)

e. FOREIGN LANGUAGE (Two Years Required; Three Recommended)
   American Sign Language 1-3 (CP)
   Chinese 1-3 (CP)
   Spanish 1-5 (CP), Spanish Language (AP), Spanish Literature (AP), Spanish IB HL 1, Spanish IB HL 2
   Spanish for Spanish Speakers 1 & 2
   French 1-5 (CP), French Language (AP), French Literature (AP), French IB HL 1, French IB HL 2
   Japanese 1-3 (CP)

f. VISUAL AND PERFORMING ARTS (One Year Required. More courses may be added as they are approved)
   Architectural Design
   Art History (CP), (AP)
   Art Media
   Ceramics 1-2
   Color and Design
   Computer Graphics

   Concert Band
   Concert Choir
   Dance
   Drawing/Life Drawing
   Jazz Ensemble
   Mass Media

   Music Appreciation
   Music Fundamentals and Theory (CP)
   Music Theory (AP)
   Orchesta/Strings, (CP)

   Studio Art Portfolio (AP)
   Theatre 1
   Theatre Arts IB HL 2
   Vocal Ensemble
   Wind Ensemble (CP), (H)

   Computer Graphics
   Mass Media
   Photography 1-2

   Creative Writing (CP) (Semester course)
   Journalism 1 (CP), Advanced Journalism

   Advanced Mathematics: All courses under (c) above, plus:
   Computer Programming 1 and 2
   Computer Science (AP)

   Laboratory Science: All courses under (d) above, plus:
   Geosciences (CP)
   Geographic Information Systems Science (CP) (Pending)
   Physical Science (CP)
   Marine Science 1 and 2

   Foreign Language: All courses under (e) above

   History/Social Science All courses under (a) above, plus: ↓

   Anthropology (CP), Social Anthropology IB HL 1
   Comparative Religions (CP)
   Economics (CP), H
   Humanities: Search for Self: 200 Years of Change (CP)
   International Relations (CP)
   Philosophy (CP), Philosophy IB HL 2
   Psychology (CP), (AP), Psychology IB HL 2
   Sociology (CP)
   Social Psychology (CP)
   Theory of Knowledge
   Western Philosophy (CP)

   English All courses under (B) above, plus:
   Advanced Public Speaking

   Note: Only the above underlined courses will be assigned extra UC/CSU honors credit: (A=5, B=4, C=3)

Appendix B-3, Page 23 (2)
APPENDIX B-4
504 COMPLIANCE NOTICE
(CFR Title 34 104.8 (a)(b))

The Conejo Valley Unified School District complies with the rules and regulations implementing Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). The District does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs or activities. Questions or complaints regarding the existence and location of services, activities, and facilities should be addressed to:

Janet Cosaro
Section 504 Coordinator
1400 East Janss Road
Thousand Oaks, CA  91362
805.497.9511

List of Sites Meeting 504 Accessibility Standards

<table>
<thead>
<tr>
<th>ELEMENTARY</th>
<th>MIDDLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acacia</td>
<td>Colina Middle</td>
</tr>
<tr>
<td>Aspen</td>
<td>Los Cerritos Middle</td>
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<tr>
<td>Banyan</td>
<td>Redwood Middle</td>
</tr>
<tr>
<td>Conejo</td>
<td>Sequoia Middle</td>
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<tr>
<td>Glenwood</td>
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<td>Ladera</td>
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<td>Lang Ranch</td>
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<td>Madrona</td>
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<td>Earths Magnet</td>
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<td>Maple</td>
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<td>Park Oaks</td>
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<tr>
<td>Sycamore Canyon</td>
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<tr>
<td>University</td>
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<td>Walnut</td>
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<tr>
<td>Weathersfiel</td>
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<td>Westlake</td>
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<tr>
<td>Westlake Hills</td>
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<tr>
<td>Wildwood</td>
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</tbody>
</table>

TITLE IX - STUDENTS

It is the policy of the Conejo Valley Unified School District, in compliance with Title IX of the Education Code Amendments of 1972, final guidelines effective for implementation July 21, 1975, and in accordance with the Equal Opportunity Act of 1972, not to discriminate on the basis of sex in the admission of students to school programs or in its educational programs or activities. Questions or complaints regarding these guidelines should be addressed to:

Janet Cosaro, Assistant Superintendent
Title IX Coordinator
1400 East Janss Road
Thousand Oaks, CA  91362
805.497.9511
Appendix B-4    Page 24
You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disabling conditions.

