



**Fresno County
Superintendent of Schools**
Dr. Michele Cantwell-Copher, Superintendent

Parent Student Handbook

2026 - 2027



Career Technical Education Charter High School

CTEC Administration

Jonathan Delano, Director of Career Technical Education Charter

Lisa Johnson, Vice Principal

Bracken Smith, School Psychologist

Christina Rodriguez, CTE Coordinator

Pinky Torres, Counselor

CTEC Board of Education

Kevin Otto, President

Dr. Diane Lira, Vice-President

Anthony Ayerza, Secretary

Linzie Daniel, Member • Trina Frazier, Member

Diana Gomez, Member • Jeremy Ward, Member

Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher, Superintendent

Superintendent's Cabinet

Anthony Ayerza • Jeff Becker • Christina Borges • Trina Frazier • Dr. Corey Greenlaw

Dr. Allison Hernandez • Dr. Diane Lira • Brenda Lopez • Kevin Otto • Tannon Pafford

Jason C. Parkin • Mike Pronovost • Dr. Annie Sharp • Helena Silva • Dr. Matilda Soria

Fresno County Board of Education

Dr. Marcy Masumoto, President

Kimberly Tapscott-Munson, Vice President

Bryan Burton • Dr. Allen Clyde • Itzi Robles





Welcome to CTEC High School!

We are excited to welcome both new and returning students and families to another outstanding year at CTEC High School. As we begin this school year together, we remain committed to providing students with meaningful learning experiences that prepare them for success in college, careers, and life.

At CTEC, learning extends beyond the classroom. Our students engage in hands-on projects, industry-connected experiences, and opportunities to apply their knowledge in real-world settings. Through career pathways, advanced technology, collaboration, and problem-solving, students develop the skills and confidence needed to thrive in a rapidly changing world.

We believe every student has unique strengths, talents, and aspirations. Our dedicated staff works to create a supportive and inclusive environment where students are challenged to grow academically, explore their interests, and discover new possibilities for their future. We encourage students to take ownership of their learning, embrace new opportunities, and strive for excellence in all they do.

Strong partnerships between families, students, and staff are essential to student success. We value open communication and encourage families to stay engaged throughout the year as we work together to support each student's educational journey.

This year will be filled with opportunities to learn, lead, create, and serve. Whether participating in career technical education programs, earning industry certifications, engaging in student leadership, competing in academic events, or contributing to our community, every student has the opportunity to make a meaningful impact.

As we look ahead, we are excited to see the achievements, growth, and accomplishments that will define this school year. Thank you for being part of the CTEC community. Together, we will continue building a culture of innovation, excellence, and opportunity for all students.

Have a fantastic year! We can't wait to see what you'll accomplish!

Sincerely,

Jonathan Delano

Director

Career Technical Education Charter High School



Table of Contents

School Purpose	4-6
Calendars and Bell Schedules	7
Faculty Contact Information	8-9
School Updates/Information	9
Annual Recognitions and Graduation Honors	10-11
Grading System and Graduation Requirements	11-13
College Admission Requirements and Higher Education Information	14-16
CTEC Pathway Courses By Grade	16
Extended Day Opportunities	17
Student Academic Support	17
Counseling Program Information	17
Dress Code(s)	17-19
Student Attendance	19-21
Student Discipline	22-33
Students with Disabilities	33-36
Parent/Guardian-Student Handbook Annual Notifications	37-82

Mission & Vision Statement

Mission

Our mission at CTEC is to live and teach, every day, in the intersection of community involvement, student development, and industry relevance.

Vision

At CTEC, we envision education in action; graduating self-aware students who are engaged in community, committed to life-long learning, and integral in closing the skills gap.

Graduation Profile

At CTEC our goal is the transformation of your student into a goal achieving, productive member of our community; prepared for work, life, and education in a wide variety of manufacturing, construction, and engineering pathways. We bring together and develop strength and success through professionalism, leadership, citizenship, and life-long learning.



PROFESSIONAL is respectful of the time and resources of his employer, collaborating willingly and effectively with colleagues; confident in the skills and knowledge he possesses and able to apply both with precision and accuracy.

LEADER is proactive in her view of a situation and approaches problems with creativity, she communicates her vision clearly and expects ethical implementation of the solution.

CITIZEN is self-aware, harnessing both his strengths and weaknesses to improve all areas of his life, community-minded but thoughtful of his national and global effect, conscientious of those in his sphere of influence.

LEARNER is independent in her ability to take on a task, exhibiting perseverance when the path is unclear; utilizing outside resources that enhance her current abilities, as she critically analyzes her own thoughts and carefully considers the contributions of others.

Schoolwide Learning Outcomes

CTEC's school-wide learning outcomes are an accountability measure for the implementation of CTEC's mission and vision statements. Each will address the skills that CTEC expects students to demonstrate upon graduation to be successful in their post-secondary education and careers.

Critical Thinking & Problem Solving: Students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion;

Collaboration: Courses will engage students as mediators of conflict and as advocates for themselves and others. Students will foster self-discipline and learning through the use of responsible behavior;

WOVEN Communication: Students will demonstrate the productive and confident delivery of information through a variety of types of communication such as Written, Oral, Visual, Electronic, and Non-Verbal (WOVEN) methods;

Career and College Readiness: CTEC will develop students who are considered to be equipped with the knowledge and skills deemed essential for success in college programs, as well as who are considered to be equipped with the knowledge and skills deemed to be essential for success in the modern workforce.

CTEC

STUDENTS

Live by the Code...

You matter

Your inherent value is of upmost importance and gives you the power to take control of your thoughts and choices.

Be present

Your presence is the foundation of your ability to successfully engage your goals, school, and community.

Raise the bar

You can choose, at every moment, to generate improvement from your circumstances and experiences.

Create and impact

Every word you use and every action you take influences those around you, regardless of your intentions.

Strive to be...

Learners

Confident in the skills and knowledge they possess and able to apply both with precision and accuracy

Citizens

Communicating their vision with clarity and understanding, facilitating ethical implementation, and respected by their superiors.

Leaders

Active in the community, conscientious of those within their influence, and mindful of their national and global impact

Professionals

Independent in their ability to take on a task and exhibit perseverance when the path is unclear.

Cultural Pillars



You Matter

I can create change.
I make healthy choices for myself.
I understand that what I hear may be different from what was said.
I can control my thoughts.
I recognize how thoughts about myself are affected by others.
I can see value in myself as an individual even if I make mistakes.
I believe that I have a purpose.
I believe I have something valuable to contribute.
I believe that because I matter, others matter also.
I believe that I do not go unnoticed.
I believe that the words I speak to myself have power.



Be Present

I will be present and fully engage in the moment.
I will limit things that could distract myself and others.
I will be connected with my peers, school, community and world.
I will be prepared mentally, physically, and emotionally.
I will take ownership in the opportunities provided to me.
I am aware of my environment and what behaviors are appropriate.



Raise the Bar

I believe that my failures do not define me.
I believe it is important to always look ahead.
I believe it is important to continue to innovate.
I will strive to overcome obstacles and resolve issues.
I see feedback as an opportunity to improve.
I am not satisfied with just completing a task.
I believe that anything worth doing is worth doing well.
I believe there is always an opportunity to grow.
I believe I have the ability to lead others.
I will establish realistic goals and work to achieve them.



Create an Impact

I believe I can impact others both positively and negatively.
I believe what I do and say now will echo in the future.
I understand that it is important to recognize the viewpoints of others.
I treat others with mutual respect.
I am welcoming to others and seek to expand my circle of community.
I recognize my shared responsibility to make CTEC a safe space.
I am thoughtful in my interactions with others.
I support my peers in their learning and growth.
I will look for ways to serve.
I know what I say may not always be understood.

Academic Calendars 2026-2027

August						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Events	
July 30	New Student Orientation
Aug 5-7	Freshman Week of Welcome
Aug 18	10-12 Parent Night
Aug 25	Internship Kickoff Luncheon
Sept 4	Senior Sunrise
Sept 9	FCSS College Night
Oct 1	CSU/UC Application Window Opens
Oct 7	Fresno Fair 4.0 GPA Night
Oct 17	CTE Pathway Open House - Prospective Students
Oct 21	Fresno ROP CTE Expo
Oct 21	Valley Made Manufacturing Summit
Nov 1	2026-2027 CTEC Enrollment opens
Nov 14	SheBuilds Trades Competition
Nov 30	CSU Application Deadline
Dec 2	UC Application Deadline
Dec 15-16	Fall Showcase
Jan 15	1st CTEC 26-27 Enrollment Lottery
Mar 19	9th Grade Pathway Choice
Mar TBD	Career Skills Challenge
Apr 3	Prom
Apr TBD	Design Build
April 1	2nd CTEC 26-27 Enrollment Lottery
April 19	Internship Mock Interviews
April 8-11	Skills USA (State Competition)
May 1	Spring Fest
May 10	Internship interviews
May 7	Senior Sunset
May 12	9th -11th Awards Night
May 13	Senior Showcase & Awards Night
May 14	Senior Last Day of Instruction & Internship
May 19-20	9th-11th Spring Showcase
May 21	FCC Graduation @ 6pm
May TBD	Grad night at Disneyland
May 26	CTEC Graduation 7:30pm
June 21-25	Skills USA National Conference

Jul 29-30, 31 (optional), Aug 3-4: Teacher Inservice	Dec 17: End of First Semester	May 13-14: Senior Finals
Aug 5: First Day of School	Dec 18: All Staff Day - No School	May 14: FCSS Spring Semester
Aug 10: FCC Semester Begins	Dec 21-Jan 8: Winter Break	May 24: Memorial Day - No School
Aug 21: All Staff Day - No School		May 26: Last Day of School, CTEC Graduation
Sept 7: Labor Day - No School	Jan 15: Teacher Inservice - No School	May 27: Teacher Inservice - No School
Oct 9: Teacher Inservice - No School	Jan 18: ML King Jr. Day - No School	May 31-June 17: Summer Shool (M-Th Only)
Nov 11: Veterans Day - No School	Feb 8: Lincoln's Birthday - No School	June 14-17: Freshman Summer Bridge
Nov 23-27: Thanksgiving Break - No School	Feb 15: President's Day - No School	June 18: Fcsc Observation of Juneteen
Dec 11: FCC Semester Ends	Mar 22-March 26: Spring Break	June 19: Juneteenth

Bell Schedule 2026-2027

Monday Grade 9		Monday Grade 10-11	Monday Grade 12	Tuesday	Wednesday	Thursday	Friday
ELP 7:30 - 8:30							
FCC Course 8:30-11:30	PE & Health (10th) FCC Course (11th) 8:30-12:30	Internship 8hr Shift	Period 1 8:30-10:30	Period 2 8:30-10:30	Period 1 8:30-10:30	Period 2 8:30-10:30	
Lunch 11:30-12:25			Period 3 10:37-12:37	Period 4 10:37-12:37	Period 3 10:37-12:37	Period 4 10:37-12:37	
PE 12:30-3:30	Grab and Go Lunch		Lunch 12:37-1:10	Lunch 12:37-1:10	Lunch 12:37-1:10	Lunch 12:37-1:10	
ELP 12:30-6:05	ELP 12:30-6:05		Advisory 1:15-1:55	RTI 1:15-1:55	Advisory 1:15-1:55	RTI 1:15-1:55	
			Period 5 2:00-4:00	Period 6 2:00-4:00	Period 5 2:00-4:00	Period 6 2:00-4:00	
			ELP 4:00 - 6:05				

CTEC All Period Day

ELP	7:30-8:30
Period 1	8:30-9:35
Period 2	9:38-10:43
Break	10:43-10:53
Period 3	10:53-11:58
Lunch	11:58-12:38
Period 4	12:38-1:43
Period 5	1:46-2:51
Period 6	2:53-3:58
ELP	4:05-6:05

CTEC Minimum Day

ELP	7:30-8:30
Period 1/2	8:30-9:30
Break	9:30-9:45
Period 3/4	9:45-10:45
Period 5/6	10:50-11:50

CTEC Minimum All Period Day

ELP	7:30-8:30
Period 1	8:30-8:59
Period 2	9:03-9:32
Period 3	9:36-10:05
Lunch	10:05-10:15
Period 4	10:15-10:44
Period 5	10:48-11:17
Period 6	11:21-11:50

Faculty

Administration Office

Director

Jonathan Delano
jdelano@fcoe.org

Vice Principal

Lisa Johnson
lisa.johnson@fcoe.org

Guidance Learning Specialist

Thidavone "Pinky" Torres
thidavone.torres@fcoe.org

CTE Coordinator

Christina Rodriguez
christina.rodriguez@fcoe.org

School Psychologist

Bracken Smith
bsmith@fcoe.org

Program Assistant

Hilda Sandoval
hsandoval@fcoe.org

Bilingual Program Assistant

Valerie Lombrana
vlombrana@fcoe.org

Department Automation Specialist

Calvin Certain
ccertain@fcoe.org

Registrar

Natalie Reyes
nreyes@fcoe.org

Instructors

Career Technical Education

Mark Brown (Construction)
mbrown@fcoe.org
Jacob Cavazos (Welding)
jcavazos@fcoe.org
Jorge Lewis Garcia (Construction)
jorge.garcia@fcoe.org
Arnold Riojas (Manufacturing)
ariojas@fcoe.org
Shawn Rodriguez (Construction)
srodrigues@fcoe.org
Adrian Cantu (CAD)
acantu@fcoe.org
Carmen Manganaan (Construction)
cmanganaan@fcoe.org

English

Anna Capper
acapper@fcoe.org
Rolando Villareal
rvillareal@fcoe.org
Carina Fulvio
cfulvio@fcoe.org
Sarah Marin
smarin@fcoe.org

Mathematics

Manik Adjemian
madjemian@fcoe.org
Jammilex Cabrera
jcabrera@fcoe.org
Casie Limdren
climdren@fcoe.org
Bryan Sheldon
bsheldon@fcoe.org

Physical Education

Rick Martinez
rick.martinez@fcoe.org

Science

Kimberly Calderon
kcalderon@fcoe.org
John DeLapp
jdelapp@fcoe.org
Emma Jones
ejones@fcoe.org

Social Science

Austin Corea
acorea@fcoe.org
Stephanie Payne
spayne@fcoe.org
Genny Church
gchurch@fcoe.org

Spanish

Jhosselyn Gutierrez
jhosselyn.gutierrez@fcoe.org

Special Education

Juan Saavedra
jsaavedra@fcoe.org
Grisel Mansur
gmansur@fcoe.org

Support Services

Erin DeGough
edegough@fcoe.org

CTE Paraeducator

Blanca Arredondo-Perez
barredondo-perez@fcoe.org
Elijah Castro-James
ecastro@fcoe.org
Damian Villa
dvilla@fcoe.org
Luz Jaramillo-Ledezma
ljaramillo-ledezma@fcoe.org

Expanded Learning Program

SITE LEAD: Kimmy Jackson
kjackson@fcoe.org
Angelica Sandez
asandez@fcoe.org
Diego Martinez
dmartinez@fcoe.org
Tessa Gleason
tgleason@fcoe.org
Kaden Bezemer
kbezemer@fcoe.org

STAY —  CONNECTED!

CTEC

ctec.fcoe.org



fresnocoe.asp.aeries.net/student



[careertechnicaleducationcharter](https://www.facebook.com/careertechnicaleducationcharter)



[careertechedcharter](https://www.instagram.com/careertechedcharter)



Annual Recognitions and Honors

Annual Recognitions

You Matter Award

Awarded to a student at each grade level who strives to include and welcome others and has a strong view of themselves.

Be Present Award

Awarded to a student at each grade level who is fully engaged wherever they are and whomever they are with.

Raise the Bar Award

Awarded to a student at each grade level who continually strives to go beyond their best, even when it is challenging.

Create an Impact Award

Awarded to a student at each grade level for outstanding community service and for reaching out to those around them in a selfless way.

CTEC Pillars Award

Awarded to two students at each grade level who demonstrate outstanding performance in all pillars.

Manufacturing Award/ Construction Award (Freshman Level)

Awarded to a student that has shown promise in the field of manufacturing or construction. The student shows strong skills in their chosen pathway, peer leadership, and brings passion and curiosity into the industry.

Local Industry Award for Manufacturing/Construction (Sophomore Level)

Sponsored by local industry and given to one student in each pathway who displays mastery in the industrial content, is involved in extracurricular activities beyond the industry, is active as a peer leader on campus, holds true to the CTEC pillars, and works well to include others at every opportunity.

Local Industry Award for Manufacturing/Construction (Junior Level)

Sponsored by local industry and given to one student in each pathway that has been chosen by a panel of industry advisory board members based on overall performance during their internships while maintaining academic responsibilities.

Local Industry Award for Manufacturing/Construction (Senior Level)

Sponsored by local industry and given to one student in each pathway that has been chosen by a panel of industry advisory board members based on overall performance during their internships while maintaining academic responsibilities.

Graduation Honors

Career Tech Honor Cord

To receive a Career Tech Honor Cord for graduation, all courses must be completed with GPA of 3.00 or higher, and receive a grade of “C” or higher in each qualifying CTE Course. Student must complete job shadow, 250 Community Classroom (internship) hours, receive positive employer evaluations and obtain at least two industry certification. Pathway completion application and required documentation must be completed by May 15th of the student’s graduation year.

Academic Honor Cord

Students who excel in CTEC’s academic program are awarded Academic Honors. Eligibility for Academic Honors at graduation will be awarded based on seven academic semesters. Students can qualify for Academic Honors by receiving a GPA of 3.33 or higher.

Career and Academic Excellence Medallion

The Career and Academic Excellence medallion is given at a culminating event for CTEC, its community partners, students and parents to celebrate the achievements of its senior class. Students who have obtained two industry certifications, completed 300 hours within the Community Classroom (internship), and completed pathway courses with a GPA of 3.0 – 3.32, will be recognized for the excellence they have achieved at the awards night with the silver Career and Academic Excellence Medallion. Students that have met the above requirements and showcased academic excellence over the 4 years, by obtaining a GPA of 3.33 or higher, will be recognized for their achievement at the event with a gold Career and Academic Excellence Medallion.

Grading System & Graduation Requirements

Community Service Pin

At CTEC, community service is at the heart of the program. While students will have opportunities to complete some community service hours during the school day, it is expected that they continue this work beyond the school day. Students who complete 250 hours of community service outside of school hours over four years will be awarded the bronze level Community Service Pin. In order to earn the silver level pin, students must complete 350 community service hours over four years. Gold level pins are awarded to students who complete 400 hours or more of community service during their four years at CTEC.

CTEC High School Grading Principles

What is the purpose of grading at CTEC?

We view the purpose of grading as a key means of providing students the feedback necessary to know where they are now, where they need to be, and what they need to do to get there. We believe in assessment for learning, which means assessment is used to tailor our teaching plans and our style to better help students achieve in our classrooms.

With this in mind, grading allows us to measure student success and communicate progress. Grading is never used punitively, but rather to accurately reflect student progress and to provide feedback to parents, students, and faculty. Our grading practices will be transparent and public; verbal or written progress reports will be shared with students often and are available online at all times. This clarity in communicating grades helps students feel they have earned, rather than been given, the final grade.

What is the role of the teacher in assessment?

When providing feedback, teachers must communicate a fair and accurate evaluation of student performance on each component skill set of a course. It is key to both teacher and student that a clear path for growth be included. This is true for informal day-to-day formative feedback as well as less frequent, larger scale assessments. This focus on growth allows our teachers to celebrate and model the self-evaluation of the journey to a goal rather than just the arrival. This is not to say there aren't specific competencies a student is expected to achieve, but the ability to see an end and evaluate one's own progress toward it is a life skill of highest use and benefit for many years to come.

What is a course component?

A course component is a categorical description of learning that can be achieved during a particular course or series of courses, and is consistent among teachers who offer the same course during the same year. Ideally, components will also remain similar from year to year. Rather than breaking a grade down between homework, classwork, and test; our components help us identify and communicate skill based areas of strength or weakness to each student.

Course components are the essential content/skills all students should know or be able to demonstrate in a course. Course components can:

- describe subject specific content all students are asked to learn
- describe thinking and reasoning skills
- describe general communication skills
- describe job and industry related "soft-skills"

What else gets assessed?

Professionalism, leadership, citizenship, and developing the habits of a life-long learner are key goals for our students and highlight our graduation profile. We keep track of our students' progress in these areas throughout their time at CTEC and provide feedback and instruction designed to support career and educational success after high school. Collaboration, critical thinking, clear presentation of ideas, and creativity form the foundation of all our projects. In that way, these important skills can be focused on consistently in every class. Finally, we don't believe any of these skills can be effectively developed or demonstrated by a student who is lacking a healthy sense of self and others. Our cultural pillars: You Matter, Be Present, Raise the Bar, and Create an Impact are each interwoven throughout CTEC and have provided the framework on which all of it is built.

What does feedback look like?

While there are countless ways to provide feedback, much of the time our teachers will be using rubrics to guide students through the learning process. Rubrics are developed from a unified school-wide understanding of our 0-4 scale, but each rubric has a specific course, component(s), or skill in mind. The rubric language helps student and teacher know where a student is at, where they might like or need to be, and specific details identifying what it takes to get there.

When assessing an apprentice's work against reasonable expectations for a skill		Title	Responsibility	Culture
4	Evidence is exemplary and demonstrates advanced understanding and/or application	Expert/ Craftsman	Can Lead	Creates an Impact!
3	Evidence shows competence and demonstrates proficient understanding and/or application	Journeyman	Can Go Alone	Raises the Bar!
2	Evidence meets minimum acceptable requirements and demonstrates actively developing understanding and/or application	Apprentice	Can Follow	Is Present!
1	Evidence does not meet the requirements for demonstration of basic understanding and/or engagement is entirely passive in nature	Novice/ Greenhorn	Needs Help	Matters!
NM/o	Insufficient evidence to judge the skill and/or no significant participation in the task			
Course Grade Equivalent				
A+	3.80 - 4.00			
A	3.40 - 3.79			
A-	3.20 - 3.39			
B+	2.90 - 3.19			
B	2.60 - 2.89			
B-	2.40 - 2.59			
C+	2.25 - 2.39			
C	2.10 - 2.24			
C-	2.00 - 2.09			
F+/NM	1.80 - 1.99			
F/NM	0.00 - 1.79			

What happens when a student improves in a particular area?

We believe in the power of a growth-mindset and that true learning takes time and dedication on everyone's part. To account for this, many rounds of feedback and revision will generally be provided before final marks are solidified. Our components, skills, and behaviors have also been carefully selected for their ongoing importance and ability to be rewoven back into the curriculum as necessary and reassessed for students taking longer to develop. When determining final grades, teachers are encouraged to look at the growth trends for each component as well as the average achievement levels across the course. In this way students are not held back by initial gaps in their knowledge nor opening struggles in a particular area.

What happens if areas of struggle persist throughout a class?

The components of each class are chosen and developed for their essential nature. We will continually support students in meeting the expectations set before them. However, in rare cases, a student reaches the end of a course and, while improving, has not yet been able to meet the minimum requirements for a component or two. These components would receive a grade of NM (No Mark), which would potentially extend to the class as a whole. Provided there is evidence of ongoing effort and supporting behavior, a careful and specific plan for continued improvement would be put in place by the teacher, and the student would have an extended time frame to address the shortcomings. Assuming success, the NM would be replaced by a more appropriate score. Additional supports are explained in more detail in the Academic Supports section.

What is the work policy?

In relation to industry, being on time is an important component to professionalism. Here at CTEC we reward student efforts and want students to understand the importance of being timely and responsible. Work responsibly handled and turned in on time (as defined by the teacher per assignment) will receive an additional 0.3 (e.g. 2.0 -> 2.3) added to its graded mark. Any work handled less responsibly will be eligible for a mark no higher than a 3 (i.e. 0 - 3) and will not receive the additional 0.3 for that assignment. In particular, this means a mark of 4 is specially reserved for the highest quality end products that

have also been handled with utmost care and responsibility along the way.

The acceptance of late work is at the discretion of the teacher, this includes dual enrollment courses. For more information about late work policy, review the individual teacher's class syllabus and/or communicate directly with the teacher. If a student has an excused absence, they will be allowed the equivalent number of school days (not class sessions) as absences to complete the assignment; after that time, assignments are considered late. For excused absences due to extenuating circumstances, contact the teacher or dual enrollment instructor. Dual enrollment courses may have different policies, especially since Fresno City College professors are not required to excuse any absences.

General CTEC policy is that students have the opportunity to revise work until the end of the grading period. Late work can also be revised, but again, the student can no longer earn a 4 on the assignment.

Summer School Credit Recovery Policy

CTEC's Summer School program is designed as a credit recovery and remediation opportunity for students who have not successfully completed a course during the regular school year. Summer School is not intended to replace the comprehensive instruction, assignments, assessments, and learning experiences provided throughout a semester- or year-long course.

Students who successfully complete a Summer School credit recovery course may earn a passing grade and recover credit toward graduation requirements. However, Summer School is not an opportunity to earn original course credit or achieve a higher letter grade than a passing mark. Students seeking to improve a previously earned grade must retake the entire course through an approved course provider, if available.

CTEC maintains high academic expectations and believes that student success is best achieved through consistent effort, attendance, and engagement throughout the school year. Summer School serves as a limited intervention to support graduation progress while preserving the integrity and rigor of the school's academic program.

Dual Enrollment

Through a local partnership with Fresno City College, CTEC students will be provided the opportunity to participate in the Dual Enrollment Program. Students will have the opportunity to earn college credit while attending high school. Students participating in this program will be awarded both college and high school credit for single courses. All participating students will have to complete both the admission application online and Dual Enrollment registration form. In the event that a student is not successful in their dual enrollment courses, the college has the ability to place them on academic probation and disallow them from registering into future college coursework while in high school.

Graduation Requirements

1. Complete required academic and elective courses.

ENGLISH	40 CREDITS
FOREIGN LANGUAGE	10 CREDITS
MATHEMATICS	30 CREDITS
PHYSICAL EDUCATION	20 CREDITS
PHYSICAL SCIENCE	10 CREDITS
BIOLOGICAL SCIENCE	10 CREDITS
WORLD HISTORY	10 CREDITS
AMERICAN HISTORY	10 CREDITS
GOVERNMENT/ECONOMICS	10 CREDITS
VISUAL ARTS	10 CREDITS
CTE COURSES	30 CREDITS
CAPSTONE COURSE	10 CREDITS
WORK EXPERIENCE	10 CREDITS
ELECTIVE CREDITS	50 CREDITS
TOTAL CREDITS	260 CREDITS

2. Minimum GPA of 2.0. Maintain an overall GPA of 2.0 for all classes taken over the four years at CTEC. Students who do not maintain a cumulative GPA of 2.0 will be placed on academic probation.

3. 100 Hours Community Service. All CTEC students are required to complete a minimum of 100 hours of community service during their four years of enrollment. To ensure steady progress toward this requirement, students must complete and submit at least 25 hours of community service during each school year.

Community service is defined as unpaid volunteer work performed outside of regular school hours for a nonprofit organization, school, government agency, or other approved community-serving organization. Activities completed for a for-profit business or for family members do not qualify for community service credit.

To receive credit, students must submit a completed Community Service Verification Form detailing the service performed. The form must be signed by the individual who supervised the volunteer work; signatures from parents, guardians, or other family members will not be accepted.

Volunteer hours should be submitted during the same school year in which they are completed. Hours earned during a previous academic year must be submitted no later than the first Monday in October of the current school year. Hours submitted after this deadline will not be accepted for credit.

4. Student Employment Portfolio (SEP) and Industry Interview

All students are required to develop and maintain a Student Employment Portfolio (SEP) and successfully complete a Mock Interview and Industry Interview as part of their graduation requirements.

The Student Employment Portfolio (SEP) is a collection of artifacts that showcases a student's knowledge, skills, accomplishments, and experiences gained throughout their time at CTEC. The SEP is an essential component of career and college readiness and should be updated regularly throughout a student's enrollment.

The SEP helps students:

- Reflect on their accomplishments, training, certifications, and experiences.
- Identify personal growth and establish future goals.
- Highlight skills, achievements, and industry-related experiences.
- Develop professional documents such as resumes and cover letters.
- Prepare for employment, internship, and postsecondary interviews.
- Provide evidence of skills and accomplishments to potential employers and college representatives.

The Mock/Industry Interview provides students with an opportunity to present their SEP and demonstrate the knowledge, technical skills, and professional competencies they have developed through their career pathway. During the interview, students will engage with industry professionals who will evaluate their communication skills, professionalism, workplace readiness, and overall preparation for college and career success.

Through the SEP and Interview process, students gain valuable experience in professional self-presentation while demonstrating their readiness to enter the workforce, pursue postsecondary education, or engage in advanced training opportunities.

5. Internship Completion: 1 year Internship

Students must successfully complete the Internship course with a C- or better, including participation in and completion of an approved internship placement.

As part of the Internship course, students will receive three employer/supervisor evaluations based on a 1–5 scoring rubric. To successfully complete the internship requirement, students must earn positive ratings on at least two (2) of the three (3) evaluations. A positive evaluation is defined as a score of 3 or better.

The final evaluation must be one of the two required positive evaluations. Students who do not meet this requirement may be required to complete additional internship hours, remediation activities, or an alternative placement, as determined by the school.

College Admission Requirements

College Admission Requirements

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

In order to attend a community college, you need only be a high school graduate or 18 years of age. In order to attend a CSU, you have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above. In order to attend a UC, you must meet requirements for coursework, GPA, and test scores, or rank in the top four percent at a participating high school, or qualify by examination alone. You may also transfer to a CSU or UC after attending a community college.

Freshman applicants will be required to complete a minimum of 15 yearlong “a–g” courses in grades 9–12. Seven of these courses must be taken in the last two years of high school. Students must complete:

A–G Subject Requirement		Minimum Requirement
A	History/Social Science (Modern World History, US History)	2 years required
B	English (composition/literature in the language of instruction) (English 9, 10, 11, 12)	4 years required
C	Mathematics (including elementary algebra, geometry and intermediate algebra) (Quantitative Math, Applied Math, Applied Integrated Math)	3 years required
D	Laboratory Science (from two disciplines) (Physics, Biology, Chemistry)	2 years required
E	Language Other than English (foreign language) (Spanish I–DuE)	2 years required
F	Visual and Performing Arts (CAD, EngnDesSldWks, Arch&Design)	1 year required
G	College-Preparatory Elective*	1 year required

**To be chosen from the fields above or another course approved by UC*

Higher Education Information

For more information on college admission requirements, please refer to the following webpages:

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

www.scccd.edu – This is the official website of the State Center Community College District. (Local Community Colleges)

www.assist.org – This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.

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

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

Students may also explore career options through career technical education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ds/si/rp.

You may meet with administration to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both.

CTEC Pathway Courses by Grade

Freshman

FALL	SPRING
Quantitative Mathematics	Quantitative Mathematics
Physics and Its Applications	Physics and Its Applications
English Language Arts 9	English Language Arts 9
Spanish 1 (Spanish 1 **)	Spanish 1 (Spanish 2**)
Physical Education 9	Physical Education 9
STEM Integrated Manufacturing	STEM Integrated Manufacturing
Intro to Construction Technology	Intro to Construction Technology (AT -21)
College and Life Management (COUN 53*)/Computer	College and Life Management (COUN 53*)/Computer
Applications (AT-10)	Applications (AT-10)

** Indicates dual enrollment with Fresno City College

Sophomore

MANUFACTURING		CONSTRUCTION	
FALL	SPRING	FALL	SPRING
Applied Mathematics	Applied Mathematics	Applied Mathematics	Applied Mathematics
Biology	Biology (Bio 3**)	Biology	Biology (Bio 3**)
English Language Arts 10	English Language Arts 10	English Language Arts 10	English Language Arts 10
Modern World History	Modern World History	Modern World History	Modern World History
Engineering Design and SolidWorks (CADD 23**)	Engineering Design and SolidWorks (CADD 10**)	Architecture and Design (CADD 23**)	Architecture and Design (CADD 24**)
Community Applied Manufacturing (EST-53**)	Community Applied Manufacturing	Construction Technology II (CONS 50A**)	Construction Technology II
Physical Education 10 (PE 6**)	Physical Education 10 (PE 27**)	Physical Education 10 (PE 6**)	Physical Education 10 (PE 27**)
Health 1 (Health 1 **)	Health 2 (Health 2**)	Health 1 (Health 1 **)	Health 2 (Health 2**)

** Indicates dual enrollment with Fresno City College

CTEC Pathway Courses by Grade (continued)

Junior

MANUFACTURING		CONSTRUCTION	
FALL	SPRING	FALL	SPRING
Advanced Applied Algebra OR Industry Applied Intermediate Algebra	Advanced Applied Algebra (Math 3A**) OR Industry Applied Intermediate Algebra	Advanced Applied Algebra OR Industry Applied Intermediate Algebra	Advanced Applied Algebra (Math 3A**) OR Industry Applied Intermediate Algebra
English Language Arts 11	English Language Arts 11	English Language Arts 11	English Language Arts 11
Chemistry and Earth Systems	Chemistry and Earth Systems	Chemistry and Earth Systems	Chemistry and Earth Systems
Modern Welding Technology and Applications (WELD-1 **)	Modern Welding Technology and Applications	Modern Welding Technology and Applications (WELD-1 **)	Modern Welding Technology and Applications
Manufacturing Automation and Control (CAM 5**)	Manufacturing Automation and Control	Construction Management and Planning (CONS-50B**)	Construction Management and Planning
Group Communication (COMM-CI000**)	Internship Development (BT 23***)	Group Communication (COMM-CI000**)	Internship Development (BT 23***)

** Indicates dual enrollment with Fresno City College

***BT-23 is subject to change pending the implementation of Fresno City College and high school Ethnic Studies graduation requirements.

Senior

MANUFACTURING		CONSTRUCTION	
FALL	SPRING	FALL	SPRING
MATH 45** or 4A** (optional)	MATH 3A or SA** (optional)	MATH 45** or 4A** (optional)	MATH 3A or SA** (optional)
English Language Arts 12	English Language Arts 12 (ENGL-CI000**)	English Language Arts 12	English Language Arts 12 (ENGL-CI000**)
American Government (POLS-CI000* *)	Economics	American Government (POLS-CI000* *)	Economics
Advanced Product Development	Advanced Product Development	Advanced Construction Technology	Advanced Construction Technology
Internship (AT-19**)	Internship (AT-19**)	Internship (AT-19**)	Internship (AT-19**)
Introduction to Engineering (Optional Course)	Introduction to Engineering (Optional Course, ENGR 10**)	Introduction to Engineering (Optional Course)	Introduction to Engineering (Optional Course, ENGR 10**)
Advanced Welding (Optional Course)	Advanced Welding (Optional Course)	Advanced Welding (Optional Course)	Advanced Welding (Optional Course)
Advanced Machining (Optional course)	Advanced Machining (Optional course)	Applied Construction (Optional course)	Applied Construction (Optional course)

** Indicates dual enrollment with Fresno City College

Student Programs & Dress Code

Expanded Learning Program

CTEC provides students with opportunities to participate in activities beyond the regular school day, Monday through Friday, through its Expanded Learning Program. The program offers students additional academic support, enrichment opportunities, and activities designed to foster personal growth and exploration beyond the classroom.

Participation in the Expanded Learning Program is voluntary; however, students must have a current-year enrollment form and a signed liability release form on file to participate in any program activities.

School Counseling Program

CTEC provides a comprehensive school counseling program that aims to address the student from all dimensions to ensure their success in school and in their future. Our program provides individual, small group, and whole school programs that are designed to help the student develop their academic and personal-social capabilities and goals. Students will meet with the administration on a regular basis throughout their time at CTEC, but can also request to be seen at any time by filling out the form that is available online. Students can also be referred by a teacher, parent, or other student (referral forms are available online). For more information, please visit the counseling page on our website.

Services Provided by the Site Administration:

- Advisory curriculum development and implementation
- Career and college exploration
- Individual academic or personal/social counseling
- Peer mediation or small group counseling
- Coordinate SST and 504 Meetings
- Participation in IEP Meetings
- Consultation and collaboration with students and families
- Referral services for students and their families
- Crisis response

Student Academic Support-Response To Intervention (RTI)

CTEC provides students with access to academic and Career Technical Education (CTE) skill development support through its Response to Intervention (RTI) program. RTI is offered two days per week and provides students with opportunities to receive targeted assistance in both academic and career pathway coursework.

Students may meet with instructors in small-group, content-specific settings designed to strengthen skills, address learning gaps, and support academic success. Students who are on track academically may also participate in enrichment and skill-development activities during RTI to further enhance their knowledge, technical abilities, and career readiness.

Dress Code(s)

CTEC has developed the dress code below to ensure a productive and safe learning environment for our students. The following expectations apply for all on-campus environments and at off-campus school activities. The expectations for tool/equipment/machinery use has been developed with the Occupational Safety and Health Administration (OSHA) regulations in mind and are meant to ensure the safety of all students. If a student does not have shop appropriate clothing, they will be unable to participate in class and will have to call home for a change of clothing.

Dress Expectations for Classroom Environment

1. Clothes shall be sufficient to conceal undergarments at all times.
2. Pants, skirts and shorts that reveal skin higher than mid-thigh are prohibited. Bike shorts, spandex gym shorts are prohibited.
3. Shoulder straps on tank tops and other clothing must be a minimum of two inches (2") wide.
4. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, and bare midriffs are prohibited.
5. Shoes must be worn at all times. Shoes or sandals without heel straps that do not present a safety concern may be worn, except during physical education classes, in the science laboratories, or around tools/machinery/shop equipment. Slippers are prohibited.

Dress Code (continued)

6. Clothing, jewelry, personal items (hats/beanies, backpacks, fanny packs, gym bags, water bottles etc.), and visible tattoos shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
7. Hair or facial hair styles which disrupt the learning environment are prohibited.
8. Extreme fashion that distracts from the learning environment is prohibited.
9. No pajama bottoms or sweatpants.

Dress Expectations for Tool/Equipment/Machinery Use

Slacks, Pants and Jeans

- Slacks or pants that are similar to Dockers, Dickies and other makers of cotton or synthetic material pants, jeans are acceptable.
- Inappropriate slacks or pants include sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, capris, leggings, any spandex or other form-fitting pants, or excessively baggy pants. As a general rule, shorts or pants that expose any skin are not acceptable.
- Clothing that is torn or frayed is not acceptable.

Shirts, Tops, Blouses, and Jackets

- To promote safety, communication, and student identification, hoods may not be worn over the head while in classrooms or the Innovation Center. Students are expected to remove hoods upon entering instructional spaces and keep them down throughout the school day unless otherwise approved by school administration for religious, medical, or other authorized reasons.

Shoes and Footwear

- General guideline: Closed-toe and closed-heel shoes are required for safety reasons in the manufacturing facility. Loafers, boots, dress heels below two inches high, and athletic shoes are acceptable.
- Inappropriate attire includes Thongs, flip-flops, clogs, slippers, sandals, and any shoes with an open-toe or open-heel. Shoes that enclose only part of the heel or toe are not acceptable in the manufacturing facility. For safety reasons, heels over two inches high are not acceptable in the manufacturing facility.
- Closed-toe shoes must also be worn in the science labs.

Dress Expectations for Physical Education

- During 9th and 10th grade, students will participate in their PE courses. Students should wear clothing that allows them to participate in an athletic environment. Students should bring or come dressed in:
 - Athletic type shoes (closed-toe and back)
 - Athletic pants and tops that allow for easy movement (no denim).

Dress Expectations for Presentations/Interviews

- Throughout their time at CTEC, students will participate in multiple presentations, showcases, and interviews. In these instances, students should wear:
 - Slacks, khakis, *Dockers*, any other non-denim pants, skirt or dress (of appropriate length).
 - Button down shirt with a collar or blouse.
 - Vest, sport coat, suit jacket, or sweater.
 - Dress shoes (if available).
 - Hair should be neatly groomed.
- If your family needs support to purchase these items, please contact the front office.

Grooming

- Bangs or other hairstyles must not obstruct or interfere with vision. For those courses where long hair may pose a safety risk, such as where mechanical equipment with moving parts are used or where there is an open flame, long hair must be in a protective head covering, such as a hair net or cap, or hair must be securely bound behind the head, consistent with rules established by the instructor.
- Hanging jewelry (earrings and necklaces) need to be removed prior to using tools, machinery, or equipment.

Student Attendance

STUDENT ATTENDANCE EXPECTATIONS AND REQUIREMENTS

“Regular school attendance is a necessary part of the learning process and the means to graduation with a good education. Students who are frequently absent may be putting their futures in jeopardy. Chronic absenteeism, especially truancy, is a behavior that is highly associated with dropping out of school. Regular attendance is essential for success in school” (School Attendance Improvement Handbook, Safe Schools & Violence Prevention Office, CA Department of Education).

The attendance policy is established to support students’ conscientious efforts to make regular school attendance a priority. As students of CTEC attend class, their academic success continues to improve. Regular and punctual attendance is expected, encouraged, and as a necessity, enforced. Successful school attendance is a cooperative partnership between the student, parent and school. Moreover, based upon input from industry employer advisors, CTEC’s attendance policy reflects general employer expectations of future workplace attendance, which prepares students for participation in the workforce after graduation.

Further, the educational program of CTEC is specifically focused on educational experiences that may only be obtained through campus attendance and classroom-based skill building. The skills students learn in the CTEC program build upon each other and are taught via intensive hands-on classroom learning. The instructional program of CTEC makes it difficult for absent students to make up skills-based tasks, and, accordingly, as outlined below, students with excessive unexcused period absences may be dismissed from CTEC.

- A. UNEXCUSED ABSENCES.** Any absence or tardy more than 30 minutes that is not excused per Education Code 48205 is an unexcused absence. Work missed can be made up at the discretion of the teacher. This would include but not limited to: family trips, needed at home for family business, car trouble.
- B. TRUANT/CUT.** Work missed can be made up only at the discretion of the teacher. Examples of truancy/cut absences are: (1) A student is absent for any part of the school day of his/her own accord without checking out of school before leaving campus; or (2) a student does not arrive at school and parent assumes student is in attendance.
- C. SCHOOL ACTIVITIES.** Excused absences may be granted due to school activities or passes requiring a student’s presence in the front office.
- D. UNCLEARED ABSENCES.** A phone call or note from a parent is mandatory within 3 days of an absence.
- E. EXTENDED ABSENCES.** Necessary extended absences for personal necessity require an independent study contract. Student must contact administration two weeks prior to an extended absence to arrange for contract and make-up work. Make-up work must be returned to the main office on the return date or the contract will become void. Extended absences in excess of ten consecutive school days may result in the student being dismissed from CTEC at the Director’s discretion.
- F. OFF-CAMPUS PASSES.** When leaving campus for any reason, students will be required to secure an off-campus pass. In order to do so, a student will need to report to the administrative office. If a student becomes ill during the school day, they are to report to the Nurse’s office. A parent contact will be made for permission to go home, and an off-campus pass will be issued.
- G. ABSENCES FOR PERSONAL REASONS WITH PARENTAL CONSENT.** A pupil shall be excused from school for justifiable personal reasons, such as appearance in court, observation of a holiday or ceremony of his/her religion, religious retreats not to exceed four hours per semester, an employment interview or conference, or to attend funeral services (for other than the immediate family), when the pupil’s absence has been requested in writing by the parent/guardian and approved by the Director or designated representative. A student excused for personal reasons shall be allowed to complete all assignments and tests missed during the absence with a reasonable time as established by the teacher. Upon satisfactory completion of the assignment, full credit shall be issued.
- H. ABSENCES FOR RELIGIOUS PURPOSES.** Pupils, with written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective place of worship or at other suitable places or places away from school property designated by the religious group, church, or denomination.
- I. ABSENCES FOR JUSTIFIABLE REASONS.** A student shall be excused from school for justifiable personal reasons, including, but not limited to: illness, quarantine, medical appointments, an appearance in court or jury

duty, attendance at a funeral service (1 day in state and 3 days out of state), or an employment conference, when the pupil's absence has been requested in writing by the parent or guardian. A pupil shall also be excused from school when he or she is the custodial parent of a child who is ill or has a medical appointment during school hours. No student may have his or her grade reduced or lose academic credit for absences excused under section 48205, when missed assignments and tests can reasonably be provided and are satisfactorily completed within a reasonable period of time.

- J. EXTENDED HOME HOSPITAL INSTRUCTION.** The purpose of home hospital instruction is to help students maintain continuity of instruction during a period of temporary disability. Any student with a temporary disability that makes attendance in regular classes or another education program impossible or inadvisable must receive individual instruction provided by the student's school district.

"Temporary disability" means a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program and after which a student can reasonably be expected to return to regular day classes or an alternative educational program without special interventions. "Individual instruction" means instruction provided to a student in a hospital or other residential health facility (excluding instruction in state hospitals), in the student's home, or under other circumstances prescribed by the State Board of Education.

It is the primary responsibility of the parent or guardian of a student to provide medical documentation of a temporary disability and request for home hospital instruction. Within five working days following the notification from the parent or guardian, CTEC will determine whether the student will be able to receive individualized instruction. Once positive determination has been made, instruction shall start no later than five working days from determination.