2. Have the school district advise you of your rights under federal law.

3. Receive notice with respect to identification, evaluation, or placement of your child.

4. Have your child receive a free appropriate public education (FAPE). This includes the right to be educated with nondisabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child equal opportunity to participate in school and school related activities.

5. Have your child receive special education and related services if she/he is found to be eligible under the Individuals with Disabilities Education Act, or to receive reasonable accommodations under both Section 504 of the Vocational Rehabilitation Act and Title II of the ADA.

6. Have the educational and/or placement decisions made based upon information from a variety of sources, and by individuals who know the student, the evaluation data and placement options.

7. Examine all relevant records relating to decisions regarding your child’s identification, evaluation, educational program and placement.

8. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

9. Receive a response from the school district to reasonable requests for explanations and interpretations of your child’s records.

10. Request amendment of your child’s educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time and advise you of the right to a hearing.

11. Request an impartial hearing (Section 504 hearing) related to decisions or actions regarding your child’s identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you at your cost.

12. File a grievance when you believe that your child’s rights have been violated.
Dear Parent or Guardian,

Your child is being asked to be a part of our school’s California Healthy Kids Survey, sponsored by the California Department of Education. This is a very important survey that will help us promote better health and wellbeing among our youth, improve the school learning environment and combat problems such as drug abuse, tobacco use, and violence. **Your written permission whether yes or no on this form is required.** The following are facts to help you make your decision:

**Survey Content:** The survey will take about 50 minutes to complete. It will gather information on developmental supports provided youth; school connectedness and barriers to learning; as well as behaviors such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; and school safety. There are no questions about family values. You may examine the survey in the school office.

The results from this survey is compiled into district and county-level CHKS Reports. To view a copy of your district’s report go to [www.wested.org/chks/reports](http://www.wested.org/chks/reports) and type in the district name.

**Student Selection:** Students in grades 5, 7, 9 and 11 have been selected for this survey.

**It is Voluntary:** Your child does not have to take the survey. There will be no actions or penalties against you or your child for not participating. Students only have to answer the questions they want to answer and they may stop taking it at any time. Before the survey begins, the survey’s purpose, content, and procedures will be explained again. Your child will be able to ask questions and decline to participate.

**It is Anonymous & Confidential:** Your child’s privacy is protected. No names will be recorded or attached to the survey. No information will permit your child to be identified or connected with his/her answers. Survey administrators have signed pledges of confidentiality.

**For Further Information:** The survey was developed by WestEd, a public, non-profit educational institution. If you have questions about this survey, or about your rights, you may call the Healthy Kids Survey center at (888) 841-7536.

THANK YOU FOR COMPLETING AND RETURNING THIS CONSENT

(Tear off and return)

Parents or guardian, please check one, sign, and return this form within three days.

_____ (YES) I give permission for my child to be in the California Healthy Kids Survey.

_____ (NO) I do not give permission for my child to be in the California Healthy Kids Survey.

My child’s name: ___________________________ Grade: ___________________________

My child’s teacher: ___________________________ School of Attendance: ___________________________

Signature: ___________________________ Date: ___________________________

Appendix B-6, page 26
NOTE: This notice is an abbreviated summary of your rights under state and federal law. A more extensive description of these rights is available on our website. These rights are guaranteed under the Individuals with Disabilities Act (IDEA) – PL. 108-446 and related California Education Code. Contact your school district or see our website for the complete Parent/Adult Student Rights.

INTRODUCTION: This document is for parents of students aged 3-18 years old who are being considered for or are receiving special education services. These rights apply to all foster parents and surrogate parents (appointed by the School District) acting on behalf of a special education student or a student being considered for special education. This is your Notice of Procedural Safeguards. (Contact the SELPA for your rights if your child is under 3 years of age) You will be given these rights once a year, also upon initial referral, at assessment, and if you file a Notice of Due Process Complaint.

There are many people in your child’s school district (“district”) and Special Education Local Plan Area (SELPA) who can answer questions about your child’s education and questions you may have regarding your rights. When you have a concern, it is important that you contact your child’s teachers or administrators to talk about any problems you see. This informal conversation often solves the problem and helps maintain open communication.