- K. SCHOOL ATTENDANCE ENFORCEMENT.** CTEC's School Attendance Policy shall be administered by the Director.

Attendance Policy

Attendance Level 1: 3 days or 9 period absences

- Warning Letter Sent
- Administration assessment and referral to appropriate services.

Attendance Level 2: 5 days or 15 period absences

- Letter sent to parent
- Parent/student meeting or home visit
- Referral to appropriate services
- Attendance contract

Attendance Level 3: 6 or more days or 18 or more period absences

- Letter sent to parent
- Students who have more than 18 period absences will likely not be able to build the classroom-based skills necessary to successfully complete the CTEC educational program. Accordingly, students who have more than 18 period absences will be recommended for an SST meeting involving all teachers, administration parent and student.

Attendance Level 4: 9 or more days or 27 or more period absences

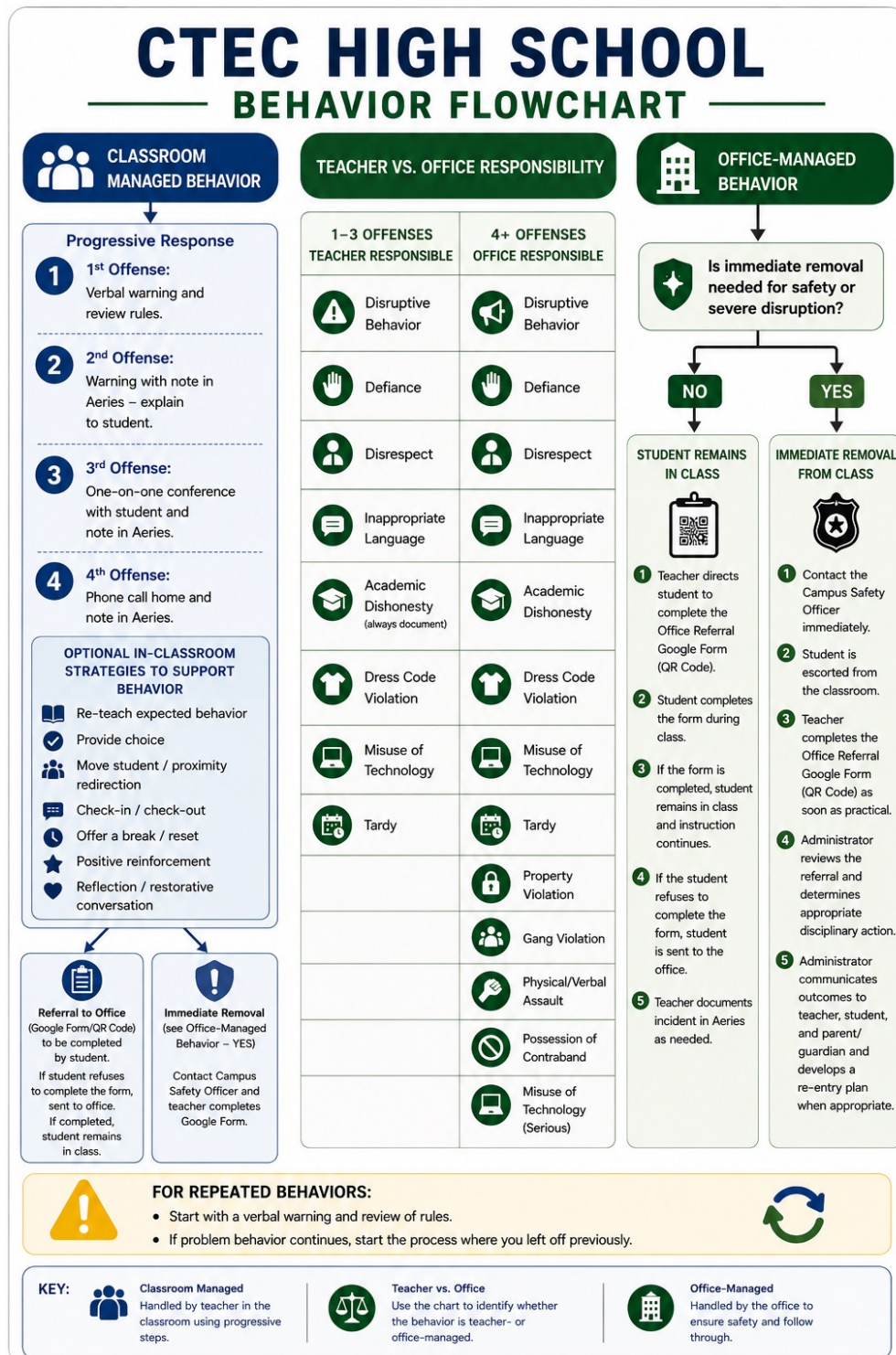
- Students who have 27 or more period absences will be recommended to attend CTEC's attendance review board composed of the director, vice principal and the guidance and learning specialist. The student may be dismissed from CTEC, unless the review board finds dismissal to be inappropriate under the circumstances. In making that determination, the board shall consider the student's current classroom performance and ability to demonstrate skill proficiency, the student's grades, and the student's likelihood of successfully completing the CTEC educational program. The dismissal decision of the board shall be final.

Student Discipline

MISCONDUCT/DISCIPLINE

School Site Discipline Rules

CTEC's school-wide discipline rules maintain a safe and orderly school environment. Below is the Behavior Flow Chart followed by CTEC staff to address behavior concerns on campus.



PBIS and Discipline Procedures

Misconduct is behavior that disrupts or interferes with the learning environment. CTEC is dedicated to the PBIS framework for improving academic and behavioral outcomes for all students. PBIS takes a proactive approach to addressing students demonstrating behavioral difficulties by providing clear expectations of behavior and consequences, while encouraging and rewarding behaviors that contribute to a positive learning environment. CTEC's character expectations are visually displayed throughout the campus to encourage the development of individuals who are ready for career and college. Upon the commencement of school, all students are taught the character expectations, rules, and discipline procedures to prevent initial occurrences of undesired behaviors. Throughout the discipline process, restoration of the student and their ability to contribute to the learning environment is the goal. Restorative justice creates the opportunity at CTEC for students to restore relationships and their academic focus by participating in activities to correct behavior. CTEC recognizes a responsibility to develop character, conjointly with Apprentices in preparation of career and college readiness. Students' actions should exemplify CTEC's cultural pillars, while on CTEC's campus, at industry sites, in our neighborhood, and within our community.

CTEC has worked to develop a robust PBIS program that takes the opportunity to celebrate students' small wins and year-long victories. During the development year, CTEC teachers and administration worked to create the four pillars that drive all PBIS and culture. Signage is placed throughout the campus and in each classroom defining the pillars. They are used to encourage positive behaviors throughout campus and are celebrated in multiple ways.

Titan Tickets

During the 2020-2021 school year, CTEC introduced Titan Tickets. Teachers and staff determined positive behaviors that align with the pillars that are rewarded. Prior to implementing this PBIS system, students were able to fill out a survey to provide input on the types of prizes they would like to win. Every two weeks, tickets earned by students are entered into a drawing to win smaller prizes. At the end of the year, all the tickets earned by students are placed into a drawing for a large prize.

Attendance Recognitions

Students who have perfect attendance during each month are entered into a drawing to earn a free lunch. If a student earns perfect attendance for the whole school year, they earn a certificate and are recognized at the awards ceremony.

Academic Recognitions

Each grading period, administration reviews student grades and provides PBIS awards to students who are meeting the minimum standards in all of the courses. At the end of the year, students who are earning high marks in their classes are provided a luncheon and an Academic All-Star award. For the 2019-2020 and 2020-2021 school years, the teachers also took the opportunity to recognize students who persevere through the challenge of online learning. These students were awarded the Titan of Online Learning certificate.

Pillar Awards

At the end of each school year, the teachers of each grade level confer and vote on students to earn individual pillar and the overall pillar award.

- You Matter Award: Awarded to a student at each grade level who strives to include and welcome others and has a strong view of themselves.
- Be Present Award: Awarded to a student at each grade level who is fully engaged wherever they are and whomever they are with.
- Raise the Bar Award: Awarded to a student at each grade level who continually strives to go beyond their best, even when it is challenging.
- Create an Impact Award: Awarded to a student at each grade level for outstanding community service and for reaching out to those around them in a selfless way.
- CTEC Pillars Award: Awarded to two students at each grade level who demonstrate outstanding performance in all pillars.

Restorative Justice Practices

The main component of CTEC's discipline policy is restorative justice and the opportunity for students to learn from their mistakes and repair broken relationships. Teachers follow the behavior flowchart to deal with low-level behavior concerns; however, when a student's misconduct reaches a frequency or severity, it may result in the student receiving some or all of the following restorative justice practices prior to proceeding to other interventions:

- Counseling: The student may meet with administration or the school psychologist to discuss the incident and alternative choices.
- Mediation: The student may participate in a mediated meeting with the individual negatively impacted by their behavior
- Letter of Apology
- Awareness classes: Anger management, Substance Use and Abuse, or other prosocial behavior
- Community Service: Instead of disciplinary action, a student may be offered the opportunity to perform community service during non-school hours, on school grounds (e.g. school outdoor beautification, campus betterment, teacher, peer, or youth assistance programs, etc.)

Pupil Suspension and Expulsion Policy - General

The Pupil Suspension and Expulsion Policy is established to promote learning and protect the safety and wellbeing of all students at CTEC. In creating this Policy, CTEC reviewed Education Code section 48900 et seq., to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code section 48900 et seq., in many ways, but is not identical. CTEC's suspension and expulsion list of offenses and procedures is particularly tailored for the safety of students, staff, and visitors to CTEC, and the unique educational environment provided. CTEC is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. These policies and procedures have been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

Staff enforces disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures clearly describe discipline expectations and is printed and distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year.

CTEC administration ensures that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice states that these policies and procedures are available on request at the Director's office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, use of alternative educational environments, suspension and expulsion. Suspended or expelled students are excluded from all school and school-related activities, unless otherwise agreed upon, during the period of suspension or expulsion.

Corporal punishment is not used as a disciplinary measure against any student. Corporal punishment is defined as the willful infliction of or willfully causing physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom CTEC has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. CTEC follows all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom CTEC has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in due process to such students.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any CTEC site, or another school district or county office of education site, regardless of when it occurs, including, but not limited to, the following: (1) while on school grounds; (2) while going to or coming from school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity.

No student shall be involuntarily removed by CTEC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the student is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian or educational rights holder requests a hearing, CTEC shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until CTEC issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspension and Expulsion Offenses

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student 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 student. Hazing does not include athletic events or school-sanctioned events.
17. Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including

communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4. Electronic act means the creation or transmission of a communication originated on or off schoolsite, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31.
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$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.
20. Committed sexual harassment as defined in Education Code 212.5. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2).
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3). Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)
22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4).
23. Committed an unsafe act. Due to the unique educational program at CTEC, students will be exposed to activities and training that necessarily will involve equipment and techniques that may give rise to a higher level of physical danger for students, staff and visitors, and a higher risk of damage to school property, than a traditional educational setting. Accordingly, any student that commits an unsafe act in the instructional setting may be suspended or expelled from CTEC. An "unsafe act" for purposes of suspension or expulsion means any severe or pervasive act or conduct in the educational setting that has, or can be reasonably predicted to have, the effect of either placing any person, including the student, in danger of physical harm or of placing school property in danger of damage, by means of the equipment, skills, and techniques that are part of the educational program at CTEC.

Mandatory Suspension and Mandatory Expulsion Acts

Students must be suspended and recommended for expulsion by the Director, and the Administrative Panel must expel, if it is found the student committed any of the following acts:

1. possessing a firearm (not including an imitation firearm) which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Director or designee's concurrence;
2. selling or otherwise furnishing a firearm;

3. brandishing a knife at another person;
4. unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058;
5. committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4;
6. possessing an explosive as defined in 18 USC.
7. For purposes of suspension and expulsion, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Mandatory Expulsion Recommendation Acts

Except as otherwise provided by CTEC policy, students must be recommended for expulsion by the Director if it is found the student committed any of the following acts at school or at a school activity off school grounds, unless the Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. causing serious physical injury to another person, except in self-defense;
2. possession of any knife or other dangerous object of no reasonable use to the pupil;
3. 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 either of the following: (i) the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis, or (ii) the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician;
4. robbery or extortion;
5. assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee; and
6. an unsafe act, as defined by CTEC Policy.

Suspension Procedure

Suspensions are initiated according to the following procedures:

Conference

Suspensions shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent(s) and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. 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. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. If the student denies the charges, the Director or designee will provide an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension.

Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations:

1. the pupil's presence will be disruptive to the education process; or
2. the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Administrative Panel; Authority to Expel

A student may be expelled from CTEC following a hearing before an Administrative Panel. An Administrative Panel may be formed by the Director as needed, in keeping with CTEC Board direction. The Administrative Panel shall consist of three members who are certificated and neither a teacher of the pupil or a Board member of CTEC's Board. The Administrative Panel may expel any student found to have committed an expellable offense. The decision of the Administrative Panel shall be final.

For any offense other than those listed in the section entitled "Mandatory Suspension and Mandatory Expulsion Acts," to expel the student the Administrative Panel must find both that the student committed an named offense subject to expulsion, and either or both of the following:

1. that other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or
2. that due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedures

Hearing

Students recommended for expulsion, or suspension of 10 days or more, are entitled to a hearing before an Administrative Panel to determine whether the student should be expelled or suspended. Unless postponed for good cause, the hearing shall be held within 30 school days after the Director or designee determines that the pupil has committed an expellable offense. The Administrative Panel hearing shall not be held in public.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include all of the following:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of CTEC's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at CTEC to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor at the hearing;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Hearing Procedures—Sexual Assault, Battery Offenses, and other Sensitive Matters

CTEC may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or

physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by CTEC or the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, and (b) have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel.
2. CTEC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the Administrative Panel finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CTEC must present evidence that the witness' presence is both desired by the witness and will be helpful to CTEC. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising its discretion to remove a person from the hearing whom it believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written final determination regarding the expulsion. Unless the expulsion is for an offense listed in the section entitled "Mandatory Suspension and

Mandatory Expulsion Acts,” the written decision of the Administrative Panel must also include a finding of either or both of the following:

1. that other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or
2. that due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others. The final decision by the Administrative Panel shall be made within 10 school days following the conclusion of the hearing. The decision of the Administrative Panel is final and there is no right of appeal to anybody.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student;
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with CTEC.

The Director or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following:

1. The student’s name;
2. The specific expellable offense committed by the student.

Disciplinary Records

CTEC shall maintain records of all student suspensions and expulsions at CTEC. Such records shall be made available to the County upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from CTEC shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to CTEC for readmission.

Readmission

The decision to readmit a previously expelled CTEC pupil, or to admit a previously expelled pupil, an involuntarily transferred pupil, or a pupil with a pending discipline matter from another school district or CTEC shall be in the sole discretion of the Administrative Panel following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan (as applicable) and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil’s readmission is also contingent upon CTEC’s capacity at the time the student seeks readmission.

Procedures to Notify Teachers of Dangerous Pupils

California Education Code Section 49079 and Welfare and Institutions Code Section 872(b) mandate that confidential information about student misbehavior be communicated to teachers. The purpose in disseminating this information is the teacher’s right to self-protection and his/her responsibility to protect others. CTEC has set procedures to maintain and disseminate confidential information about certain student behavior as well as penalties for failure to report and breach of confidentiality.

Opioid Overdose Policy

In order to protect the safety of CTEC pupils and employees, CTEC follows the policies and procedures of FCSS regarding opioid overdose issues.

Students with Disabilities

Bullying Policy

CTEC recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. All CTEC employees that interact with students will be trained on the prevention of bullying and cyberbullying. CTEC will not tolerate bullying of any student. CTEC complies with federal and state requirements, as well as, the applicable FCSS policies and administrative regulations regarding bullying, discrimination, and harassment. CTEC and the FCSS are committed to maintaining a learning environment that is free from any form of discrimination, harassment and retaliation. CTEC and the FCSS prohibit the unlawful harassment of, or discrimination and retaliation against, any pupil by any employee, pupil, or other person at school or at any school related activity.

Suicide Prevention Policy

CTEC complies with federal and state requirements, as well as, the FCSS policy and administrative regulation for suicide prevention NO. 5141.52. The County Superintendent and County Board recognize that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the County Superintendent or designee shall develop and incorporate measures, strategies, practices, and supports developed by the County Superintendent for suicide prevention, intervention, and postvention in schools under the jurisdiction of the County Superintendent and County Board.

Serving Students with Disabilities

CTEC complies with all applicable state and federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Act (IDEA).

CTEC is categorized and deemed a local educational agency (LEA) member of the [Fresno County Charter Special Education Local Plan Area \(SELPA\)](#) in accordance with Education Code Section 47641(a).

CTEC complies with all state and federal laws related to the provision of special education instruction and related services and all policies and procedures of the SELPA, and shall utilize appropriate SELPA forms.

CTEC complies with Section 504 and the ADA. The facilities to be utilized by CTEC shall be accessible for all students with disabilities.

SECTION 504 OF THE REHABILITATION ACT. CTEC recognizes that Section 504 is a general education function and that it is CTEC's legal responsibility to ensure that no qualified person with a disability shall, on the basis of the disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CTEC. Any student, who has an identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by CTEC.

A 504 team will be assembled by the CTEC 504 Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient;
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the Free and Appropriate Public Education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

SERVICES FOR STUDENTS UNDER THE IDEA CTEC will provide special education instruction and related services for eligible students who are enrolled in CTEC. CTEC intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

CTEC will follow FCSS and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

As an LEA member of the SELPA for purposes of special education pursuant to Education Code Section 47641(a), CTEC shall receive all special education funding generated by CTEC enrollment pursuant to Education Code Section 47644.

CTEC agrees to adhere to the requirements of the SELPA for Special Education and to FCSS policies. CTEC may seek services from FCSS for special education students enrolled in CTEC.

CTEC agrees to promptly respond to all SELPA and/or FCSS inquiries, to comply with all SELPA and/or FCSS directives, and to allow SELPA and/or FCSS access to CTEC students, staff, facilities, equipment and records relating to the provision of special education services.

STAFFING All special education services at CTEC will be delivered by individuals or agencies qualified to provide special education services as required by California Education Code and the IDEA. CTEC staff shall participate in all mandatory FCSS professional development training relating to special education.

CTEC will hire, train, and employ staff necessary to provide special education services to students enrolled in CTEC, including, without limitation, special education teachers, paraeducators, and resource specialists. CTEC shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to CTEC students.

NOTIFICATION AND COORDINATION CTEC shall follow FCSS policies for responding to implementation of special education services. CTEC will adopt and implement FCSS policies relating to notification of FCSS for all special education issues and referrals.

CTEC shall follow FCSS policies for notifying FCSS personnel regarding the discipline of special education students to ensure FCSS pre-approval prior to imposing a suspension or expulsion. CTEC shall assist in the coordination of any communications and immediately act according to FCSS administrative policies relating to disciplining special education students.

IDENTIFICATION AND REFERRAL CTEC shall have the responsibility to identify, refer and work cooperatively in locating CTEC students who have or may have exceptional needs that qualify them to receive special education services. CTEC will implement FCSS and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

To the extent that FCSS provides CTEC with any special education related services, FCSS shall have access to all CTEC student records and information in order to serve all of CTEC's students' special needs.

In the event that CTEC receives a parent request for assessment, CTEC will work collaboratively with FCSS staff and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, CTEC will provide the parent with a written assessment plan within fifteen days of receipt of the request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

CTEC will follow FCSS Child-Find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a Free Appropriate Public Education to the student in question.

ASSESSMENTS The term "assessment" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. CTEC, in consultation with FCSS staff, will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with its general practice and procedure and applicable law. CTEC shall obtain parent/guardian consent to assess students.

IEP DEVELOPMENT CTEC shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with State and Federal law. CTEC understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to CTEC's IEP process. Programs, services and placements shall be provided to all eligible CTEC students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

CTEC shall promptly notify FCSS of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP IMPLEMENTATION CTEC shall be responsible for all schoolsite implementation of the IEP. CTEC shall implement IEPs, pursuant to FCSS and SELPA policies. As part of this responsibility, CTEC shall provide the parents with timely reports on the student's progress as provided in the student's IEP, and at least as frequently as progress reports are provided for CTEC's non-special education students. CTEC shall also provide all special education home-school coordination and information exchange. CTEC shall also be responsible for providing all curriculum, classroom materials, classroom modifications and assistive technology. CTEC shall comply with any directive of FCSS as it relates to the coordination of CTEC and FCSS for IEP implementation and immediate notification of any considered discipline of special education students.

INTERIM AND INITIAL PLACEMENTS OF NEW CTEC STUDENTS CTEC shall comply with Education Code Section 56325 with regard to students transferring into CTEC within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CTEC from another school within the State, but outside of the SELPA with a current IEP within the same academic year, CTEC shall provide the pupil with a Free Appropriate Public Education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days. CTEC shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with Federal and State law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into CTEC from a program operating under the same SELPA within the same academic year, CTEC shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent agrees to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to CTEC with an IEP from outside of California during the same academic year, CTEC shall provide the pupil with a Free Appropriate Public Education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the CTEC conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by FCSS, and develops a new IEP, if appropriate, that is consistent with Federal and State law.

NON-PUBLIC PLACEMENTS/NON-PUBLIC AGENCIES CTEC, in consultation with FCSS, shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. CTEC shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of FCSS. CTEC shall immediately notify FCSS of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

NON-DISCRIMINATION It is understood and agreed that all children will have access to CTEC and no student shall be denied admission nor counseled out of CTEC due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

PARENT/GUARDIAN CONCERNS AND COMPLAINTS CTEC shall follow FCSS policies as they apply to all schools for responding to parental concerns or complaints related to special education services. CTEC shall immediately notify FCSS of any concerns raised by parents. In addition, CTEC shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of State or Federal law.

FCSS' designated representative, in consultation with CTEC's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. CTEC shall allow FCSS access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

CTEC and FCSS shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. FCSS, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and CTEC shall comply with FCSS' decision.

CTEC and FCSS shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

DUE PROCESS HEARINGS FCSS may initiate a due process hearing or request for mediation with respect to a student enrolled in CTEC if FCSS determines such action is legally necessary or advisable. CTEC agrees to cooperate fully with FCSS in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, FCSS and CTEC shall work together to defend the case. In the event that FCSS determines that legal representation is needed, CTEC agrees that it shall be jointly represented by legal counsel of FCSS' choosing.

CTEC understands that FCSS shall have sole discretion to settle any matter in mediation or due process. FCSS shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any student necessary to protect its rights.

SPECIAL EDUCATION COSTS CTEC understands that it is responsible for all special education and related services costs, including due process, non-public schools, etc., regardless of the funding sources or amounts.

Annual Notifications 2026-2027



Parent/Guardian-Student Handbook / Annual Notifications

The Fresno County Office of Education is required to annually notify pupils, parents, and guardians of their rights and responsibilities, pursuant to California Education Code ("EC") Section ("§") 48980.

The attached acknowledgement of receipt of this notice must be signed by the parent/guardian and returned to the school as required by EC § 48982.

Acceptable Use of Technology

Usó Aceptable de Tecnología

One of the adopted goals of the Fresno County Superintendent of Schools/Fresno County Office of Education ("FCOE") is to assist in advancing the use of technology to enhance student learning. Access to FCOE technology is a privilege, not a right, and students enrolled in FCOE programs or activities must follow FCOE guidelines and procedures regarding acceptable use of technology. All students enrolled in FCOE programs or activities and their parents or guardians shall sign the Acceptable Use of Technology Agreement prior to using FCOE technological resources. FCOE shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and pupils shall also take responsibility not to initiate access to inappropriate or harmful matter while using FCOE technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

Una de las metas aprobadas del superintendente del condado de Fresno/La oficina de la educación del condado de Fresno ("FCOE") es asistir en el fomento del uso de tecnología para aumentar la enseñanza estudiantil. Acceso a la tecnología del Distrito es un privilegio, no es un derecho, y los estudiantes inscritos en los programas y actividades del Distrito deben obedecer los reglamentos y procedimientos del Distrito referente al uso aceptable de tecnología. Todos los estudiantes y sus padres/tutores del Distrito firmarán un Contrato de Uso Aceptable de Tecnología antes del uso de los recursos tecnológicos del Distrito. El Distrito hará un esfuerzo diligente por trascender contenido inoportuno o pernicioso que está accesible a través del Internet, y los estudiantes también tomarán responsabilidad en no iniciar acceso a contenido inoportuno o pernicioso mientras que usen tecnología del Distrito. Violación de esta norma resultará en acción disciplinaria y la pérdida del privilegio de usar la tecnología y/o obligación civil o criminal.

Advanced Placement & International Baccalaureate Exam Fees – EC 48980(k)

El Costo para el Examen de Cursos Avanzados y del Bachillerato Internacional – CE 48980(k)

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees or the International Baccalaureate examination fees, or both. Please contact Marisa Gamboa, at 559-600-4950 for more information.

Los alumnos elegibles de la preparatoria podrán recibir ayuda económica para cubrir el costo de los exámenes de cursos avanzados o del Bachillerato Internacional, o ambos. Por favor comuníquese con director(a), Marisa Gamboa, por teléfono 559-600-4990 para más información.

Asbestos Management Plan – 40 CFR 763.93

Plan de Manejo de Asbestos – 40 CRF 763.93

FCOE maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact Director of Facilities & Operations, Jeff Becker at 559-497-3705.

FCOE mantiene información que anualmente pone al día sobre el plan de mantenimiento de los edificios escolares que contienen asbestos. Para una copia del plan de manejo de asbestos, por favor comuníquese con el Director de Facilities & Operations, Jeff Becker al numero de telefono 559-497-3705.

Attendance Options/Permits – EC 35160.5(b), 48200, 46600, 48980(g)

Opciones de Asistencia/Permisos – CE 35160.5(b), 48200, 46600, 48980(g)

Compulsory Education: Compulsory Education law states that students must enroll in school in the school district in which the residence of either the parent or legal guardian is located. If a parent is seeking a change in a public district outside of the resident district, then an interdistrict permit is required. Exceptions are for charter school, home school or other private school enrollments, and other online charter school options.

Residency: A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code; a pupil who is placed in foster care remains in his or her school of origin; an emancipated pupil who resides within the boundaries of the school district; a pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district; a pupil residing in a state hospital located within the boundaries of the school district; or a pupil whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. Students in military and migrant families may remain in their school of origin and shall have waived residency restrictions due to the frequency of movement of their families. Connect with the enrollment office for more information on the protections afforded these students per California laws.

Interdistrict: An interdistrict agreement is signed by both the releasing and accepting districts. When denied, there are appeal processes according to the local district policies. The education rights holder may appeal to their County Office of Education for an appeal process within 30 days of a final denial from either district.

The parent or legal guardian of a pupil may seek release from the school district of residence to attend a school in any other school district. School districts may enter into agreements for the interdistrict transfer of one or more pupils for a period of up to five years. The agreement must specify the terms and conditions for granting or denying transfers, and may contain standards of reapplication and specify the terms and conditions under which a permit may be revoked. Unless otherwise specified in the agreement, a pupil will not have to reapply for an interdistrict transfer, and the school board of the district of enrollment must allow the pupil to continue to attend the school in which he/she is enrolled. A student who has completed grade 10 by June 30, may remain enrolled within the district of enrollment through grades 11 and 12 without any revocation from the desired district, and must be treated the same as any other resident student.

Regardless of whether an agreement exists or a permit is issued, the school district of residence cannot prohibit the transfer of a pupil who is a child of an active military duty parent to a school district of proposed enrollment if that district approves the application for transfer. Nor may a district prohibit an interdistrict permit release when no intradistrict permit options are available to a victim of bullying. A “victim of an act of bullying” means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the bullying was committed by any pupil in the school district of residence, and the parent of the pupil has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency. “Bullying” means any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more pupils that results in placing a reasonable person in fear of harm of self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message, text, sound, video, or image in a post on a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

A student who is appealing a decision for an interdistrict permit approval through the County Office of Education may be eligible for provisional admission to the desired district in grades TK through 12, while continuing through the process of appeal, if space is made available by the desired district, not to exceed two months.

A pupil who has been determined by personnel of either the school district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent or legal guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

Interdistrict permits shall not be denied for release from district of residence, but may require the same entrance requirements from desired districts. For active military families, pending transfer orders, may have ten days to produce documents after the family has relocated. Once orders are in writing, they may be forwarded to the intended resident district or charter to start the enrollment process and avoid delays. Coursework and graduation requirements are exempted for children of active military.

Each school district shall post their interdistrict policy agreements and local district caps on their district and/or school websites. Reasons for approval and denial of interdistrict transfer requests must be updated on the district website according to board policies. The County appeals process will be offered with the final denial in writing by the school district. The County appeal process may take up to a maximum of two months. If you have any questions about the interdistrict process, please call the district office.

Intradistrict: Residents of the school district may apply to other schools that serve the same grade levels within the district. No pupil who currently resides in the attendance area of a school can be displaced by pupils transferring from outside the attendance area. Students who are a victim of bullying shall be allowed an intradistrict permit to transfer if space is available at the same grade level. If there is no “intra-district” space to attend, the student may seek an “inter-district” permit to another district without any delay in release from the home district, but it does not

guarantee entrance to an outside district. The process to enter another school district will be according to the desired district's transfer policies. A "victim of an act of bullying" means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the bullying was committed by any pupil in the school district of residence, and the parent of the pupil has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency. "Bullying" means any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more pupils that results in placing a reasonable person in fear of harm of self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message, text, sound, video, or image in a post on a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

Educación Obligatoria: La ley de educación obligatoria establece que los estudiantes deben inscribirse en la escuela en el distrito escolar en el que se encuentra la residencia del padre o tutor legal. Si un padre está buscando un cambio en un distrito público fuera del distrito de residencia, entonces se requiere un permiso interdistrital. Las excepciones son para las inscripciones en escuelas autónomas, escuelas en el hogar u otras escuelas privadas, y otras opciones de escuelas autónomas en línea.

Un acuerdo entre distritos es firmado por los distritos liberadores y aceptantes. Cuando se niega, hay procesos de apelación de acuerdo con las políticas del distrito local. El titular de los derechos educativos puede apelar a la Oficina de Educación de su condado para un proceso de apelación dentro de los 30 días posteriores a la denegación final de cualquiera de los distritos.

Residencia: Un alumno puede cumplir alternativamente con los requisitos de residencia para asistencia escolar en un distrito escolar, si él o ella es cualquiera de los siguientes: ubicado en un hogar adoptivo o institución licenciada de niños dentro de los límites del distrito escolar de acuerdo con un compromiso de ubicación bajo el Código de Bienestar e Instituciones; un alumno que es un hijo de crianza que permanece en su escuela de origen; un alumno emancipado que reside dentro de los límites del distrito escolar; un alumno que vive en el domicilio de un adulto que proporcione el cuidado que esté localizado dentro de los límites del distrito escolar; o un alumno que reside en un hospital estatal localizado dentro de los límites del distrito.; o un alumno cuyo padre es transferido o está pendiente de transferir a una instalación militar dentro del estado mientras está en servicio militar activo de conformidad con una orden militar oficial. Los estudiantes de familias militares y migrantes pueden permanecer en su escuela de origen y deben haber renunciado a las restricciones de residencia debido a la frecuencia del movimiento de sus familias. Comuníquese con la oficina de inscripción para obtener más información sobre las protecciones que ofrecen estos estudiantes según las leyes de California.

Interdistrital: El padre o tutor legal de un alumno puede solicitar un permiso de salida de su distrito escolar de residencia para asistir a una escuela en cualquier otro distrito escolar. Los distritos escolares pueden firmar un contrato para el traslado interdistrital de uno o más alumnos por un período de hasta cinco años. El contrato debe especificar los términos y las condiciones para aprobar o denegar traslados, y puede contener normas para volver a solicitar y especificar los términos y las condiciones bajo las cuales puede revocarse un permiso. A menos que se especifique lo contrario en el contrato, un alumno no tendrá que volver a solicitar un traslado interdistrital y la mesa directiva del distrito escolar de inscripción debe permitir al alumno a seguir asistiendo a la escuela en la que está inscrita.

El estudiante que haya completado el décimo grado a partir del 30 de junio, puede inscribirse dentro del distrito de inscripción durante los grados once y doce sin revocación del distrito deseado, y debe ser tratado como cualquier otro estudiante residente.

Independientemente de si existe un acuerdo o se emitió un permiso, el distrito escolar de residencia no puede prohibir la transferencia de un alumno que es hijo de un padre de servicio militar activo a un distrito escolar de inscripción

propuesta si ese distrito aprueba la solicitud de transferencia. Tampoco puede un distrito prohibir la liberación de un permiso entre distritos (interdistrital) cuando no hay opciones de permisos dentro del distrito (intradistrital) disponibles para una víctima de acoso escolar.

Una "víctima de un acto de intimidación" significa un alumno que se ha determinado que ha sido víctima de intimidación mediante una investigación de conformidad con el proceso de quejas descrito en la Sección 234.1 y la intimidación fue cometida por cualquier alumno en el distrito escolar de residencia, y el padre del alumno ha presentado una queja por escrito con respecto a la intimidación ante la escuela, el personal del distrito escolar o una agencia local de aplicación de la ley. A los estudiantes que sean víctimas de acoso escolar se les permitirá un permiso dentro del distrito (intradistrital) para transferirse si hay espacio disponible en el mismo nivel de grado dentro del mismo distrito escolar "Acoso escolar" significa cualquier comunicación física o verbal severa o generalizada hecha por escrito o por medio de un acto electrónico dirigido a uno o más alumnos que resulta en colocar a una persona razonable por temor a daño propio o de propiedad. Puede causar un efecto sustancialmente perjudicial en la salud física o mental, interferir con el rendimiento académico o la capacidad de participar o beneficiarse de los servicios, actividades o privilegios proporcionados por una escuela, y puede hacerse en persona o en línea. La intimidación se puede exhibir en la creación o transmisión de la intimidación en línea, dentro o fuera del sitio escolar, por teléfono u otro dispositivo en un mensaje, texto, sonido, video o imagen en una publicación en un sitio web de Internet de una red social o una página de grabación que crea una suplantación creíble de otro estudiante a sabiendas y sin consentimiento con el propósito de intimidación. Compartir o reenviar mensajes contribuye al acto de intimidación.

Un estudiante que está apelando la decisión de aprobación de un permiso interdistrital a través de la Oficina de Educación del Condado puede ser elegible para matriculación provisional al distrito deseado en los grados kindergarten transitorio hasta el doce, mientras continua el proceso de apelación, y si es que el espacio está disponible dentro del distrito deseado, no debe exceder más de dos meses.

Un alumno que ha sido determinado por el personal del distrito escolar de residencia o de inscripción propuesta haber sido víctima de un acto de acoso, como se define en CE 48900(r), deberá, a petición del padre o el tutor legal, darse prioridad para asistencia interdistrital bajo cualquier acuerdo que existe o, en ausencia de un acuerdo, consideración adicional para la creación de un acuerdo de asistencia interdistrital.

Los permisos interdistritales no se negarán para dar de baja a un estudiante de su distrito de residencia, pero pueden requerir los mismos requisitos de entrada de los distritos deseados. Para familias militares activas, órdenes de transferencia pendientes, pueden tener diez días para presentar documentos después de que la familia se haya reubicado. Una vez que los pedidos están por escrito, pueden enviarse al distrito de residencia previsto o a la escuela autónoma para iniciar el proceso de inscripción y evitar retrasos. Los requisitos de trabajo de curso y graduación están exentos para los hijos de militares activos.

Cada distrito escolar debe publicar sus acuerdos de póliza interdistrital y límites locales de distrito en su página web del distrito y / o escuela. Las razones para la aprobación y denegación de solicitudes de transferencia interdistrital deben actualizarse en la página web del distrito de acuerdo con las políticas de la mesa directiva. El proceso de apelaciones del Condado se ofrecerá con la denegación final hecho por escrito por el distrito escolar. El proceso de apelación del Condado puede llevar acabo hasta un máximo de dos meses. Si tiene alguna pregunta sobre el proceso interdistrital, llame a la oficina del distrito.

Intradistrital: Los residentes del distrito escolar pueden aplicar a otras escuelas que sirven los mismos niveles de grado dentro del distrito. Ningún alumno que corrientemente reside en el área de asistencia de una escuela puede ser desplazado por alumnos que se trasladan desde fuera del área de asistencia. A los estudiantes que sean víctimas de acoso escolar se les permitirá un permiso dentro del distrito (intradistrital) para transferirse si hay espacio disponible en el mismo nivel de grado dentro del mismo distrito escolar. Si no hay espacio "dentro del distrito" para asistir, el estudiante puede solicitar un permiso "entre distritos" a otro distrito sin demora en la liberación del distrito de origen, pero no garantiza la entrada a un distrito externo. El proceso para ingresar a otro distrito escolar se realizará de acuerdo con las políticas de transferencia del distrito deseado.

Una "víctima de un acto de intimidación" significa un alumno que se ha determinado que ha sido víctima de intimidación mediante una investigación de conformidad con el proceso de quejas descrito en la Sección 234.1 y la intimidación fue cometida por cualquier alumno en el distrito escolar de residencia, y el padre del alumno ha presentado una queja por escrito con respecto a la intimidación ante la escuela, el personal del distrito escolar o una agencia local de aplicación de la ley. "Acoso escolar" significa cualquier comunicación física o verbal severa o generalizada hecha por escrito o por medio de un acto electrónico dirigido a uno o más alumnos que resulta en colocar a una persona razonable por temor a daño propio o de propiedad. Puede causar un efecto sustancialmente perjudicial en la salud física o mental, interferir con el rendimiento académico o la capacidad de participar o beneficiarse de los servicios, actividades o privilegios proporcionados por una escuela, y puede hacerse en persona o en línea. La intimidación se puede exhibir en la creación o transmisión de la intimidación en línea, dentro o fuera del sitio escolar, por teléfono u otro dispositivo en un mensaje, texto, sonido, video o imagen en una publicación en un sitio web de Internet de una red social o una página de grabación que crea una suplantación creíble de otro estudiante a sabiendas y sin consentimiento con el propósito de intimidación. Compartir o reenviar mensajes contribuye al acto de intimidación.

Availability of Prospectus – EC 49063 and 49091.14

Disponibilidad de Prospecto – CE 49063 y 49091.14

Each school must annually compile a prospectus of the curriculum to include titles, descriptions and instructional goals for every course offered by the school. Please contact the school site administrator for a copy of the prospectus.

Cada escuela debe compilar anualmente un prospecto del plan de estudios incluyendo títulos, descripciones y propósitos de enseñanza para cada curso ofrecido por la escuela. Por favor comuníquese con el/la director(a) de la escuela para una copia del prospecto.

Avoiding Absences, Written Excuses

Evitando Ausencias, Excusas Escritas

FCOE urges parents to make sure their children attend school regularly and to schedule medical, dental, counseling and other appointments after school, on the weekend if possible or during school holidays. FCOE also asks that travel or other absences be avoided during the time that school is in session. The higher FCOE's daily attendance rate, the more a student will learn and the greater the amount of funding that FCOE will receive from the state for classroom instruction and academic programs. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences.

Following an absence, a student is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

FCOE insta a los padres a asegurarse de que sus hijos asistan a la escuela con regularidad y programar citas médicas, dentales, de consejería y otras citas después de la escuela, los fines de semana si es posible o durante las vacaciones escolares. FCOE también pide que se eviten viajes u otras ausencias durante el tiempo que la escuela está en sesión. La más alta el porcentaje de la asistencia diaria del FCOE, lo más aprenderá un estudiante y FCOE escolar recibirá más fondos del estado para la enseñanza en el salón y programas académicos. El calendario escolar está concebido para reducir problemas para familias que planean viajes alrededor de vacaciones tradicionales, y de ese modo reducir las ausencias de los estudiantes.

Siguiendo una ausencia, un estudiante está requerido traer una excusa escrita de la casa cuando regrese a la escuela. Enfermedades, y citas médicas y con el dentista se consideran ausencias justificadas. Las ausencias sin una excusa escrita serán documentadas como ausencias sin justificación.

Tardiness

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. A student will be classified as

truant if they are tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year.

La Tardanza

Los niños/as deben ser alentados a ser puntuales como parte del desarrollo de buenos hábitos. Se espera que lleguen a la escuela a tiempo. Si un niño/a llega tarde, el niño/a debe traer una escrita de su hogar a la oficina escolar. Un estudiante será clasificado como ausente si llega tarde o está ausente por más de un periodo de 30-minutos durante el día escolar sin una excusa válida en tres ocasiones en un año escolar.

Truancy Definitions – EC 48260, 48262 and 48263.6

A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and FCOE has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205.

Definición de un Estudiante que Falta a la Escuela sin Justificación – CE 48260, 48262 y 48363.6

Se considera que un estudiante ha faltado a la escuela sin justificación (conocido en inglés como “truant”) después de tres ausencias o tres tardanzas por más de 30 minutos cada vez o cualquier combinación de los mismos y las ausencias o tardanzas no son justificadas. Después de que un estudiante ha sido reportado como “truant” tres o más veces en un año escolar y FCOE ha hecho un esfuerzo consciente para reunirse con la familia, el estudiante se considera un “truant” habitual. Un estudiante que está ausente de la escuela sin justificación válida por 10% o más de los días de un año escolar, desde la fecha de inscripción a la fecha actual, se considera un “truant” crónico. Ausencias sin justificación son ausencias que no caen dentro del CE 48205.

Arrest of Truants/School Attendance Review Boards – EC 48263 and 48264

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

Detención de “Truants”/Consejo de Revisión de Asistencia Escolar – CE 48263 y 48264

El supervisor de asistencia escolar, administrador o designado escolar, un oficial de paz o un oficial de libertad condicional puede detener o asumir la custodia temporal durante el horario escolar de cualquier menor de edad que se encuentra fuera de su casa y que está ausente de la escuela sin justificación válida dentro del condado, ciudad o distrito escolar. Un estudiante que es un “truant” habitual podrá ser referido al Consejo de Revisión de Asistencia Escolar (conocido en inglés como “Student Attendance Review Board - SARB”)

Truant Consequences – EC 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3, 653.5, 654, and 651.5

Any student who is identified as “Truant” may be assigned as a ward of the court, if the available community resources do not resolve the students’ continued problem of truancy, by a Probation Officer or Deputy District Attorney.

Consecuencias de absentismo escolar– CE 60901 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3, 653.5, 654, and 651.5

Cualquier estudiante que sea identificado como “ausente sin permiso” puede ser asignado como tutela judicial/tutela de los tribunales, si los recursos comunitarios disponibles no resuelven problema continuo de absentismo escolar, por un agente de libertad condicional o un asistente del fiscal del FCOE.

Chronic Absenteeism – EC 60901

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused,

unexcused and suspensions – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Ausentismo Crónico – CE 60901

A un estudiante se le considera como un ausente crónico cuando él/ella está ausente el 10% o más de los días escolares en un año escolar, desde la fecha de matriculación a la fecha actual. El ausentismo crónico incluye todas las ausencias – excusados, no excusados y suspensiones – y es una medida importante porque las ausencias excesivas afectan negativamente el rendimiento y compromiso académico del estudiante.

Behavioral Interventions – EC § 56521.1

Non-violent crisis intervention techniques are used by FCOE to maintain safety, minimize acting out behaviors, and promote respectful interactions. Non-violent crisis intervention may also be used when a pupil is in danger or hurting him/herself, hurting others or damaging property.

Emergency interventions, such as physical restraint, may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the pupil, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for the systematic behavior intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the FCOE principal or a law enforcement agency, as applicable to the situation. Emergency interventions may not include those items detailed in EC Section 56521.1(d).

The parent, guardian, and residential care provider, if appropriate, shall be notified within one school day if an emergency intervention is used or serious property damage occurs. A behavior emergency report (“BER”) shall immediately be completed and maintained in the pupil’s records and shall include: the name and age of the pupil; the setting and location of the incident; the name of the staff or other persons involved; a description of the incident and the emergency intervention used, and whether the pupil is currently engaged in any systematic behavior intervention plan; details of any injuries sustained by the pupil, or others, including staff, as a result of the incident. All BERs shall also be immediately forwarded to, and reviewed by, a designated responsible administrator at FCOE.

If a BER is written regarding a pupil who does not have a behavior intervention plan in his/her IEP, the designated responsible administrators from FCOE shall, within two days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavior assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavior assessment, not developing an interim plan, or both.

If a BER is written regarding a pupil who has a positive behavior intervention plan in his/her IEP, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavior intervention plan.

FCOE utiliza técnicas de intervención de crisis no violentas para mantener la seguridad, minimizar los comportamientos exagerados y promover interacciones respetuosas. La intervención de crisis no violenta también se puede usar cuando un alumno está en peligro o se lastima a sí mismo, lastima a otros o daña la propiedad.