Parent Surrogates: A surrogate may be appointed by the district to represent a student with a disability when a parent cannot be identified or located, or when the parent’s educational rights have been removed by a court of law. A surrogate may exercise all rights of a biological parent in issues regarding educational records and decision-making.

Parent Participation: You have the right to refer your child for special education services, participate in the development of the Individualized Educational Program (IEP), and to be informed of all program options and alternatives, both public and nonpublic. You must be given the opportunity to participate in any meeting in which decisions are made regarding your child’s special education program, including meetings about identification, assessment, educational placement and/or other matters relating to your child’s education. You should be notified early enough to ensure an opportunity to attend.

You may designate another adult to represent you at IEP and other meetings, by giving written notice. You may designate a representative for one meeting only by indicating on the IEP meeting notice, or you may do it on a long term basis by completing the “Designation of Educational Representative” form. (On our website “IEP/Pre-IEP”)

Written Notice: You have a right to receive written notice, in your native language, when the district proposes or refuses to initiate a change in the identification, assessment or educational placement of your child. This may be given via the IEP or separate form. The notice will include a description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, a description of any other options that the district considered and the reasons why those options were rejected. It will also include a description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action, a description of any other factors that are relevant to the district’s proposal or refusal, and a statement about your rights.

Consent: You must provide informed, written consent before your child is assessed or provided with any special education services. Consent must also be provided before any change in special education services can occur. You can revoke your consent at any time, but it does not negate an action that has already occurred. If your child is being reassessed, the district may conduct assessment without your consent if you have failed to respond to the district’s attempts to obtain consent.

Rights of Refusal: You can refuse consent for an assessment or the placement of your child in special education. The district may not pursue Due Process on the issue of your child’s initial placement into special education.

Revoking Consent: Any time after the initial provision of special education and related services, you the parent, or an adult student, may revoke consent for your child to receive special education services. You must put it in writing. If you choose to do this, your child will be exited from all special education services and supports. The district will not continue to provide services, but must give you written notice before stopping the services indicating the date services will stop. An IEP meeting will not be held. The district may not use mediation or due process procedures to obtain agreement or a ruling that the services must be provided. If you revoke consent for special education services, the district is not required to amend your child’s education records to remove any reference to receipt of special education and related services. Additionally, if you revoke consent for special education services, your child will be subject to the same disciplinary guidelines as any other general education student in the district.
Assessment: Your child must be assessed for special education using methods that are not biased or discriminatory, based on culture, ethnicity, gender or disability. Tests will be administered in your child’s native language or mode of communication, unless clearly not feasible to do so. No single assessment procedure will be used as the sole criteria for determining eligibility and programming for your child. The assessors will be qualified. You must sign the Assessment Plan to initiate assessment.

Independent Educational Evaluations (IEE): You may request one IEE for your child at public expense, if you disagree with an assessment conducted by the district. However, if the district disagrees that an IEE is necessary, or feels that an IEE obtained by you does not meet the district's criteria, it may request a Due Process Hearing to prove that its assessment is appropriate. Any IEE (regardless of who pays) must be conducted by the IEP Team. If the district observes your child in his or her classroom during an assessment, or if the district would have been allowed to observe your child, an individual conducting an IEE must also be allowed to observe your child in the classroom. If the district proposes a new school setting for your child and an IEE is being conducted, the independent assessor must be allowed to first observe your child in the proposed new setting.

Individualized Education Program (IEP): An IEP meeting will be held within 60 calendar days (excluding school holidays in excess of 5 days) of the date the district received the signed Assessment Plan. You may attend in person, or by teleconference if all agree. Any assessment results will be shared with you, and a copy given to you in writing. You have a right to be a participating member of the IEP team, and an interpreter will be provided if you need it. Other members of the team will include: an administrator or other qualified representative of the district; a general education teacher; a special education teacher; anyone who has conducted assessment; and the student, if transition to adult life will be discussed. A required member of the IEP team whose area will not be discussed may be excused with your (and the district’s) written permission. If you and the district agree, a member whose area will be discussed will send a written report prior to the meeting. Parents and district have a right to make an audiotape recording of the IEP by giving 24 hours notice of the intent to tape. If the district initiates the intent to record and the parent objects or refuses to attend, the meeting shall not be recorded by either party.

Transition: Beginning the year of the IEP before your child turns 16, the IEP will address transition to adult life. Your child must be invited to participate, and a plan developed to address his/her dreams and interests for outcomes in life after high school/postsecondary school. Goals and services will be developed to address the outcomes, as well as linkages to adult service providers, if needed. Prior to your son/daughter’s 17th birthday, she/he must be informed that all special education rights will transfer to him or her upon turning eighteen.

Access to education records and other rights related to records: You have a right to inspect, review, and obtain copies of your child’s education records. They must be provided within 5 business days of your request. The district may charge you actual costs for copies. You have the right to dispute documents in the record.

Suspension, alternative placement and expulsion of Special Education Students: For the first ten days (cumulative in a school year), a special education student may be suspended the same as students without disabilities. A suspension for any part of a school day counts as one day of suspension, but in-school suspension does not. If the district proposes to suspend your child for more than 10 days, and the suspensions have caused a change of placement, an IEP meeting called “Manifestation Determination” will be held. If it is determined that the behavior was a result of the district’s failure to implement the IEP or was caused by, or had a direct and substantial relationship to your child’s disability, steps must be taken before the student is suspended further. For suspensions beyond ten days that caused a change of placement, the district must continue to provide special education services during the suspension.

In cases involving weapons, drugs, or serious bodily injury, the district may place your child in an Alternative Educational Setting (AES) for 45 school days while decisions are being made. While in an AES, he/she must continue to participate in the general education curriculum and receive the special education services specified in the IEP.

In cases in which your child is being considered for expulsion, the district will hold a Manifestation Determination IEP meeting. If it is determined that the misconduct was not caused by or a direct result of your child’s disability, or the district’s failure to implement the IEP, the principal may recommend expulsion to the school board.

Due Process: You have the right to assistance in resolving conflicts which may arise regarding special education issues. If you and the district are involved in dispute resolution over an issue, it does not necessarily mean that someone is at fault. It means that there is a disagreement over what is best for your child. You may choose to participate in “Mediation Only.” This is a voluntary process, outside of any timelines, at which attorneys may not be present. The form for “Mediation Only” is located on our website. If you choose to begin Due Process, you need to file a Notice of Due Process Complaint, stating a description of the problem, including facts, and a proposed resolution to the problem. This may be done no later than two years after the issue under dispute arose. (As of October 9, 2006). The Notice should be forwarded to the Office of Administrative Hearings (OAH) (address on page 3) with a copy to the district. The form is located on our website. The district has 10 days to send you a Written Notice described above, or send an Other Party Response attempting to resolve
Resolution Session: Upon receipt of your notice, the district will schedule a Resolution Session within 15 days. The Resolution Session is an informal way to attempt to resolve the conflict and may be facilitated by a neutral party from outside the district. You have three days to rescind any agreements made in a Resolution Session. The Resolution Session period is 30 days and precedes initiation of Mediation/Due Process Hearing.

Mediation: As part of Due Process, you may want to request Mediation. Mediation involves the use of an impartial mediator who is appointed by the OAH. Participation in Mediation will not delay the timeline for a Due Process Hearing.

Both Resolution Sessions and Mediation are informal, non-adversarial methods designed to be conducted without an attorney, but if you bring an attorney the district may also.

Due Process Hearing: You have the right to a Due Process Hearing if there are still disagreements relating to special education services for your child. You also have the right to have an attorney, advocate, and/or the student present at the Due Process Hearing and to make the hearing public. Under certain conditions, the Administrative Law Judge may award the reimbursement of attorney’s fees and/or fees paid to nonpublic institutions by you in the settlement of a case. Under certain other conditions, the judge may reduce or completely deny reimbursement to you for attorney fees and/or fees for nonpublic institutions. The Due Process Hearing will result in written findings from the judge within 45 days of completion of the 30 day Resolution Session period. You have the right to appeal a Due Process Hearing decision to a federal court as a civil action. Appeal must be made within 90 days of the decision.

Children Attending Private Schools: Children who are enrolled by their parents in private schools may be referred to the district in which they live for assessment for special education. If eligible, the IEP team will offer a free, appropriate public education to the child. However, if you choose to continue your child’s attendance in the private school, your rights will be extremely limited. In some cases, very limited services will be offered via an Individual Service Plan, according to the guidelines of the district in which the private school is located. You would be entitled to reimbursement for private school costs only if a hearing officer or court determined that your district had not made a free, appropriate public education available.