Las intervenciones de emergencia, como la restricción física, solo se pueden usar para controlar un comportamiento espontáneo e impredecible que representa un peligro claro y presente de daño físico grave para el alumno u otros, y que no se puede prevenir de inmediato con una respuesta menos restrictiva que la aplicación temporal de una técnica utilizada para contener el comportamiento. Las intervenciones de emergencia no se utilizarán como sustituto del plan sistemático de intervención del comportamiento que está diseñado para cambiar, reemplazar, modificar o eliminar un comportamiento objetivo. No se empleará ninguna intervención de emergencia por más tiempo del necesario para

contener el comportamiento. Una situación que requiera el uso prolongado de una intervención de emergencia requerirá que el personal busque ayuda del director de la FCOE o de una agencia del orden público, según corresponda a la situación. Las intervenciones de emergencia pueden no incluir los artículos detallados en la Sección 56521.1(d) de EC.

El padre, tutor y proveedor de cuidado residencial, si corresponde, serán notificados dentro de un día escolar si se usa una intervención de emergencia o si ocurre un daño grave a la propiedad. Un informe de emergencia de comportamiento ("BER") se completará y mantendrá inmediatamente en los registros del alumno y deberá incluir: el nombre y la edad del alumno; el escenario y la ubicación del incidente; el nombre del personal u otras personas involucradas; una descripción del incidente y la intervención de emergencia utilizada, y si el alumno participa actualmente en algún plan sistemático de intervención conductual; detalles de cualquier lesión sufrida por el alumno u otras personas, incluido el personal, como resultado del incidente. Todos los BER también se enviarán de inmediato y serán revisados por un administrador responsable designado en FCOE.

Si se escribe un BER con respecto a un alumno que no tiene un plan de intervención conductual en su IEP, los administradores responsables designados de FCOE programarán, dentro de dos días, una reunión del equipo del IEP para revisar el BER y determinar la necesidad de una evaluación del comportamiento funcional y para determinar la necesidad de un plan provisional. El equipo del IEP deberá documentar los motivos por los que no se realizó la evaluación del comportamiento funcional, no se desarrolló un plan provisional o ambos.

Si se escribe un BER con respecto a un alumno que tiene un plan de intervención de comportamiento positivo en su IEP, un incidente que involucre un problema de comportamiento grave no visto anteriormente, o donde una intervención diseñada previamente no es efectiva, se remitirá al equipo del IEP para revisar y determinar si el incidente constituye una necesidad de modificar el plan de intervención de comportamiento positivo.

California College Guidance Initiative – EC 60900.5

Iniciativa de Orientación Universitaria de California – CE 60900.5

The California College Guidance Initiative (CCGI) is part of California's efforts to close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI provides a set of college and career planning tools designed to help students plan for and apply to California public colleges and universities. To support these efforts, CCGI receives enrollment data for all public-school students enrolled in grades six through twelve through California Pupil Achievement Data System (CALPADS). CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. The shared data will be used to provide students and families with direct access to online tools and resources and will enable the student to transmit information shared with the CCGI to both of the following:

1. Postsecondary educational institutions for the purpose of admissions and academic placement.
2. The Student Aid Commission for purposes of admissions and academic placement.

La Iniciativa de Orientación Universitaria de California (CCGI) es parte de los esfuerzos de California para cerrar las brechas entre los sistemas y garantizar que todos los estudiantes de California, especialmente aquellos que han estado subrepresentados en la educación superior, puedan pasar sin problemas del K-12 a la universidad y la carrera profesional. CCGI proporciona un conjunto de herramientas de planificación universitaria y profesional diseñadas para ayudar a los estudiantes a planificar y postularse a colegios y universidades públicas de California. Para apoyar estos esfuerzos, CCGI recibe datos de inscripción de todos los estudiantes de escuelas públicas matriculados en los grados del sexto al doce a través del Sistema de Datos de Rendimiento de los Alumnos de California (CALPADS). CALPADS es un sistema de datos longitudinal que se utiliza para mantener datos a nivel individual, incluidos datos demográficos de los estudiantes, datos de cursos, disciplina, evaluaciones, asignaciones del personal y otros datos para informes estatales y federales. Los datos compartidos se utilizarán para proporcionar a los estudiantes y las familias acceso directo a herramientas y recursos en línea y permitirán al estudiante transmitir información compartida con el CCGI a los siguientes:

1. Instituciones de educación postsecundaria con propósito de admisiones y colocación académica.
2. La Comisión de Ayuda Estudiantil para efectos de admisiones y colocación académica.

Cal Grant Program – EC 69432.9

Programa de Cal Grant – CE 69432.9

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent or guardian of a student under 18 years of age, may complete a form to indicate that he or she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent or guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents or guardians by January 1 of the students' 11th grade year.

Las becas Cal Grant es dinero para la Universidad que no tiene que ser devuelto. Para calificar, el estudiante tiene que cumplir con los requisitos financieros y de elegibilidad como también con el requisito de promedio mínimo (GPA). Las becas Cal Grant pueden ser utilizadas en cualquier Universidad de California, la Universidad Estatal de California o Colegio Comunitario de California. Algunas universidades independientes o escuelas técnicas en California también aceptan las becas Cal Grant.

Con el fin de ayudar a los estudiantes a aplicar para ayuda financiera, todos los estudiantes en el grado 12 automáticamente se consideran como un solicitante Cal Grant y el GPA de cada estudiante en el grado 12 será sometido antes del 1 de octubre a la Comisión de Ayuda Estudiantil de California (CASC) electrónicamente por un funcionario del FCOE escolar o la escuela. Un estudiante o el padre o tutor legal de un estudiante menor de 18 años de edad, pueden completar un formulario para indicar que él o ella no desea que su GPA sea enviado al CASC. Una vez que el estudiante cumpla los 18 años de edad, solo el estudiante puede optar a sí mismo/a, y puede optar si el padre o tutor legal había decidido previamente de optar por el estudiante. La notificación con respecto a CASC y la oportunidad de optar por no ser automáticamente considerada un solicitante Cal Grant se proporcionará a todos los estudiantes y sus padres o tutores antes del 1 de enero del grado 11 de los estudiantes.

California Healthy Youth Act – EC 51930-51939

Ley de Juventud Sana de California – CE 51930-51939

The California Healthy Youth Act requires public schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners. Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child be opted out of the comprehensive sexual health, HIV prevention education, and assessments related to that education as provided for in EC Section 51938.

3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker

FCOE may administer to pupils in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behavior and risks, including tests, questionnaires, and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Parents or legal guardians will be notified in writing about the administration of, the right to review, and the right to excuse their child from any test, questionnaire, or survey.

The California Healthy Youth Act requirement above do not apply to description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education as defined in the Act. The requirements also do not apply to instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions.

La Ley de Juventud Sana de California requiere que los distritos escolares proveen alumnos una educación sobre la salud sexual y prevención de VIH que sea integrada, comprensiva, correcta e imparcial por lo menos una vez en la preparatoria, y una vez en la secundaria. La intención de esta ley es asegurar que los alumnos en grados 7-12 reciban los conocimientos y habilidades necesarios para: 1) proteger su salud sexual y reproductiva del HIV, otras infecciones de transmisión sexual, y embarazos no intencionados; 2) desarrollar actitudes saludables sobre el crecimiento y desarrollo del adolescente, imagen corporal, género, orientación sexual, relaciones, matrimonio y familia; y 3) tender comportamientos y relaciones saludables, positivas y seguras. Esto también promueve comprensión de la sexualidad como una parte normal del desarrollo humano.

Los padres o tutores tienen derecho a:

1. Examinar los materiales educacionales escritos y audiovisuales usados en la educación de salud sexual integral y prevención de VIH.
2. Solicitar por escrito que su hijo no reciba la educación de salud sexual integral y prevención de VIH.
3. Pedir una copia de los Códigos de Educación 51930 hasta 51939, La Ley de Juventud Sana de California.
4. Ponerse al corriente si la educación de salud sexual integral y prevención de VIH serán enseñados por personal del distrito o consultores independientes.
5. Recibir notificación por correo u otro método de notificación comúnmente usado no menos de 14 días antes de que inicie la instrucción si los arreglos para la instrucción toman lugar después del comienzo del año escolar.
6. Cuando el distrito elige usar consultores independientes o realizar una reunión general con oradores invitados para enseñar la educación de salud sexual integral y prevención de VIH, ponerse al corriente de:
 - a. La fecha de la enseñanza
 - b. El nombre de la organización o afiliación de cada orador invitado

FCOE puede administrar a los alumnos en grados 7 a 12 estudios e instrumentos de evaluación anónimos, voluntarios, y confidenciales para medir el comportamiento y los riesgos de la salud de los alumnos, incluyendo pruebas, cuestionarios y encuestas, con preguntas apropiadas de acuerdo a la edad del estudiante sobre sus actitudes o prácticas relacionadas al sexo. Los padres o tutores legales serán notificados por escrito de la administración, el derecho a revisar, y el derecho a excusar a su hijo/a de cualquier prueba, cuestionario o encuesta.

El requisito anterior de la Ley de Juventud Saludable de California no se aplica a la descripción o ilustración de los órganos reproductivos humanos que pueden aparecer en un libro de texto, adoptado de conformidad con la ley, si el

libro de texto no incluye otros elementos de educación integral sobre salud sexual o educación sobre la prevención del VIH como se define en el acto. Los requisitos tampoco se aplican a la instrucción, los materiales, las presentaciones o la programación que aborden el género, la identidad de género, la expresión de género, la orientación sexual, la discriminación, el acoso, la intimidación, las relaciones o la familia y no aborden los órganos reproductivos humanos y sus funciones.

California High School Proficiency Exam – 5 CCR 11523

Examen de Suficiencia de la Escuela Preparatoria de California – 5 CRC 11523

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school and does not exit a pupil from special education in the same manner a high school diploma would. Pupils planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CHSPE only if he or she meets one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application shall not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

El Examen de Suficiencia de la Escuela Preparatoria de California (conocida en inglés como CHSPE) es un examen voluntario que evalúa la competencia en las habilidades básicas en lectura, escritura, y matemáticas enseñadas en las escuelas públicas. A los estudiantes elegibles quienes aprueben el CHSPE se les otorgará un Certificado de Suficiencia expedido por la Mesa Directiva Estatal de la Educación. Un alumno quien reciba un Certificado de Suficiencia puede, con aprobación verificada del padre o tutor legal, dejar de asistir la preparatoria tempranamente. El Certificado de Suficiencia es equivalente a un diploma de escuela preparatoria; sin embargo, no es equivalente a completar todos los cursos requeridos para graduación regular de la preparatoria. Los alumnos que planean continuar sus estudios en una universidad deben ponerse en contacto con la oficina de admisiones de la institución para averiguar si el Certificado de Suficiencia cumplirá con los requisitos de admisión.

Un alumno es elegible para tomar el CHSPE solamente si él o ella cumple uno de los siguientes requisitos en la fecha del examen: 1) tiene al menos 16 años de edad; 2) ha sido matriculado en el décimo grado por un año académico o más; o 3) completará un año académico de inscripción en el décimo grado al final del semestre durante el cual se llevará a cabo la administración regular del CHSPE. No se cobrará un cargo por cada solicitud de examen a un joven sin hogar o en crianza temporal menor de 25 años. Para más información, incluyendo las fechas de administración e inscripción, visite al sitio Web: <http://www.chspe.net/espanol/>.

Career Counseling & Course Selection – EC 221.5(d)

Consejo de Profesión y Selección de Curso – CE 221.5(d)

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

Empezando desde el grado 7, personal de la escuela asistirá a los alumnos con la selección de curso o el consejo de profesión, investigando la posibilidad de carreras, o cursos que llevan a carreras basados en el interés y la habilidad del alumno y no en el sexo del alumno. Los padres y tutores legales serán notificados para que puedan participar en tales sesiones de consejo y decisiones.

Charter School Complain Notice – EC 47605(d)(4)

Consejo de Profesión y Selección de Curso – CE 47605(d)(4))

Charter Schools may NOT discourage enrollment for any of these reasons: low academic achievement, economic disadvantaged, English non-proficient, Ethnicity, Foster Youth, Homelessness, Nationality, Neglect or Delinquent, Race, Sexual orientation, Disabilities. Charter Schools shall NOT: request records or require records to be submitted prior to enrollment, encourage disenrollment for any reason (other than suspension or expulsion). In order to submit a complaint, complete the Charter School Complaint Form, submit to the charter school authorizer, the Fresno County Superintendent of Schools, by mail or electronically.

Las Escuelas Autónomas NO pueden desalentar la inscripción por ninguno de estos motivos: bajo rendimiento académico, desventaja económica, inglés no competente, origen étnico, jóvenes de acogida, personas sin hogar, nacionalidad, negligencia o delincuencia, raza, orientación sexual, discapacidades. Las Escuelas Autónomas NO deberán: solicitar registros o requerir que se presenten antes de la inscripción, alentar la cancelación de la inscripción por cualquier motivo (que no sea suspensión o expulsión). Para presentar una queja, complete el Formulario de queja de la escuela autónoma, envíelo al autorizador de la escuela autónoma por correo o electrónicamente.

Child Abuse and Neglect Reporting – PC 11164 et seq.

El Denunciar del Abuso y Descuido de Menores – CP 11164 et seq.

All FCOE staff are considered mandated reports, required by law to report cases of child abuse and neglect whenever staff have a reasonable suspicion that abuse or neglect has occurred. FCOE staff may not investigate to confirm the suspicion. Both the staff name and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents and guardians of pupils also have a right to file a complaint against a school employee or other person they suspect has engaged in abuse of a pupil at a school site. Complaints may be filed with the local law enforcement agency and/or parents and guardians may contact FCOE administration.

Se requieren por la ley al personal del FCOE denunciar los casos de abuso y descuido de menores cuando tienen una sospecha razonable. El personal no podrá investigar para confirmar la sospecha. El nombre del personal y el informe serán confidenciales y no podrán ser divulgados salvo a las agencias autorizadas.

Los padres y tutores de los alumnos también tienen derecho a presentar una denuncia contra un empleado de la escuela u otra persona que sospechen que ha abusado de un alumno en una escuela. Las quejas pueden presentarse ante la agencia local de aplicación de la ley y/o los padres y tutores pueden comunicarse con la administración de FCOE.

Child Find - EC 56300, 56301

Encontrar Niños – CE 56300, 56301

FCOE has a duty to identify, locate and assess children with disabilities who are in need of special education and related services. If you believe that your child is in need of special education and related services, you may initiate a referral for assessment by contacting the school or program administrator.

FCOE tiene el deber de identificar, localizar y evaluar a los niños con discapacidad que necesitan educación especial y servicios relacionados. Si usted cree que su hijo necesita la educación especial y servicios relacionados, puede iniciar una referencia para la evaluación comunicándose con la escuela o el administrador del programa.

Concussion and Head Injuries – EC 49475

Conmoción Cerebral y Lesiones a la Cabeza – CE 49475

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district that elects to offer athletic programs must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives

written clearance from, a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete's initiating practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Una conmoción cerebral es una lesión cerebral que puede ser causada por un golpe ligero, un golpe fuerte o un movimiento repentino de la cabeza, o por un golpe a otra parte del cuerpo con fuerza que se transmite a la cabeza. Aunque la mayoría de las conmociones cerebrales son de poca seriedad, todas las conmociones cerebrales son potencialmente graves y pueden provocar complicaciones incluyendo daño cerebral prolongado y la muerte si no son reconocidos y administrado correctamente. Un distrito escolar que elige ofrecer programas atléticos debe sacar inmediatamente de una actividad atlética patrocinada por la escuela para el resto del día un deportista que se sospecha de haber sufrido una conmoción cerebral o lesión en la cabeza durante esa actividad. El atleta no podrá volver a esa actividad hasta que él o ella sea evaluada por y reciba autorización escrita de un proveedor de atención médica con licencia. Cada año, una hoja de información sobre conmoción cerebral y lesiones a la cabeza debe ser firmada y devuelta por el atleta y el padre o tutor del atleta antes de que inicie práctica o competencia. Este requisito no se aplica a un atleta que participa en una actividad atlética durante el día escolar o como parte de un curso de educación física.

College & Career Technical Education – EC 51229 (9-12) and

Educación Técnica Universitaria y Profesional: CE 51229 (9-12) y EC 48980 (I) EC 48980(II)

Career Technical Education (CTE) courses are offered to count toward graduation. The CTE courses that are offered at our schools do not satisfy the a-g for CSU/UC requirements for admission. For more information, please contact our academic advisors/counselors.

Los cursos de Educación de Carreras Técnicas (ECT) se ofrecen para contar para la graduación Los cursos CTE que se ofrecen en nuestras escuelas no satisfacen los requisitos de admisión a-g para CSU / UC. Para obtener más información, comuníquese con nuestros asesores/consejeros académicos.

Confidential Medical Services – EC 46010.1

Servicios Médicos Confidenciales – CE 46010.1

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

Las autoridades escolares pueden excusar cualquier alumno en grados 7-12 de la escuela para recibir servicios médicos confidenciales sin el consentimiento del padre o tutor del alumno.

Confidentiality of Medical Information Act – CC 56.10

Servicios Médicos Confidenciales – CC 56.10

School linked service coordinators may have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

Los coordinadores de servicios vinculados a la escuela tendrán acceso a información de atención médica que cumpla con los requisitos federales de seguro médico. El coordinador debe estar acreditado y cumplir con los requisitos de confidencialidad por enfermeras escolares acreditadas, terapeutas matrimoniales y familiares, psicólogos educativos y consejeros clínicos.

Coursework and graduation requirements – EC 51225.1 and 51225.2

Trabajo de curso y requisitos de graduación - CE 51225.1 y 51225.2

A pupil in foster care, or who is a homeless child or youth, or who is a former juvenile court pupil, or who is a child of a military family, or who is a migratory child, or who transfers between schools any time after completion of the pupil's second year of high school, or who is a pupil participating in a newcomer program and is in his or her third or fourth year of high school may qualify to be exempted from local graduation coursework requirements that are

beyond the California state requirements, or to be provided with additional fifth-year options. Please make an appointment with the school counselor to review options related to graduation. All coursework that was completed at another school outside of FCOE will be issued full or partial credit.

Un alumno en cuidado de crianza, o que es un niño o joven sin hogar, o que es un ex alumno de la corte juvenil, o que es un hijo de una familia militar, o que es un niño migrante, o que se transfiere entre escuelas en cualquier momento después de completar del segundo año de la escuela secundaria del alumno, o que es un alumno que participa en un programa para recién llegados y está en su tercer o cuarto año de la escuela secundaria puede calificar para estar exento de los requisitos locales de cursos de graduación que están más allá de los requisitos del estado de California, o recibir opciones adicionales de quinto año. Haga una cita con el consejero escolar para revisar las opciones relacionadas con la graduación. Todos los cursos que se completaron en otra escuela fuera de FCOE recibirán crédito total o parcial.

Custody Issues

Asuntos de Custodia

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Disputas de custodia tendrán que ser atendidas por medio de las cortes. La escuela no tiene ninguna jurisdicción legal de negar a un padre biológico acceso a su niño y/o registros escolares. La única excepción es cuando existen órdenes de restricción o documentos de divorcio, específicamente indicando limitaciones de visitas, que estén archivadas en la oficina escolar. Cualquier situación de cesión que ponga en peligro el bienestar del estudiante será atendida al criterio del administrador o su designado. Si cualquier cosa cuya situación altera la escuela, se solicitará la intervención de la policía. Les piden a los padres que hagan todo lo posible a no involucrar la escuela en asuntos de custodia. La escuela hará todo lo posible para comunicarse con el padre que tiene custodia cuando un padre o cualquier otra persona que no está listada en la carta de emergencia trate de recoger un niño.

Directory Information – EC 49073

Directorio de Información – CE 49073

"Directory Information" includes one or more of the following items: student's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. No information may be released to private profit making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil's directory information. Directory information regarding a pupil identified as experiencing homelessness shall not be released unless a parent, or eligible pupil, has provided written consent that directory information may be released.

"Directorio de Información" incluye uno o más de los siguientes: nombre del estudiante, domicilio, número de teléfono, dirección de correo electrónico, fecha de nacimiento, campo principal de estudio, participación en actividades y deportes oficialmente reconocidos, peso y estatura de los miembros de equipos atléticos, fechas de asistencia, títulos y reconocimientos recibidos, y la escuela pública o privada a la que más recientemente asistió el estudiante. Ninguna información podrá ser divulgada a entidad privada lucrativa aparte de empleadores, posibles empleadores y representantes de los medios de comunicación, incluyendo, pero no limitado a, periódicos, revistas, y emisoras de radio y televisión. El directorio de información puede ser divulgado sin previo consentimiento del padre o tutor legal

a menos que el padre o tutor legal presente un aviso escrito a la escuela para denegar acceso al directorio de información de su estudiante. El directorio de información con relación a un estudiante identificado como un niño o un joven sin un hogar no podrá ser divulgado a menos que el padre, o un estudiante elegible, haya proporcionado un consentimiento por escrito para que el directorio de información pueda ser divulgado.

Disruption in a Public School or Public School Meeting – EC 32210

Interrupción en una Escuela Pública o en una Junta de la Escuela Pública – CE 32210

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

Cualquier persona que interrumpa intencionalmente una escuela pública o una junta escolar pública es culpable de un delito menor, y puede ser castigada con una multa no más de quinientos dólares (\$500).

Dress Code/Uniforms – EC 35183

Código de Vestimenta/uniformes - CE 35183

FCOE schools/programs may adopt a dress code policy that requires pupils to wear a school-wide uniform or prohibits pupils from wearing gang-related apparel. Six months' prior notice must be given to parents/guardians before implementing a policy that requires pupils to wear a school-wide uniform. Policy to address the availability of resources to assist economically disadvantaged pupils and to provide that no pupil will be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil's parents chose not to have the pupil comply with the uniform policy.

Escuelas/programas de FCOE pueden adoptar un código de vestimenta que exige a los alumnos a usar un uniforme en toda la escuela o prohíbe a los alumnos llevar ropa relacionada con pandillas. Se tiene que proveer una noticia a los padres/tutores por lo menos seis meses antes de implementar una política que exige a los alumnos a usar un uniforme en toda la escuela. Políticas concerniente la disponibilidad de recursos para ayudar a los alumnos en desventaja económica y para establecer que ningún alumno será penalizado académicamente o discriminado por cualquier manera, o negado la asistencia a la escuela si los padres/tutores de los estudiantes optaron por no tener el alumno cumple con la política de uniformes.

Education of Foster Youth – EC 48204, 48853, 48853.5, 51215.1, 51225.2

La Educación de los Jóvenes Bajo Cuidado Adoptivo Temporal (Foster Youth) - CE 48204, 48853, 48853.5, 51215.1, 51225.2

California law gives specific protections and rights to foster youth. An explanation of those rights is contained in the "Foster Youth Education Rights" summary, attached to this notification.