Parent Placement in a Non-Public School: A non-public school is a private school which is certified by the state to provide special education services. The district will pay for non-public school costs only if the IEP team agrees that all public school options are not appropriate. If you intend to place your child in a non-public school, you must give the district ten business days notice. In that time, if the district wishes to assess your child, you must make your child available for assessment. If you place your child in a nonpublic school without approval by the district, but you propose that it be paid for by the district, the district must be given the opportunity to observe and assess your child there. An IEP meeting will then be held to review assessment results and discuss the appropriate placement.

State Special Schools - The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: The California Schools for the Deaf are in Fremont and Riverside and the California School for the Blind is in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf and ages five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education Web site at www.cde.ca.gov/sp/ss/ or ask for more information from the members of your child’s IEP team.

Complaints: If you believe that the district has violated the law, you may file a complaint with the district, according to their “uniform complaint procedures.” If not satisfied, or if you choose not to file with the district, you may file a complaint with the California Department of Education (CDE). The CDE must investigate the complaint and issue a written report of findings within 60 days. The complaint form is located on our website (above).

To obtain more information about parental rights, or to file a complaint, contact:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
Attn: PSRS Intake
515 L Street, Suite 270
Sacramento, CA 95814
Telephone: (800) 926-0648 ~ Fax (916) 327-3704
http://www.cde.ca.gov/spbranch/sed

To file a Notice of Due Process Complaint contact:

State of California, Office of Administrative Hearings
Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA, 95833
Telephone: (916)263-0880
Fax (916)263-0890
COMMUNITY ADVISORY COMMITTEE (CAC)

The SELPA convenes a Community Advisory Committee with the purpose of maintaining a flow of communication between theSpecial Education Administration and the community. Meetings are generally held once a month, September through June, and are open to the public. Free childcare is provided, if reserved one week in advance.

The CAC makes many brochures and booklets available free to families of students enrolled in special education programs in the Ventura County SELPA. All are available on our website at www.venturacountyselpa.com or may be ordered for free at (805) 482-2353.

1. 90 Ways to Help Students with ADHD - Brochure
2. A Parent Guide to Special Education (English/Spanish) - Booklet
3. A Parent Guide to Transition Planning (English/Spanish) – Brochure
4. A+ Access, Accommodations, Acceptance “A Winning Grade” - Brochure
5. AB3632 – How does it help with Mental Health Services? – Brochure
6. Autism: A Confusing Diagnosis – (English/Spanish) – Brochure
7. Are You Concerned About Your Child? (3-22 years old, English/Spanish) – Brochure
8. Community Resource Directory for School Aged Students (English/Spanish) - Booklet
9. Community Resources for Families of Young Children (English/Spanish) – Booklet
10. Community Parks and Recreation Programs (English) – Brochure
11. Could Your Baby Benefit From Special Education Services? (Birth-3, English/Spanish) – Brochure
12. Going to College...or Thinking About it? - Booklet
13. Interagency Coordinating Council (ICC) - Brochure
14. My child is not eligible for special education services….but he still needs help! - 504 Plan – Brochure
15. Public Agencies Serving Adults with Disabilities- Booklet
16. Procedural Safeguards Referral Service – Brochure
17. Family Fact Sheet - Sorting through services to help you help your child. . . Regional Center or Schools? – (English/Spanish) – Brochure
18. School-based Early Start Services – Brochure
19. Sensory Issues and Needs in Young Children Birth-Three (English/Spanish) – Brochures
20. Student Study Team (SST) Parent Brochure (English/Spanish) – Brochure
21. Ventura County Transition Project Community Resource Directory (Programs and services for students in transition from Special Education Programs to Community-Based Programs for Adults) (English/Spanish) – Booklet
23. What is a SELPA? - Brochure
24. What’s Next After Early Start? - Booklet


TERMS and ACRONYMS THAT YOU MIGHT FIND IN YOUR CHILD’S IEP:

<table>
<thead>
<tr>
<th>CAHSEE</th>
<th>CA High School Exit Exam - A required exam of all students in California in order to meet graduation requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aprenda</td>
<td>A state test designed to assess a student’s acquisition of content in Spanish.</td>
</tr>
<tr>
<td>BSP</td>
<td>Behavior Support Plan – A plan which addresses underlying causes of a behavior and specific strategies to address it. Also known as a “Positive Behavior Support Plan” (PBSP)</td>
</tr>
<tr>
<td>CAPA</td>
<td>California Alternate Proficiency Exam. An assessment of state curricular standards designed for students in a functional skills curriculum.</td>
</tr>
<tr>
<td>Career Interest tool</td>
<td>Tool used to gauge career interests that a student may have</td>
</tr>
<tr>
<td>CCS</td>
<td>California Children Services - Public agency which provides medical services to eligible children. Website: <a href="http://www.vchca.org/dos/Program.asp?ProglD=62">http://www.vchca.org/dos/Program.asp?ProglD=62</a></td>
</tr>
<tr>
<td>Certificate of Achievement/Completion</td>
<td>For students who do not achieve a regular HS diploma, this document reflects that they participated in the course of study and/or achieved their IEP and Transition goals.</td>
</tr>
<tr>
<td>Chapter 26.5 (Also know as “AB 3632”)</td>
<td>Chapter 26.5 of the Government Code of California. This law applies to the CA Departments of Mental Health, Health Services and Social Services and mandates interagency responsibilities for IEP services with the local public schools.</td>
</tr>
<tr>
<td>COE</td>
<td>County Office of Education – Provides services to students with disabilities</td>
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<tr>
<td>CST</td>
<td>CA Standards Test - Annual test of achievement in CA. State Curricular Standards given to all school children in the state, grades 2-11</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
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<tr>
<td>DMH</td>
<td>Department of Mental Health – Public Agency providing counseling and medical services to people with emotional disturbance and mental illness. <a href="http://www.vchca.org/bh/index.htm">http://www.vchca.org/bh/index.htm</a></td>
</tr>
<tr>
<td>DOR</td>
<td>District of Residence - District where child and family reside</td>
</tr>
<tr>
<td>DOS</td>
<td>District of Service - District providing primary special education services</td>
</tr>
<tr>
<td>DRDP</td>
<td>Desired Results Developmental Profile - An assessment given to all 3,4 and 5 year old preschoolers twice a year to gauge developmental progress</td>
</tr>
<tr>
<td>EDD</td>
<td>Employment Development Department - CA agency which assists people to obtain jobs</td>
</tr>
<tr>
<td>EL</td>
<td>English Learner - A child who is learning English</td>
</tr>
<tr>
<td>ELA</td>
<td>English/Language Arts.</td>
</tr>
<tr>
<td>ELD</td>
<td>English Language Development – Strategies to assist English Learners to acquire academic-level English.</td>
</tr>
<tr>
<td>Emergency Health Care Plan</td>
<td>A plan that addresses steps to be taken in case of a medical emergency</td>
</tr>
<tr>
<td>EO</td>
<td>English only - A child who has English as his only language</td>
</tr>
<tr>
<td>FEP</td>
<td>Fluent English Proficient - A child with other languages used in the home but who is determined to proficient enough in English for participation in school</td>
</tr>
<tr>
<td>FM System</td>
<td>A classroom-wide system for amplification.</td>
</tr>
<tr>
<td>HS</td>
<td>Head Start – Services to low income children 3-4 years old. In Ventura County, provided by a non-profit organization, Child Development Resources. <a href="http://www.cdrofvtaco.org/index.htm">http://www.cdrofvtaco.org/index.htm</a></td>
</tr>
<tr>
<td>IFSP</td>
<td>Individual family Service Plan - Plan provided to young children with disabilities age 0-36 months and their families</td>
</tr>
<tr>
<td>Individual &amp; Small Group Instruction</td>
<td>Special education services provide to preschoolers only.</td>
</tr>
<tr>
<td>LCI</td>
<td>Licensed Children’s Institution. Public agencies that care for children with special needs, or who are wards of the state.</td>
</tr>
</tbody>
</table>
| Level of Service | Level of special transportation service specified on the IEP.  
Level One – closest safe accessible curbside  
Level Two – within 2 miles of home/service address  
Level Three – within .4 mile of home/service address  
Level Four – within 1 mile of home/service address  
Level Five – closest neighborhood school |
<p>| LI           | Low Incidence - Disabilities that occur statistically rarely in society including visual, hearing and orthopedic impairments. Children with these disabilities qualify for extra funding to offset costs of the unique service and equipment needs of this population. |
| NPA          | Non Public Agency – Agencies certified by the CA Dept. of Education to provide specific special education services |