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, notification must be made to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. The attorney and social worker have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

La ley de California da a los jóvenes bajo cuidado adoptivo temporal algunos(as) protecciones y derechos específicos. Una explicación de estos derechos se encuentra en el documento titulado "Derechos de los Jovenes Bajo Cuidado Adoptivo Temporal (Foster Youth)" adjunto a la presente notificación.

Además de notificación requerida para los padres sobre una transferencia involuntaria a una escuela de recuperación, suspensión o expulsión, se deben hacer notificaciones al abogado y trabajador social del niño de crianza o al trabajador social tribal, si es aplicable, y al trabajador social del condado del niño. El abogado y el trabajador social tienen los mismos derechos que los padres durante estos procesos, tales como solicitudes de reuniones y la capacidad de inspeccionar todos los documentos.

Education of Homeless Youth – 42 USC 11432

La Educación de la Juventud Sin Hogar - 42 USC 11432

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. Every school district must appoint a liaison to assist these students.

A homeless student is defined as a person between the ages of birth (Early Head Start and Head Start Programs) and twenty-two (special education students) who lacks a fixed, regular, and adequate nighttime residence and may temporarily:

1. Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
2. Live “doubled-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction, or natural disaster);
3. Live in a hotel or motel;
4. Live in a trailer park or campsite with their family;
5. Have been abandoned at a hospital;
6. Be awaiting foster placement in limited circumstances;
7. Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
8. Be abandoned, runaway, or pushed out youth or migrant youth that qualifies as homeless because he/she is living in circumstances described above.

A homeless student has the right to attend either the school of origin, defined as the school that the student was last enrolled or attended when last housed or any school attended in the past fifteen (15) months; or the current school of residence. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school’s decision by contacting the district’s homeless liaison and following the district’s dispute resolution policy.

The law requires the immediate enrollment of homeless students, which is defined as “attending class and participating fully in school activities”. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records or other documentation usually required for enrollment. It is the responsibility of the district homeless liaison to refer parents to all programs and services for which the student is eligible. Referrals may include, but is not limited to: free nutrition, special education services, tutoring, English Language Learners programs, Gifted and Talented Education program, preschool, before and after school services or any other program offered by the school or district. The district shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible.

Unaccompanied youth; such as teen parents not living with their parent or guardian or students that have runaway or have been pushed out of their homes, have access to these same rights.

A homeless student that transfers schools after the second year of high school, and is greatly deficient in credits may be able to graduate within four years with reduced state requirements. School districts are required to issue and accept partial credit for courses that have been satisfactorily completed.

La Ley de Asistencia para “Personas sin un Hogar” de McKinney-Vento para Niños y Jóvenes sin un hogar da derecho a todos los niños de edad escolar sin un hogar a la misma educación pública gratuita y apropiada que se proporciona a los estudiantes con un hogar. Cada distrito escolar tiene que nombrar un coordinador para las personas sin un hogar para ayudar a estos estudiantes.

Un estudiante sin un hogar se define como una persona entre las edades de nacimiento (programas de Early Head Start y Head Start) a veintidós años de edad (para estudiantes de educación especial), que carecen de una residencia nocturna regular, adecuada, fija y podría temporalmente:

1. *Vivir en un refugio de emergencia o de transición; edificio abandonado, coche estacionado, u otra instalación que no está diseñada como lugar regular para dormir para los seres humanos;*

2. Vivir “junto” con otra familia, debido a la pérdida de vivienda derivada de problemas financieros (por ejemplo, pérdida de trabajo, desalojo o desastre natural);
3. Vivir en un hotel o motel;
4. Vivir en un parque de casas rodantes o en un campamento con su familia;
5. Haber sido abandonado/a en un hospital;
6. Estar en espera de un refugio adoptivo en circunstancias limitadas;
7. Vivir en un hogar para madres solteras o futuras madres, de edad escolar, si no hay otra vivienda disponible; o
8. Estar abandonado/a, haber huido del hogar o ser expulsado o ser un joven migrante que califica como sin hogar porque él/ella está viviendo en circunstancias descritas anteriormente.

Un estudiante sin un hogar tiene el derecho de asistir a la escuela, ya sea de origen, se define como la última escuela de inscripción o la última a la que asistió cuando tenía un hogar o cualquier otra escuela que haya asistido en los últimos quince (15) meses; o la escuela actual de residencia. Si surge una disputa sobre la selección o la inscripción escolar, el padre/tutor legal tiene el derecho de disputar la decisión de la escuela contactando al coordinador del distrito para las personas sin un hogar y de acuerdo con la política disolución de disputas del distrito.

La ley exige la inscripción inmediata de los estudiantes sin un hogar, que se define como “asistir a clase y participar plenamente en las actividades escolares”. Las escuelas no pueden demorar o impedir la inscripción de un estudiante debido a la falta de registros de la escuela o de inmunización o cualquier otro documento usualmente requerido para la inscripción. Es responsabilidad del coordinador del distrito para las personas sin un hogar de referir a los padres a todos los programas y servicios para los cuales el estudiante califica. Las referencias pueden incluir, pero no se limitan a: la nutrición gratuita, servicios de educación especial, tutoría, programas para el aprendizaje del inglés, el programa de Educación para Dotados y Talentosos, preescolar, servicios para antes y después de la escuela o cualquier otro programa ofrecido por la escuela o el distrito. El distrito debe asegurar la transportación, a petición de los padres/tutores legales/joven solo sin un hogar, hacia y desde la escuela de origen, si es posible.

Los jóvenes no acompañados, tales como los padres adolescentes que no viven con sus padres o tutores legales o los estudiantes que han huido del hogar o los han expulsado fuera de sus hogares, tendrán acceso a los mismos derechos.

Education of Homeless Youth: Right to Apply for Financial Aid - EC 69432.7, 69519, 69731, 69956, 70032, 78220, and 88931

Educación de jóvenes sin hogar: derecho a solicitar ayuda financiera - CE 69432.7, 69519, 69731, 69956, 70032, 78220 y 88931

Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every district and charter school must appoint a homeless liaison to assist students and families. Please contact: Pam Hancock at 559-265-4003 for more information of services and policies related to homeless education rights.

Los estudiantes sin hogar tienen derecho a solicitar ayuda financiera para buscar educación más allá de la escuela secundaria. Cada distrito y escuela autónoma debe designar un enlace para personas sin hogar para ayudar a los estudiantes y las familias. Comuníquese con Pam Hancock al número de teléfono 559-265-4003 para obtener más información sobre los servicios y las políticas relacionadas con los derechos educativos para personas sin hogar.

Educational Equity: Immigration and Citizenship Status - EC 200, 220, and 234.1 adding Article 5.7 to EC 234.7, EC 66251, 66260.6, 66270, and 66270.3

Equidad Educativa: Estado de inmigración y ciudadanía CE 200, 220, and 234.1 adding Article 5.7 to EC 234.7, CE 66251, 66260.6, 66270, and 66270.3

The Equity in Higher Education Act states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status have equal educational rights and opportunities including financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status.

La Ley de Equidad en la Educación Superior establece que todas las personas, independientemente de su discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o etnia, religión, orientación sexual o condición migratoria, tienen iguales derechos y oportunidades educativas, incluida la ayuda financiera para la educación

superior. También será equitativo y no se podrá negar una solicitud a un estudiante basándose en su estatus migratorio.

Electronic Listening or Recording Device – EC 51512 and 56341.1(g)

Aparato Electrónico de Escuchar o Grabación – CE 51512 y 56341.1(g)

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Notwithstanding the above and PC Section 632, the parent or guardian, or FCOE shall have the right to audio record the proceedings an IEP team meeting. The parent or guardian or FCOE shall notify the members of the IEP team of his, her, or its intent to audio record an IEP team meeting at least 24 hours prior to the meeting. If FCOE initiates the notice of intent to audio record an IEP team meeting and parent or guardian objects or refuses to attend the meeting because it will be audio recorded, the meeting shall not be audio recorded.

El uso por cualquier persona, incluyendo un alumno, de cualquier aparato electrónico para escuchar o grabar en cualquier salón de clase sin el previo consentimiento del maestro y el director es prohibido ya que interrumpe y afecta el proceso de enseñanza y disciplina en las escuelas. Cualquier persona, que no sea el alumno, intencionalmente en violación será culpable de un delito menor. Cualquier alumno en violación estará sujeto a una acción disciplinaria apropiada.

No obstante lo anterior y la Sección 632 del PC, el padre o tutor, o FCOE tendrá derecho a grabar en audio los procedimientos de una reunión del equipo del IEP. El padre o tutor o FCOE deberá notificar a los miembros del equipo del IEP sobre su intención de grabar en audio una reunión del equipo del IEP al menos 24 horas antes de la reunión. Si FCOE inicia el aviso de intención de grabar en audio una reunión del equipo del IEP y el padre o tutor se opone o se niega a asistir a la reunión porque se grabará en audio, la reunión no se grabará en audio.

Electronic Signaling Device – EC 48901.5

Aparato electrónico que señala - CE 48901.5

The use by any person, including a pupil, of any electronic signaling device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. The only allowable use would be acceptable if it is determined by a licensed physician that the pupil must use for the health and safety of a pupil. Any pupil in violation shall be subject to appropriate disciplinary action.

Smartphone use may be prohibited by districts, charter schools, and county schools while a student is at a schoolsite and under supervision and control of staff. There are health and special education limits or usage that may differ from the general student population, but must be in writing and kept on file in student records for confidential record keeping and reasons.

El uso por cualquier persona, incluso un alumno, de cualquier aparato de señalización electrónica en cualquier salón sin el consentimiento previo del maestro y el director es prohibido ya que interrumpe y afecta el proceso de aprendizaje y la disciplina en las escuelas. El único uso permitido sería aceptable si lo determina un médico con licencia que el alumno debe usar para la salud y la seguridad de un alumno. Cualquier alumno en violación estará sujeto a la acción disciplinaria apropiada.

Los distritos, las escuelas autónomas y las escuelas del condado pueden prohibir el uso de teléfonos inteligentes mientras un estudiante se encuentra en una escuela y bajo la supervisión y control del personal. Existen límites o usos de salud y educación especial que pueden diferir de la población general de estudiantes, pero deben estar por escrito y archivados en los registros de los estudiantes por razones y mantenimiento de registros confidenciales.

Educational Equity: Immigration Status: EC 66251, 66260.6, 66270, and 66270.3

Equidad Educacional: Estatus Migratorio – CE 66251, 66260.6, 66270, y 66270.3

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyles,

equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

La equidad en la educación superior declara que todas las personas, independientemente de su discapacidad, género, genero de identidad, genero de expresión, nacionalidad, raza o etnicidad, religión, orientación sexual, o cualquier otra característica específica como peinados, tienen los mismos derechos y oportunidades y agrega la oportunidad de poder aplicar para ayuda financiera para la educación superior que sea equitativa y ninguna aplicación puede ser negada basada en el estado migratorio del estudiante. Esto no garantiza elegibilidad final, sino simplemente que tiene la oportunidad de aplicar para ayuda financiera, como cualquier otro estudiante, sin ser discriminado.

Emergency Treatment for Anaphylaxis – EC 49414

Pupil Health: emergency medical care: epinephrine auto-injectors - EC 48985.5

Tratamiento de Emergencia para Anafilaxia – CE 49414

Salud del alumno: atención médica de emergencia: autoinyectores de epinefrina - CE 48985.5

EC 49414 requires school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted.

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex, or exercise. Symptoms may include narrowing of the airways, rashes or hives, nausea, or vomiting. a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours in students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives.

El CE 49414 requiere que los distritos escolares provean autoinyectores de epinefrina a las enfermeras de las escuelas y al personal capacitado, y les autoriza a utilizar autoinyectores de epinefrina para cualquier alumno que pueda estar experimentando anafilaxia, independientemente de los antecedentes médicos conocidos. Los autoinyectores de epinefrina de emergencia deben guardarse en un lugar accesible junto con una copia del material de capacitación escrito en caso de necesidad para uso de emergencia. El aviso de ubicación debe estar a disposición del público..

La anafilaxia es una severa y potencialmente mortal reacción alérgica grave y potencialmente mortal que puede ocurrir después de haber sido expuesto a un elemento que provoca alergias tal como la comida, medicina, picadura de insecto, látex o el ejercicio. Los síntomas incluyen el estrechamiento de las vías respiratorias, salpullido o urticaria, nausea o vómito, pulso débil y mareo. Se calcula que aproximadamente 25% de las reacciones anafilácticas ocurren durante las horas escolares a estudiantes que previamente no han sido diagnosticados con alergias alimentarias o de otro tipo. Sin la administración inmediata de epinefrina seguida por una llamada a los servicios médicos de emergencia, puede resultar en la muerte del estudiante. El poder reconocerla y tratarla de inmediato puede salvar vidas.

English Learners Identification Notice - EC 313.2, 5 CCR 11310

Aviso de Identificación de Estudiantes de Inglés - CE 313.2, 5 CRC 11310

State law requires that parents of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. FCOE will be sending these notices each school year. This notice will include a description of the language acquisition program offered by FCOE, and a description of the process for parents and guardians to request a language acquisition program.

La ley estatal requiere que los padres de los aprendices de inglés sean notificados anualmente si se identifican como uno de los siguientes: aprendices de inglés a largo plazo o aprendices de inglés en riesgo de convertirse en aprendices de inglés a largo plazo. FCOE enviará estos avisos cada año escolar. Este aviso incluirá una descripción del programa

de adquisición de idiomas ofrecido por FCOE y una descripción del proceso para que los padres y tutores soliciten un programa de adquisición de idiomas.

Entrance Health Screening – HSC 124085, 124100, and 124105

Evaluación de Salud de Ingreso – HSC 124085, 124100 y 124105

State law requires that the parent or legal guardian of each pupil provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available through the local health department.

La ley estatal requiere que el padre o tutor legal de cada alumno provee a la escuela documentación que pruebe que el alumno ha recibido un reconocimiento de salud por parte de un médico dentro de 90 días después de la matriculación al primer grado. Los alumnos pueden ser excluidos de la escuela hasta un máximo de 5 días por dejando de cumplir o por no haber proveído una exención. El reconocimiento de salud gratis está disponible a través del departamento de salud local.

Excused Absences – EC 46014 and 48205

Ausencias Justificadas – CE 46014 y 48205

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

- (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
 - (1) Due to his or her illness, including an absence for the benefit of the pupil's mental or behavioral health.
 - (2) Due to quarantine under the direction of a county or city health officer.
 - (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 - (4) For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
 - (5) For the purpose of jury duty in the manner provided for by law.
 - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
 - (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, 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.
 - (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC § 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 - (10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.
 - (11) For the purpose of participating in a cultural ceremony or event.
 - (12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.

(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

(14) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

- (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of 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 one schoolday per semester.
- (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- (e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Alumnos, con consentimiento por escrito de sus padres o tutores legales, podrán ser dispensados de la escuela para participar en ejercicios de la religión o para recibir enseñanza moral o religiosa.

(a) *No obstante a la Sección 48200, un alumno deberá ser dispensado de la escuela cuando la ausencia sea:*

(1) *Debido a la enfermedad del alumno.*

(2) *Debido a cuarentena bajo la dirección de un oficial de salud del condado o la ciudad.*

(3) *Con el fin de que se presten servicios médicos, dentales, optométricos o quiroprácticos.*

(4) *Con el fin de asistir a los servicios funerarios o lamentar la muerte de un miembro de la familia inmediata del alumno o de una persona que se determina por el padre o tutor del alumno a estar en una asociación tan estrecha con el alumno como para ser considerado como la familia inmediata del alumno, siempre y cuando la ausencia no supere más de cinco días por incidente.*

(5) *A los fines del servicio de jurado en la forma prevista por la ley.*

(6) *Debido a la enfermedad o cita médica durante el horario escolar de un niño del cual el alumno es el padre con custodia, incluidas las ausencias para cuidar a un niño enfermo para el cual la escuela no requerirá una nota de un médico.*

(7) *Por razones personales justificables, que incluyen, entre otras, una comparecencia en la corte, asistencia a un servicio funerario, celebración de un día festivo o ceremonia de la religión del alumno, asistencia a retiros religiosos, asistencia a una conferencia de empleo o asistencia en una conferencia educativa sobre el proceso legislativo o judicial ofrecido por una organización sin fines de lucro cuando el padre o tutor solicita la ausencia del alumno por escrito y el director o un representante designado lo aprueba de conformidad con las normas uniformes establecidas por la junta directiva.*

(8) *Con el propósito de servir como miembro de una junta electoral para una elección de conformidad con la Sección 12302 del Código de Elecciones.*

(9) *Con el propósito de pasar tiempo con un miembro de la familia inmediata del alumno que es un miembro en servicio activo de los servicios uniformados, según se define en la Sección 49701, y que ha sido llamado*

al servicio para, está en licencia o ha sido inmediatamente regresó de, despliegue a una zona de combate o posición de apoyo de combate. Las ausencias otorgadas de conformidad con este párrafo se otorgarán por un período de tiempo que se determinará a discreción del superintendente del distrito escolar.

(10) Con el fin de asistir a la ceremonia de naturalización del alumno para convertirse en ciudadano de los Estados Unidos.

(11) Con el propósito de participar en una ceremonia o evento cultural.

(12) (A) Con el propósito de que un alumno de escuela intermedia o secundaria participe en un evento cívico o político, según lo dispuesto en el subpárrafo (B), siempre que el alumno notifique a la escuela antes de la ausencia.

(B) (i) Se requiere que un alumno de escuela intermedia o secundaria que esté ausente de conformidad con el subpárrafo (A) sea justificado por una sola ausencia de un día escolar por año escolar.

(ii) A un alumno de escuela intermedia o secundaria que está ausente de conformidad con el subpárrafo (A) se le pueden permitir ausencias justificadas adicionales a discreción de un administrador escolar, como se describe en la subdivisión (c) de la Sección 48260.

(13) (A) Para cualquiera de los propósitos descritos en las cláusulas (i) a (iii), inclusive, si un miembro de la familia inmediato del alumno, o una persona que se determina por el padre o tutor del alumno a estar en una asociación tan estrecha con el alumno como para ser considerado la familia inmediata del alumno, ha fallecido, siempre y cuando la ausencia no sea más de tres días por incidente.

(i) Para obtener servicios de una organización o agencia de servicios a víctimas.

(i) To access services from a victim services organization or agency.

(ii) Para obtener servicios de apoyo al duelo.

(iii) Participar en la planificación de seguridad o tomar otras acciones para aumentar la seguridad del alumno o de un familiar inmediato del alumno, o de una persona que el padre o tutor del alumno determine que tiene una asociación tan estrecha con el alumno. para ser considerado la familia inmediata del alumno, incluyendo, entre otros, la reubicación temporal o permanente.

(B) Cualquier ausencia de más de tres días por las razones descritas en el subpárrafo (A) estará sujeta a la discreción del administrador de la escuela, o su designado, de conformidad con la Sección 48260.

(14) Autorizado a discreción de un administrador escolar, como se describe en la subdivisión (c) de la Sección 48260.

(b) A un alumno ausente de la escuela según esta sección se le permitirá completar todas las tareas y exámenes perdidos durante la ausencia que puedan proporcionarse razonablemente y, al completarlos satisfactoriamente dentro de un período de tiempo razonable, se le dará crédito completo por ello. El maestro de la clase a la que el alumno está ausente determinará qué pruebas y tareas serán razonablemente equivalentes, pero no necesariamente idénticas, a las pruebas y tareas que el alumno perdió durante la ausencia.

(c) Para propósitos de esta sección, la asistencia a retiros religiosos no excederá un día escolar por semestre.

(d) Las ausencias conforme a esta sección se consideran ausencias al calcular la asistencia diaria promedio y no generarán pagos prorrateados estatales.

(e) "Familia inmediata", como se usa en esta sección, significa el padre o tutor, hermano o hermana, abuelo o cualquier otro pariente que viva en el hogar del alumno.

Extended School Year – Migrant Education – EC 41601.6

Año Escolar Extendido – CE 41601.6

Students who are identified as a "migrant child" in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

A los estudiantes identificados como "niños migrantes" se les puede permitir inscribirse en escuelas públicas durante el verano, el invierno u otros períodos intermedios, tanto la escuela a la que asistieron por última vez como la próxima escuela a la que ingresarán en la migración con los padres de un lugar de trabajo agrícola a otro.

Foster and Homeless Youth Educational Placement – EC 48850 et seq.

Matrícula Escolar de los Estudiantes de Familias de Acogida y Sin Hogares - CE 48850 et seq.

Requires that pupils in foster care and homeless pupils receive stable school placements, be placed in least restrictive educational programs, have access to academic resources, services, and extracurricular and enrichment activities available to all pupils. Educational and school placement decisions shall be based on the best interests of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress. This information will be disseminated through family information sessions during a pupil's 11th grade year.

Requiere que los alumnos de familias de acogida y los alumnos sin hogares reciben asignaciones a la escuela estables, que se colocará en los programas educativos menos restrictivos, que tendrán acceso a recursos académicos, servicios y actividades extracurriculares y de enriquecimiento a disposición de todos los alumnos. Las decisiones de colocación educativo y escolares se basarán en los mejores intereses del niño y deberá considerar, entre otros factores, la estabilidad educativa y la oportunidad de ser educados en el ambiente educativo menos restrictivo necesario para lograr el progreso académico.

Federal Student Aid – EC 51225.8

Ayuda Federal Estudiantil –CE 51225.8

Under state law, school districts are to ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations.

A paper copy of the FAFSA or the California Dream Act Application shall be provided to each pupil upon request by that pupil or upon request of a parent or guardian of that pupil.

Bajo la ley estatal, los distritos escolares deben asegurarse que los estudiantes antes de entrar al doceavo grado tienen el derecho a información de cómo completar apropiadamente, en su totalidad y entregar la Aplicación para Ayuda Federal Estudiantil Gratuita o la Aplicación de Dream Act de California, por lo menos una vez. Esta información debe estar disponible de manera oportuna debido a que la ayuda financiera es otorga por orden de entrega según los plazos, por orden en base de cual llega primero, es el primero en ser servido. Toda la información de las familias y personal de los estudiantes estará protegida de acuerdo con las leyes y regulaciones estatales y federales de la privacidad.

Una copia en papel de la FAFSA o la Solicitud de la Ley del Sueño de California se proporcionará a cada alumno a petición de ese alumno o a petición de un padre o tutor de ese alumno.

Free and Reduced-price Meals – EC 49510, 49391 and 49392

Comidas Gratuitas y Precios Reducidos – CE 49510, 49391, y 49392

Commencing in SY 2022–23, Education Code (EC) 49501.5 requires public school districts, county offices of education, and charter schools serving students in grades TK–12 to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. Charter Schools and Districts will still require eligible parents to submit an application in order to remain in compliance for accounting purposes only. Schools serving grades 1-6 will serve breakfast or a morning snack to non-school-aged children with a guardian present.