| NPS          | Non Public School - Schools that are certified by the CA Dept. of Education to provide special education services. |
| Promotion and retention standards | Standards for progress in core curriculum set by the district for promotion between certain grade levels. Consult your district policies. |
| RC           | Regional Center - Provides supports to people with developmental disabilities of all ages. <a href="http://www.tri-counties.org/">http://www.tri-counties.org/</a> |
| Rehabilitation or DR | Department of Vocational Rehabilitation. Provides job training and supports to person with qualifying disabilities. Website: <a href="http://www.rehab.cahwnet.gov/">http://www.rehab.cahwnet.gov/</a> |
| Related Services | Specialized Services to assist the student in accessing his/her special education program |
| RFEP         | Reclassified Fluent English Proficient - A child who was formerly an English Learner, but has met reclassification guidelines according to district policy |
| SDAIE        | Special Designed Academic Instruction in English – Strategies for assisting English learners in gaining core content presented in English. |
| SELPA        | Special Education Local Plan Area – Regional consortia of school districts to facilitate the provision of special education services to all children in the districts within the SELPA |
| Skills/Aptitude Tools | Tools to assess the student’s strengths and abilities toward specific jobs/careers |
| SLD          | Specific Learning Disability. A disability characterized by poor performance in one or more academic areas due to a psychological processing disorder. |
| Specialized Academic Instruction | Adapting the content, methodology or instruction to assist a student with disabilities to access the core curriculum. |
| Specialized Physical Health Care Services Plan | A plan developed by a physician to address the unique health or medical needs of a student |
| TPP          | Transition Partnership Project – A collaboration between certain schools – Dept. of Rehabilitation to provide career development and transition to adult life services. |
| Triennial    | A review of all areas of suspected disability of a student to determine continued eligibility as well as need for special education and related services and supports. |
| WRK – WorkAbility Services | School-based career preparation services. |</p>
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<th>School</th>
<th>Principal</th>
<th>Location</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Acacia</td>
<td>Kristen Walker</td>
<td>55 Norman Ave, Thousand Oaks 91360</td>
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<td>Aspen</td>
<td>Amie Mills</td>
<td>1870 Oberlin, Thousand Oaks 91360</td>
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<td>Banyan</td>
<td>Sally Wennes</td>
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<td>Dena Sellers</td>
<td>280 Conejo School Rd., Thousand Oaks 9136</td>
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<td>Cypress</td>
<td>Judy Tetzlaff</td>
<td>4200 Kimber Dr., Newbury Park 91320</td>
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<td>Brad Baker</td>
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<td>241-4417</td>
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<tr>
<td>Madrona</td>
<td>Jean Gordon</td>
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<td>Walnut</td>
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<td>Weathersfield</td>
<td>Jeanne Valentine</td>
<td>3151 Darlington Dr., Thousand Oaks</td>
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<td>Jeff Rickert</td>
<td>1571 E. Potrero Rd., Westlake Village 91361</td>
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<tr>
<td>Westlake Hills</td>
<td>Sheila Carlson</td>
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<tr>
<td>Wildwood</td>
<td>Doug Hedin</td>
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| ELEMENTARY SCHOOLS: K-5, K-6, K-8 |

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<td>Shane Frank</td>
<td>1500 Hillcrest Dr., Thousand Oaks 91362</td>
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<tr>
<td>Los Cerritos</td>
<td>Eleanor Love</td>
<td>2100 Avenida de las Flores, Thousand Oaks 91360</td>
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<tr>
<td>Redwood</td>
<td>Steve Lepire</td>
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<td>497-7264</td>
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<td>Vivian Vina</td>
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| MIDDLE SCHOOLS: 6-8 |

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<tr>
<td>Westlake</td>
<td>Ronald Lipari</td>
<td>100 N. Lakeview Canyon Rd., Westlake Village 91362</td>
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| HIGH SCHOOLS |

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<tr>
<td>Horizon Hills Parenting</td>
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| OTHER |

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