A partir del año escolar 2022-23, el Código de Educación (EC) 49501.5 requiere que los distritos escolares públicos, las oficinas de educación del condado y las escuelas chárter que atienden a estudiantes en los grados TK-12 proporcionen dos comidas sin cargo (desayuno y almuerzo) durante cada día escolar para estudiantes que solicitan una comida, independientemente de su elegibilidad de comida gratis o de precio reducido. Las Escuelas Chárter y los Distritos aún requerirán que los padres entreguen una solicitud para seguir cumpliendo solo con fines contables. Las escuelas que atienden a los grados 1-6 servirán el desayuno o un refrigerio matutino a los niños que no están en edad escolar con la presencia de un tutor.

Harm or Destruction of Animals – EC 32255 et seq.

Uso Dañino o Destructivo de los Animales – CE 32255 et. Seq.

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Cualquier alumno con objeción moral para desmembrar o de otra manera dañar o destruir un animal, o cualquier parte del mismo, deberá notificar a su maestro de la objeción. Las objeciones deben ser confirmadas por una nota escrita por el padre o tutor del estudiante.

Un alumno que decide no participar en un proyecto educacional que consiste en el uso dañino o destructivo de un animal puede recibir un proyecto educacional alternativo, si el maestro cree que hay un proyecto alternativo que es aceptable. El maestro trabajará con el alumno para desarrollar y llegar a un acuerdo sobre un proyecto alternativo educacional para que el alumno pueda recibir el conocimiento, información o experiencia requerida por los estudios en cuestión.

Health Insurance Coverage for Athletes – EC 32221.5

Cobertura de Seguro Médico para Atletas – CE 32221.5

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.

Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained through the Fresno County Department of Human Services at (559) 600-1377 and/or Healthy Families Program at 1-800-880-5305.

Debajo la ley estatal, los distritos escolares están requeridos asegurar que todos los miembros de los equipos deportivos escolares tengan seguro contra lesiones casuales que cubra gastos médicos y de hospital. Este requisito de seguro puede ser realizado si el distrito escolar ofrece seguro u otros subsidios de enfermedad que cubra los gastos médicos o del hospital.

Algunos alumnos pueden calificar para inscribirse en programas de seguro médico de no-costeo o bajo-costeo patrocinado por agencia local, estatal o federal. Para obtener más información sobre estos programas, debe contactar Fresno County Department of Human Services at (559) 600-1377 and/or Healthy Families Program at 1-800-880-5305.

Immunizations – EC 49403 and 48216, HSC 120325, 120335, 120338, 120370, and 120375

Inmunizaciones – CE 49403 y 48216, CSS 120325, 120335, 120338, 120370, y 120375

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. FCOE shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. FCOE may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Beginning January 1, 2016, parents of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations

records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

State law requires the following immunizations before a child may attend school:

- (a) All new students, in transitional kindergarten through grade 12, to FCOE must provide proof of polio, diphtheria, pertussis, tetanus, measles, and mumps, rubella, and varicella immunizations.
- (b) All transitional kindergarten and kindergarten students must also provide proof of vaccination against hepatitis B.
- (c) All seventh grade students must also provide proof of a second measles-containing vaccine, and a pertussis booster vaccine.

Free- or low-cost immunizations for children are available. Please call FCOE for information.

Information about a medical exemption or personal beliefs exemption from immunizations for your student is available at CAIR ME. For more information on medical exemptions, please visit the following website: <https://cair.cdph.ca.gov/exemptions/home>.

Los estudiantes deben ser inmunizados contra ciertas enfermedades transmisibles. Se les prohíbe a los estudiantes asistir a la escuela a menos que se cumplan los requisitos de vacunación para la edad y el grado. FCOE deberá cooperar con las autoridades de salud locales en las medidas necesarias para la prevención y control de enfermedades transmisibles en los niños de edad escolar. FCOE puede usar cualquier fondo, propiedad o personal y puede permitir a cualquier persona con licencia de un médico o una enfermera registrada para administrar un agente de inmunización a cualquier estudiante cuyos padres hayan dado su consentimiento por escrito. A partir del 1 de enero de 2016, a los padres de los estudiantes de cualquier escuela, ya no se les permitirá presentar una exención por creencias personales a una vacuna que actualmente se exige. Una exención por creencias personales en los archivos de la escuela antes del 1 de enero de 2016 seguirá siendo válida hasta que el estudiante entre al siguiente grado en kindergarten (incluyendo el kindergarten de transición) o 7º grado.

Los estudiantes no están obligados a tener las vacunas si asisten a una escuela privada en el hogar o un programa de estudios independientes y no reciben instrucción en el aula. Sin embargo, los padres deben seguir proporcionando registros de inmunizaciones para estos estudiantes a sus escuelas. Los requisitos de inmunización no prohíben a los estudiantes el acceso a la educación especial y servicios relacionados requeridos por sus programas educativos individualizados.

Un estudiante que no tenga todas las vacunas puede ser excluido temporalmente de una escuela u otra institución cuando el niño/a haya sido expuesto a una enfermedad específica y cuyos documentos no prueben muestra de vacunación contra una de las enfermedades transmisibles descritas anteriormente.

La ley estatal requiere las siguientes inmunizaciones antes de que un niño pueda asistir a la escuela:

- (a) Todos los nuevos estudiantes, de kínder transicional al grado 12, en FCOE deben proveer prueba de las inmunizaciones contra la poliomielitis, difteria, tos ferina, tétanos, sarampión, paperas, rubéola y varicela.*
- (b) Todos los estudiantes en el kínder transicional o kínder también deben proveer prueba de las vacunas contra la hepatitis B.*
- (c) Todos los estudiantes en el séptimo grado también deben proveer prueba de la segunda vacuna que contiene sarampión y una vacuna de refuerzo de tosferina.*

Se pueden conseguir inmunizaciones gratuitas o económicas para los niños. Por favor llame FCOE para más información.

Información sobre exención de la inmunización por motivos médicos o religiosos para su estudiante está disponible CAIR ME. Para obtener más información sobre las exenciones médicas, visite el siguiente sitio web: <https://cair.cdph.ca.gov/exemptions/home>.

Immunizations: HPV: Cancer Prevention - EC 48980.4, 1367.66, HSC 120390, 120336, 120390.6, IC 10123.8

Inmunizaciones : VPH: Prevención del Cáncer - CE 48980.4, 1367.66, CSS 120390, 120336, 120390.6, IC 10123.8

Pupils in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, "HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks."

Se recomienda a los alumnos del estado que se adhieran a las directrices actuales de vacunaciones, según lo recomendado por el Comité Asesor sobre Prácticas de Inmunización (ACIP) de los Centros federales para el Control y la Prevención de Enfermedades (CDC), la Academia Estadounidense de Pediatría y la Academia Estadounidense de Médicos de Familia, con respecto a la vacunación completa contra el virus del papiloma humano (VPH) antes de la admisión o avance al octavo grado de cualquier escuela primaria o secundaria pública o privada. Según HSC 120336, "la vacuna contra el VPH puede prevenir más del 90 por ciento de los cánceres causados por el VPH. Las vacunas contra el VPH son muy seguras y la investigación científica muestra que los beneficios de la vacuna contra el VPH superan con creces los riesgos potenciales."

Independent Study – EC 51744, 51745, 51745.5, 51746, and 56026

Estudio Independiente – CE 51744, 51745, 51745.5, 51746, y 56026

Independent Study (IS) is by choice and may not be mandated. Each district and charter school that chooses to offer IS must have policies for independent study courses or curriculum equivalent time to complete work expectations equal to what is offered in person. In addition, the short-term (less than 15 school days) and long-term (15 or more school days) will require the IS engagement defined per the policies adopted by the local governing board. The IS agreement must be signed within 10 days of the start of short-term IS or prior to beginning long-term IS. IS agreements must be updated to include equitable access to students with disabilities based upon individual student needs. Please contact the site/program administrator for further information.

El estudio independiente (IS) es por elección y no puede ser obligatorio. Cada distrito y escuela autónoma que elija ofrecer IS debe tener políticas para cursos de estudio independiente o plan de estudios equivalentes al tiempo para completar las expectativas de trabajo, igual a lo que se ofrece en persona. Además, se requerirá la participación de IS definida por las políticas adoptadas por la junta directiva local a corto plazo (menos de 15 días escolares) y a largo plazo (15 o más días escolares). El acuerdo de IS debe firmarse dentro de los 10 días siguientes al inicio del IS de corto plazo o antes del inicio del IS de largo plazo. Los acuerdos de IS deben actualizarse para incluir el acceso equitativo a los estudiantes con discapacidades según las necesidades individuales de los estudiantes. Por favor comuníquese con el/la directora(a) de la escuela o del programa para más información.

Instruction for Pupils with Temporary Disabilities – EC 48206.3, 48207 and 48208

Instrucción para los Alumnos con Discapacidades Temporales – CE 48206.3, 48207 y 48208

A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided in the pupil's home for one hour a day. Please contact the site/program administrator for further information.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program.

An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

Un alumno con una discapacidad temporal que hace que su asistencia a las clases regulares del día o al programa de educación alternativa en el cual el alumno está inscrito sea imposible o poco aconsejable deberá recibir enseñanza individualizada proporcionada en la casa del alumno por una hora al día. Por favor comuníquese con el/la directora(a) de la escuela o del programa para más información.

Un alumno con discapacidades temporales, el cual está en un hospital u otro internado de salud, excluyendo un hospital estatal, se considerará haber cumplido con los requisitos de residencia para asistencia escolar en el distrito escolar en que está localizado el hospital.

Es la responsabilidad del padre o tutor notificar al distrito escolar en cual hospital u otro internado de salud esté localizado de la presencia del alumno con una discapacidad temporal. Al recibir la notificación, el distrito determinará dentro de cinco días hábiles si el alumno podrá recibir enseñanza individualizada de conformidad con el CE 48206.3 y, si la decisión es positiva, proveer la enseñanza dentro de cinco días hábiles.

El alumno con discapacidades temporales puede mantenerse inscrito y asistir a clases en el distrito de residencia o escuela autónoma, siempre y cuando no este confinado a un entorno hospitalario. El total de días de instrucción no puede exceder el máximo de 5 días, entre los dos entornos escolares ni duplicar la asistencia. Si es necesario, el distrito de residencia puede proveer instrucción en casa los días en los cuales no recibe instrucción en el entorno hospitalario, dependiendo las órdenes temporarias del médico. El supervisor de asistencia debe asegurarse que las ausencias del programa escolar regular sean excusadas hasta que el estudiante pueda regresar al programa escolar regular.

Un diploma de secundaria honorario, que claramente se distingue del diploma de graduación, puede ser otorgado a un estudiante quien tiene una enfermedad terminal por el consejo escolar gobernante de residencia, la oficina educativa del condado o una escuela autónoma.

Medical or Hospital Service – EC 49472

Servicios Médicos y de Hospital – CE 49472

FCOE may provide or make available medical or hospital service through nonprofit membership corporations, defraying the cost of medical or hospital service, or through group, blanket or individual policies of accident insurance or through policies of liability insurance for injuries to pupils arising out of accidents related to school activity or attendance. No pupil is required to accept such service without the consent of his/her parent or legal guardian.

FCOE puede proveer o poner a disposición los servicios médicos o de hospital por medio de miembros de corporaciones no lucrativos, sufragando el costo de servicios médicos o de hospital, o por pólizas de grupo, exhaustivos o individuos de seguro contra accidentes o por pólizas de seguro de responsabilidad civil para lesiones a alumnos sugiriendo de accidentes relacionados con actividad o asistencia escolar. Ningún alumno es requerido aceptar tal servicio sin el consentimiento de su padre o tutor legal.

Medical Records Sharing – HSC § 120440**Intercambio de Registros Medicos – CSS § 120440**

FCOE may share information regarding a pupil's immunizations with local health departments and the California Department of Public Health. The local health department is the Fresno County Department of Public Health, which is located at 1221 Fulton Street, Fresno, California 93721. The California Department of Public Health's address is PO Box 997377, MS 0500, Sacramento, CA 95899-7377.

Information that is shared will be treated as confidential and will only be used to share with each other, and, upon request, with health care providers, schools, childcare facilities, family childcare homes, Women Infants and Children ("WIC") service providers, county welfare departments, foster care agencies, and health care plans. The providers, agencies, and institutions will, in turn, treat the shared information as confidential, and shall use it only as specified.

The pupil or parent or guardian has the right to examine any immunization-related information shared in this manner and to correct any errors in it.

The pupil or parent or guardian may refuse to allow this information to be shared in the manner described, or to receive immunization reminder notifications at any time, or both. After refusal, a physician may maintain access to this information for the purposes of patient care or protecting the public health. After refusal, the local health department and the California Department of Public Health may maintain access to this information for the purpose of protecting the public health.

FCOE puede compartir información sobre las vacunas de un alumno con los departamentos de salud locales y el Departamento de Salud Pública de California. El departamento de salud local es el Departamento de Salud Pública del Condado de Fresno, ubicado en 1221 Fulton Street, Fresno, California 93721. La dirección del Departamento de Salud Pública de California es PO Box 997377, MS 0500, Sacramento, CA 95899-7377.

La información que se comparte se tratará como confidencial y solo se utilizará para compartir entre sí y, previa solicitud, con proveedores de atención médica, escuelas, guarderías, hogares de cuidado infantil familiar, proveedores de servicios para mujeres, bebés y niños ("WIC")., departamentos de bienestar del condado, agencias de cuidado de crianza y planes de atención médica. Los proveedores, agencias e instituciones, a su vez, tratarán la información compartida como confidencial y la utilizarán solo como se especifica.

El alumno o padre o tutor tiene el derecho de examinar cualquier información relacionada con la inmunización compartida de esta manera y corregir cualquier error en ella.

El alumno, padre o tutor puede negarse a permitir que esta información se comparta de la manera descrita, o a recibir notificaciones de recordatorio de vacunación en cualquier momento, o ambas cosas. Después de la negativa, un médico puede mantener el acceso a esta información para fines de atención al paciente o para proteger la salud pública. Después de la negativa, el departamento de salud local y el Departamento de Salud Pública de California pueden mantener el acceso a esta información con el fin de proteger la salud pública.

Medication Regimen – EC 49423 & 49480**Régimen de Medicamento – CE 49423 & 49480**

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse or site administrator of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, 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.

Any pupil who is required to take, during the regular schoolday, medication prescribed by a physician may be assisted by the school nurse or other designated school personnel if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken requesting the school nurse to assist the pupil with prescribed medication as set forth in the physician

statement. Student may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting that the student self-administer. All requests are to be approved by school nurse prior to use.

El padre o tutor legal de cualquier alumno tomando medicamentos en forma regular debe informar a la enfermera escolar o director(a) de la escuela del medicamento tomado, la dosis corriente, y el nombre del médico que lo está supervisando. Con el consentimiento del padre o tutor legal, la enfermera escolar puede comunicarse con el médico y puede aconsejar al personal escolar de los posibles efectos que la medicina puede causar al alumno.

Cualquier alumno que deba o debe tomar, durante el día escolar regular, los medicamentos recetados por un médico pueden ser asistidos por la enfermera de la escuela u otro personal escolar designado si el distrito escolar recibe una declaración escrita de instrucciones del médico que detalla el método, la cantidad y horarios por los cuales se tomará dicha medicación solicitando a la enfermera de la escuela que ayude al alumno con la medicación prescrita como se establece en la declaración del médico. El estudiante puede llevar y auto administrarse epinefrina auto inyectable o medicamentos para el asma inhalados si el distrito escolar recibe tanto una declaración escrita de instrucciones del médico que detalla el método, la cantidad y los horarios en los que se tomará dicho medicamento como una declaración escrita del padre o tutor solicita que el alumno se auto administra. Todas las solicitudes deben ser aprobadas por la enfermera de la escuela antes de su uso.

Megan's Law – PC 290 et seq.

Ley de Megan – CP 290 et seq.

Information about registered sex offenders in California can be found on the California Department of Justice's website, <http://meganslaw.ca.gov/>. The website also provides information on [how to protect yourself and your family](#), [facts about sex offenders](#), [frequently asked questions](#), and [sex offender registration requirements in California](#).

Se puede encontrar información acerca de los registros de ofensores sexuales en California en el sitio web del Departamento de Justicia de California, <http://meganslaw.ca.gov/>. El sitio web también proporciona información a cómo proteger a sí mismo y a su familia, hechos acerca de los ofensores sexuales, fichero de preguntas frecuentes, y los requisitos de registración del ofensor sexual en California.

Migrant and Newly Arrived Immigrant Pupils: Graduation Requirements and Continued Education Options – EC 48204.7, 51225.1, 51225.2 and 54444.2

Alumnos Migrantes e Inmigrantes Llegados: Requisitos de Graduación y Opciones de Educación Continua – CE 48204.7, 51225.1, 51225.2 y 54444.2

A student identified as a migratory youth who transfers between schools any time after the completion of the pupil's second year of high school or as a newcomer student and is enrolled in what should have been his or her third or fourth year of high school may be eligible to graduate under the state reduced graduation requirements if certain criteria are met. Qualifying students may be able to graduate with their four-year cohort with the state reduced graduation requirements of 130 credits or have the option to remain for a fifth year in order to graduate with the state or the full LEA graduation requirements. A student who graduates with the reduced requirements will have limited access to higher education and other post-secondary opportunities. A student who graduates under the local LEA graduation requirements may expand their post-secondary opportunities and be eligible to submit applications to the UC or CSU systems. Contact our counseling office to determine eligibility. Students and parents of migratory children shall not request a transfer solely to qualify for this exemption.

In addition, as a public school that receives migrant education funds, our school is actively looking for parent involvement in the planning, operation, and evaluation of our programs. The parents have the authority to decide who may participate on the oversight council. If you are interested, or if you know other parents of migratory students who are interested in this council, please call the school office.

Un estudiante identificado como un joven migrante que se cambie de escuelas en cualquier momento tras la finalización del segundo año de secundaria del alumno o como estudiante recién llegado/a, o que participa en un

programa para recién llegados y está inscrito en lo que debería haber sido su tercer o cuarto año de escuela secundaria puede ser elegible para graduarse bajo los requisitos de graduación reducidos del estado si se cumplen ciertos criterios. Los estudiantes que califiquen pueden graduarse con su cohorte de cuatro años con los requisitos de graduación reducidos del estado de 130 créditos o tener la opción de permanecer por un quinto año para graduarse con el requisito de graduación estatal o LEA completo. Un estudiante que se gradúe con los requisitos reducidos tendrá acceso limitado a la educación superior y otras oportunidades postsecundarias. Un estudiante que se gradúe bajo los requisitos de graduación de la LEA local puede ampliar sus oportunidades postsecundarias y ser elegible para presentar solicitudes a los sistemas UC o CSU. Comuníquese con nuestra oficina de consejería para determinar la elegibilidad. Los estudiantes y padres de niños migratorios no podrán solicitar un traslado únicamente para calificar para esta exención.

Además, como escuela pública que recibe fondos para la educación de inmigrantes, nuestra escuela busca activamente la participación de los padres en la planificación, operación y evaluación de nuestros programas. Los padres tienen la autoridad para decidir quién puede participar en el consejo de supervisión. Si está interesado, o si conoce a otros padres de estudiantes migratorios que estén interesados en este consejo, llame a la oficina escolar.

Minimum & Pupil-free Staff Development Days – EC 48980(c)

Días Mínimos y de las Capacitaciones del Personal Libres para el Alumno – CE 48980(c)

A school calendar for the current school year setting forth the minimum days and pupil-free staff development days is being provided with this document.

Se provee con este documento un calendario del año escolar actual mostrando los días mínimos y los días de las capacitaciones del personal libres para los alumnos.

Nondiscrimination Statement

Declaración No Discriminatoria

FCOE is committed to equal opportunity for all individuals in education. FCOE programs and activities shall be free from discrimination based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. FCOE assures that lack of English language skills will not be a barrier to admission or participation in FCOE programs. Complaints of unlawful discrimination are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form, or additional information, contact the site/program administrator or Uniform Complaint Procedure Compliance Officer Dr. Diane Lira, Deputy Superintendent (559) 265-3090.

FCOE se compromete a igualdad de oportunidad para todos los individuos en la educación. Los programas y actividades de FCOE no discriminarán sobre la discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o etnicidad, religión, orientación sexual, o asociación con una persona o un grupo con una o más de estas características actuales o percibidas. FCOE asegura que por falta de habilidades en inglés no habrá barrera de admisión o participación en programas de FCOE. Quejas de discriminación ilegal serán investigadas a través del Proceso Uniforme para presentar Quejas. Tales quejas se deben presentar no más tarde de seis meses después de que el conocimiento de la discriminación supuesta fue obtenido por la primera vez. Para obtener un forma de quejas o más información, por favor comuníquese con el/la director(a) de la escuela/del programa o con el FCOE Oficio de Conformidad con Los Procedimientos Uniformes para Presentar Quejas Dr. Diane Lira (559) 265-3090.

Menstrual Products – EC 35292.6 (applicable grades 3-12)

Productos Menstruales – CE 35292.6

FCOE supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone of the person responsible for maintaining this supply at this school site.

FCOE apoya la equidad menstrual y ahora ofrece productos menstruales gratuitos y accesibles, en todos los baños de mujeres y baños para todos los géneros, y en al menos un baño de hombres en las escuelas que atienden a los grados 3 a 12. El aviso de este servicio debe colocarse en un lugar destacado y visible en todos los baños en los que deban almacenarse productos menstruales, disponibles y accesibles, sin coste alguno. El aviso publicado contendrá el nombre, correo electrónico y teléfono de la persona responsable de mantener el suministro en este sitio escolar.

Mental Health - EC 49428

Salud Mental – CE 49428

In order to initiate access to available pupil mental health services, please call the school office.

Para iniciar el acceso a servicios de salud mental disponibles para el estudiante llame a la oficina escolar.

Minimum & Pupil-free Staff Development Days – EC 48980(c)

Días de Desarrollo del Personal Mínimos y Sin Alumnos - CE 48980 (c)

The school calendars are included with this annual notification. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents and guardians of affected pupils as early as possible, with at least one-month advanced notice.

Los calendarios escolares se incluyen con esta notificación anual. Si se programan días de desarrollo del personal mínimos o sin alumnos después del comienzo del año escolar, la escuela notificará a los padres y tutores de los alumnos afectados lo antes posible, con al menos un mes de anticipación.

Notice of Alternative Schools – EC 58501

Aviso de Escuelas Alternativas – CE 58501

“Notice of Alternative Schools”

California state law authorizes all school districts to provide for alternative schools. Education Code 58500 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/her desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located.

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

“Aviso de Escuelas Alternativas”

La ley estatal de California autoriza a todos los distritos escolares proveer escuelas alternativas. El Código de Educación 58500 define una escuela alternativa como una escuela o grupo de clases separadas dentro de una escuela la cual opera de manera designada para:

- (a) *Maximizar la oportunidad de que los estudiantes desarrollen sus valores positivos independientes, iniciativa, amabilidad, espontaneidad, ingenio, valor, creatividad, responsabilidad, y alegría.*
- (b) *Reconocer que el mejor aprendizaje ocurre cuando el alumno aprende por su deseo de aprender.*

- (c) *Mantener una situación al máximo de aprendizaje de automotivación y apoyando al estudiante a que siga sus intereses y a su tiempo. Estos intereses tal vez sean concebidos por él/ella totalmente e independientemente o puede resultar en todo o en parte de una presentación de proyectos de aprendizajes seleccionados por sus maestros.*
- (d) *Maximizar la oportunidad para que los maestros, padres, y estudiantes desarrollen cooperativamente el proceso de aprendizaje y la materia de la que se trata. Esta oportunidad será un proceso continuo y permanente.*
- (e) *Maximizar la oportunidad para que los estudiantes, maestros, y padres reaccionen continuamente al mundo cambiante, incluyendo, pero no limitado a, la comunidad en la cual está localizada la escuela.*

En caso de que algún padre, alumno o maestro esté interesado en más información sobre las escuelas alternativas, el superintendente de las escuelas, la oficina administrativa de este distrito, y la oficina del director de su área de asistencia, tienen copias de la ley disponible para su información. Esta ley particularmente autoriza a las personas interesadas en solicitar a la junta gobernante del distrito establecer programas de escuelas alternativas en cada distrito.

Oral Health Assessment – EC 49452.8

Evaluación de la Salud Oral – CE 49452.8

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

Documento de una evaluación dental realizada por parte de una dentista profesional se requiere de todos en el kindergarten y el primer grado asistiendo a la escuela pública por la primera vez. Las evaluaciones dentales deben ser realizadas dentro de los 12 meses antes del ingreso o antes del 31 de mayo del primer año escolar del alumno.

Parent Engagement- School Accountability – EC 11500, 11501, 11502, 11503

Compromiso de Padres- Rendición Escolar – CE 11500, 11501, 11502, 11503

To participate in the district offerings of parent education and to provide parental input to the local training programs for parents, please call the school office for more information on how you may contribute.

Para participar en ofrecimientos educacionales del distrito para padres o para proveer aportación paternal a los programas de entrenamiento locales para padres, favor llame a la oficina escolar para más información acerca de cómo usted puede contribuir.

Pesticide Products – EC 17612 and 48980.3

Productos Pesticidas – CE 17612 y 48980.3

At the beginning of each school year, FCOE will provide to the parents or guardians of FCOE students written notification of the names of all pesticide products expected to be used during the school year on its school sites. The notice will identify the active ingredient(s) in each pesticide product and an internet address on pesticide use and reduction. The notice will also inform parents or guardians that they may register with FCOE to receive prior notification of individual pesticide applications at least 72 hours in advance of each application. If you have questions regarding the application of pesticide products at FCOE sites, please contact Director of Facilities & Operations, Jeff Becker at 559-497-3705.

Al principio de cada año escolar, FCOE proveerá una notificación escrita a los padres o tutores de los estudiantes de FCOE informándolos de los nombres de todos los productos pesticidas y el uso esperado durante el año escolar en las escuelas. La notificación identificará los ingredientes activos y la dirección del Internet sobre el uso y reducción de pesticida. La notificación también informará a los padres o tutores que ellos puede registrar con FCOE para recibir notificaciones antes de cada individual aplicación de pesticidas por lo menos 72 horas antes de cada aplicación. Si tiene preguntas concerniente la aplicación de productos pesticidas en FCOE, por favor comuníquese con el Director de Facilities & Operations, Jeff Becker al numero de telefono 559-497-3705.

Physical Examination – EC 49451

Examen Físico – CE 49451

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Un padre o tutor puede presentar una declaración anualmente por escrito al director de la escuela, firmado por el padre o tutor legal, que no consentirá a exámenes físicos del alumno. Sin embargo, cuando exista una buena razón para creer que el alumno sufre de una enfermedad reconocida como contagiosa o infecciosa, se le deberá mandar a casa y no se le permitirá regresar hasta que las autoridades de la escuela estén convencidas de que no existe ninguna enfermedad contagiosa o infecciosa.

Pregnant and Parenting Pupils – EC 221.51, 222.5, 46015, 48205, and 48980

Estudiantes Embarazadas y de Crianza – CE 221.51, 222.5, 46015, 48205, and 48980

FCOE will treat both the pregnant teen mother and the teen father with the same accommodations, regardless of sex. The teen parents may not be excluded from any class or extracurricular activities, solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or post-partum recovery. Physical and emotional ability to continue may only be determined by physician or nurse practitioner. Pregnant or parenting pupils may not be required to participate in pregnant minor programs or alternative programs, with the exception of personal choice.

Parental rights will be an option available in annual notifications or at semester term periods, welcome packets, orientation, online or in print, or in independent study packets as provided to all regular students from school districts or charter schools.

Parental leave for eight weeks for preparation of birth of infant, post-partum for mental and physical health needs of the teen parents and to bond with infants, or any additional medically approved time to protect the infant or parents is allowed. Additional leave may occur if deemed medically necessary, as prescribed by a physician or nurse practitioner. Pregnant and parenting teens are not required to take all or part of the leave to which they are entitled. Leave will be approved by the district or charter school supervisor of attendance, as excused absence, with a unique code similar to independent study. However, no work is required during the leave. Upon return, the parenting teens are entitled to return to the school courses that were in enrolled before taking leave. Make up plans and re-enrollment will be worked out with the school counselor or administrator to achieve an opportunity to fully participate in all activities, as before leave. If needed, a parenting teen may enroll for a fifth year of instruction if on course for graduation requirements. If parenting teens were enrolled in an alternative school setting, a return to that environment is to be available as needed to achieve graduation. A pupil shall not incur any academic penalties due to using these available accommodations.

An illness for sick child does not require a doctor note for the custodial parenting teens; the mother or father will be excused by the attendance supervisor.

FCOE tratará a la madre adolescente embarazada y al padre adolescente con las mismas comodidades, sin importar el sexo. Los padres adolescentes no pueden ser excluidos de ninguna clase o actividades extracurriculares, únicamente basado en el embarazo, el parto, el embarazo falso, la interrupción del embarazo o la recuperación postparto. La capacidad física y emocional para continuar solo puede ser determinada por el médico o la enfermera. Las estudiantes embarazadas o padres de crianza no pueden ser obligados a participar en programas de menores embarazadas o programas alternativos, al menos que sea de elección personal.

Los derechos de los padres será una opción disponible en las notificaciones anuales o en períodos de semestre, paquetes de bienvenida, orientación, en línea o impresos, o en paquetes de estudio independientes según sean proporcionados a todos los estudiantes regulares de distritos escolares o escuelas autónomas.

Permiso parental de los padres durante ocho semanas para la preparación del nacimiento del bebé, posparto para las necesidades de salud mental y física de los padres adolescentes y para establecer vínculos con los bebés, o cualquier tiempo adicional aprobado médicamente para proteger al bebé o a los padres. El tiempo adicional de permiso parental puede ocurrir si es considerado médicamente necesario, según lo recetado por el médico o la enfermera. Los padres adolescentes embarazados y con hijos no están obligados a tomar todo o parte de la licencia médica a la que tienen derecho de tomar. La licencia médica será aprobada por el supervisor de asistencia del distrito o de la escuela autónoma, como ausencia justificada, con un código único similar al estudio independiente. Sin embargo, no se requiere ningún trabajo escolar durante la licencia médica. A su regreso, los padres adolescentes tienen derecho a regresar a los cursos escolares en que estaban inscritos antes de tomar su licencia médica. Los planes de recuperación y la reinscripción se elaborarán con el consejero o administrador de la escuela para lograr la oportunidad de participar plenamente en todas las actividades, como antes de tomar su licencia médica. Si es necesario, el padre adolescente puede inscribirse para un quinto año de instrucción si está en el curso para los requisitos de graduación. Si los padres adolescentes se inscribieron en un entorno escolar alternativo, habrá que volver a ese entorno según sea necesario para lograr la graduación. Un estudiante no incurrirá alguna multa académica debido al uso de estos alojamientos disponibles.

Una enfermedad para un niño enfermo no requiere una nota del doctor para los padres adolescentes con custodia; la madre o el padre serán excusados por el supervisor de asistencia.

Property Damage – EC 48904

Daño a la Propiedad – CE 48904

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

Los padres o tutores pueden ser responsables financieramente si su hijo daña cualquier propiedad de la escuela o si falla en regresar propiedad prestada a su hijo. La escuela reserva el derecho de no otorgar calificaciones, diplomas y/o prueba de calificaciones hasta que el cargo sea pagado.

Pupil Records – EC 49063 and 49069, 34 CFR 99.7, 20 USC 1232g

Registros de los Alumnos – CE 49063 y 49069, 34 CRF 99.7, 20 CEEUU 1232g

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. FCOE will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, FCOE shall disclose educational records without parental consent.

Parents' request to access their student's educational records must be submitted in a written form to the site/program administrator and the school will have five (5) business days from the day of receipt of the request to provide access to the records.

Any challenge to school records must be submitted in writing to the site/program administrator. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated 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 with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by FCOE to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

Un registro acumulativo, sea documentado por escritura, texto impreso, cinta, film, microfilm u otras maneras, debe mantenerse con la historia del desarrollo del alumno y el progreso educacional. FCOE protegerá la privacidad de tales registros. Los padres/tutores legales tienen el derecho de 1) examinar y revisar el registro educacional del estudiante mantenido por la escuela, 2) solicitar que la escuela corrija los registros que creen que son inexactos o engañosos, y 3) tener algo de control sobre la revelación de información de los registros educacionales. Los oficiales escolares con interés legítimo educativo podrán conseguir acceso a los registros del estudiante sin el consentimiento del padre siempre que el oficial necesite revisar los registros para desempeñar su responsabilidad profesional. A la solicitud de oficiales de otro distrito escolar, en cual un estudiante busca o intenta matricularse, FCOE divulgará los registros educacionales sin el consentimiento del padre.

La solicitud del padre para conseguir acceso a los registros educacionales de su estudiante debe ser presentado en una forma escrita a el/la directora(a) de la escuela o del programa y la escuela tendrá cinco días hábiles del día al recibo de la solicitud para proporcionar acceso a los registros.

Cualquier recusación a los registros escolares debe ser presentado por escrito a el/la directora(a) de la escuela o del programa. Un padre recusando los registros escolares debe mostrar que los registros son 1) inexactos, 2) una conclusión o inferencia personal no comprobada, 3) una conclusión o inferencia fuera de la competencia del observador, 4) no basados en la observación de una persona nombrada con la hora y lugar de la observación notada, 5) engañosos, o 6) en violación de la privacidad u otros derechos del estudiante. Los padres tienen el derecho de presentar una queja con el Departamento de Educación de los Estados Unidos con respeto a una falta supuesta por FCOE por no cumplir con las estipulaciones de la Ley de Derechos Educativos de la Familia y la Confidencialidad (conocida en inglés como FERPA), escribiendo a: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

Pupil Safety: Parental Notification: Synthetic Drugs - EC 48985.5

Seguridad de los Alumnos: Notificación a los Padres: Drogas Sintéticas - CE 48985.5

Our school is committed to the safety of all our students. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a student's education, family, and life could be long-lasting. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances. These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive and has been found in heroin, methamphetamine, counterfeit pills, cocaine and other drugs. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Unless tested, it is difficult to tell if drugs have been laced with fentanyl because it cannot be seen, smelled, or tasted. Additional information regarding fentanyl is available from the CDPH's Substance and Addiction Prevention Branch.

Nuestra escuela está comprometida con la seguridad de todos nuestros estudiantes. Aunque aún no se conocen los efectos a largo plazo de muchas drogas sintéticas en la salud física y mental, los efectos inmediatos en la educación, la familia y la vida de un estudiante podrían ser duraderos. Una droga sintética es una droga con propiedades y efectos similares a un alucinógeno o narcótico conocido pero con una estructura química ligeramente alterada, creada para evadir las restricciones existentes contra sustancias ilegales. Estas drogas pueden incluir cannabinoides sintéticos, metanfetaminas, sales de baño y fentanilo. El fentanilo ilícito se puede agregar a otras drogas para hacerlas más baratas, mas poderosas y más adictivas, y se ha encontrado en la heroína, la metanfetamina, pastillas falsificadas y cocaína y otras drogas. El fentanilo mezclado con cualquier droga aumenta la probabilidad de una sobredosis fatal. A menos que se realicen pruebas, es difícil saber si las drogas contienen fentanilo porque no se puede ver, oler ni saborear. Información adicional sobre el fentanilo está disponible de la División de Prevención de Adicciones y Sustancias del CDPH.

Pupil Swimming Safety— EC 35179.6

Seguridad Escolar: Nadando— CE 35179.6

FCOE is committed to safety for all our students at our planned events, including around swimming pools. There is already a requirement for pool sport coaches to be fully-trained in CPR in case of accidental drowning in the pool. If

there is any event on-campus or hosted at a swimming pool facility, at least one adult with a valid certification of CPR training will be present throughout the duration of the event.

FCOE está comprometida con la seguridad de todos nuestros estudiantes en nuestros eventos planificados, incluso alrededor de las piscinas. Ya existe el requisito de que los entrenadores de deportes de piscina estén completamente capacitados en RCP en caso de ahogamiento accidental en la piscina. Si hay algún evento en el campus o alojado en una piscina, al menos un adulto con una certificación válida de entrenamiento en RCP estará presente durante la duración del evento.

Retroactive Grant of High School Diplomas: Departed and Deported Pupils - EC 51430

Subvención retroactiva de diplomas de escuela secundaria: alumnos abandonados y deportados – CE 51430

FCOE may award a diploma to any student who may have been deported outside the US, if in good standing after completing the second year of high school. Any transfer credits from outside the US will be considered as completion through online or foreign classes.

FCOE puede otorgar un diploma a cualquier estudiante que haya sido deportado fuera de los EU, si es que está en buen estado después de completar el segundo año de la escuela secundaria. Cualquier transferencia de crédito fuera de los EU se considerará como completado a través de clases en línea o en el extranjero.

Requirement of Parent/Guardian School Attendance – EC 48900.1

Requisito para la Asistencia Escolar del Padre/Tutor – CE 48900.1

Teachers may require the parent or guardian of a student who has been suspended by a teacher to attend a portion of that school day in his or her student's classroom. The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement if the parent or guardian has given reasonable notice to his/her employer.

Los maestros pueden requerir que el padre o tutor del estudiante quien fue suspendido por un maestro asista a una porción de ese día escolar en el salón de su estudiante. La asistencia del padre o tutor será limitado a la clase de lo cual fue suspendido el estudiante. Una notificación por escrito será mandado al padre o tutor con respecto a la aplicación de este requisito. A los empresarios no se les permiten aplicar sanciones contra el padre o tutor para este requisito si el padre o tutor ha dado aviso razonable a su empresario.

Safe Place to Learn Act – EC 234 and 234.1

Ley de Lugar Seguro Aprender – CE 234 y 234.1

FCOE is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of FCOE may be subject to disciplinary action up to and including expulsion. To report an incidence and/or to receive a copy of FCOE's antidiscrimination, antiharassment, anti-intimidation, and antibullying policies, please contact the site/program administrator or Uniform Complaint Procedure Compliance Officer Dr. Diane Lira, Deputy Superintendent (559) 265-3090.

FCOE está dedicado a mantener un ambiente de aprendizaje libre de discriminación, hostigamiento, violencia, intimidación, y acoso basado en características actuales o percibidas enunciadas en la Sección 455.55 del Código Penal y CE 220, y discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o etnicidad, religión, orientación sexual, o asociación con una persona o un grupo con una o más de estas características actuales o percibidas. Cualquier personal escolar que sea testigo de un acto de discriminación, hostigamiento, intimidación o acoso debe tomar medidas inmediatas para intervenir cuando sea seguro hacerlo. Cualquier estudiante que participe

en actos de discriminación, hostigamiento, intimidación o acoso relacionados con la actividad escolar o asistencia escolar ocurriendo dentro de una escuela de FCOE escolar estará sujeto a acción disciplinaria hasta e incluyendo expulsión. Para informar sobre un incidente y/o recibir una copia de las normas del distrito sobre antidiscriminación, antihostigamiento, anti-intimidación o antiacoso, por favor comuníquese con el/la director(a) de la escuela/del programa o con el FCOE Oficio de Conformidad con Los Procedimientos Uniformes para Presentar Quejas Dr. Diane Lira (559) 265-3090.

School Safety: Bullying – EC 234.4 and 32283.5

Seguridad Escolar: Bullying – CE 234.4 AND 32283.5

FCOE is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact the site/program administrator or Uniform Complaint Procedure Compliance Officer Dr. Diane Lira, Deputy Superintendent (559) 265-3090.

FCOE esta comprometido a la prohibición de discriminación, hostigamiento, intimidación y el acoso, incluido el acoso cibernético en las redes sociales. Se proveerá entrenamiento anual a todo personal que trabajé con estudiantes para prevenir bullying y bullying cibernético. Usted podrá encontrar una lista de paginas de web educativas describiendo el entrenamiento que se le brinda a todo personal que trabaja con estudiantes en: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>. Si usted o su hijo/a experimentan cualquier tipo de bullying dentro de la escuela, en los eventos escolares o en el camino hacia o de la escuela, por favor comuníquese con el/la director(a) de la escuela/del programa o con el FCOE Oficio de Conformidad con Los Procedimientos Uniformes para Presentar Quejas Dr. Diane Lira (559) 265-3090.

Schoolbus Safety – EC 39831.5

Seguridad en el Autobús Escolar – CE 39831.5

All pupils in pre-kindergarten, kindergarten and grades 1 to 6, shall receive written information on school bus safety (i.e., a list of schoolbus stops near each pupil's home, general rules of conduct at schoolbus loading zones, red light crossing instructions, schoolbus danger zone, and walking to and from schoolbus stops). Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Todos los alumnos preescolar, kindergarten y de los grados 1 a 6, recibirán información escrita referente a la seguridad en el autobús escolar (esto es una lista de paradas del autobús escolar cerca de la casa de cada alumno, reglas generales de conducta en las zonas en las cuales se aborda el autobús escolar, instrucciones para cruzar con semáforo en rojo, zona de peligro para el autobús escolar, y el caminar hacia y desde las paradas del autobús escolar). Antes de salir en una excursión escolar, todos los alumnos viajando en un autobús escolar o un autobús para la actividad escolar recibirán instrucciones de seguridad que incluye, pero no se limita a, la localización de las salidas de emergencia, y la localización y uso de las herramientas de emergencia. La instrucción también podrá incluir las responsabilidades de los pasajeros que estén sentados al lado de una salida de emergencia.

Section 504 – 29 USC 794, 34 CFR 104.32

Sección 504 – 29 CEU § 794; 34 CRF Parte 104

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. FCOE provides a free and appropriate public education to all pupils regardless of the nature or severity of their disability. FCOE has a responsibility to identify, evaluate, and if eligible, provide pupils with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. To qualify for Section 504 protections, the pupil must have a mental or physical impairment which substantially limits one or more major life activity. For additional information about the rights of parents of eligible pupils, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact Dr. Diane Lira, Deputy Superintendent (559) 265-3090.

La sección 504 de la Ley de Rehabilitación de 1973 es una ley federal que prohíbe la discriminación contra las personas con una discapacidad. FCOE provee una educación pública gratuita y apropiada a todos los alumnos independientemente de la naturaleza o gravedad de su discapacidad. FCOE tiene la responsabilidad de identificar, evaluar, y si es elegible, proveer a los alumnos con discapacidades la misma oportunidad de beneficiarse de los programas, servicios o actividades de educación que se proporcionan a sus compañeros no discapacitados. Para calificar para las protecciones de la Sección 504, el alumno debe tener un impedimento mental o físico que limita sustancialmente una o más actividades importantes de la vida. Para obtener información adicional sobre los derechos de los padres de alumnos elegibles o sobre la identificación, evaluación y elegibilidad de las protecciones de la Sección 504, comuníquese con Dr. Diane Lira (559) 265-3090.

Sexual Harassment – EC 231.5, 231.7 and 48980(f)

Acoso Sexual – CE 231.5, 231.7 and 48980(f)

FCOE is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from FCOE may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of FCOE's sexual harassment policy or to report incidences of sexual harassment, please contact the site/program administrator or Uniform Complaint Procedure Compliance Officer Dr. Diane Lira, Deputy Superintendent (559) 265-3090.

FCOE está dedicado a mantener un ambiente de aprendizaje y de trabajo libre de acoso sexual. Cualquier estudiante que participe en hostigamiento sexual contra alguien en o de FCOE estará sujeto a una acción disciplinaria hasta e incluyendo expulsión. Cualquier empleado que permita, participe en, o deje de informar incidentes de hostigamiento sexual estará sujeto a una acción disciplinaria hasta e incluyendo el despido. Para una copia de la norma de FCOE sobre acoso sexual o para informar sobre incidentes de hostigamiento sexual, por favor comuníquese con el/la director(a) de la escuela/del programa o con el FCOE Oficio de Conformidad con Los Procedimientos Uniformes para Presentar Quejas Dr. Diane Lira (559) 265-3090.

Special Education – Use of Assistive Technology – EC 56040.3

Educación Especial - Uso de Tecnología de Asistencia - CE 56040.3

Upon exiting FCOE, students may continue to use the assistive technology devices provided by the school as determined by the IEP team offer for a maximum of two months until an replacement or comparable device is obtained.

Al salir FCOE, los estudiantes pueden continuar usando los dispositivos de tecnología de asistencia proporcionados por la escuela según lo determinado por la oferta del equipo del Plan Educativo Individualizado por un máximo de dos meses hasta que se obtenga un dispositivo de reemplazo o comparable.

Student Conduct/Discipline – EC 35291 & 48900 et seq.

Conducta del Estudiante y Disciplina – CE 35291 & 48900 et seq.

Discipline, Rules and Procedures

FCOE gives notice of its policies, rules and regulations affecting students and student conduct/discipline with this Parent/Guardian-Student Handbook. Also, each FCOE program/site may develop additional rules and regulations regarding student conduct/discipline specific to the program/site.

La disciplina, las normas y procedimientos

FCOE da una notificación de sus políticas, normas y reglamentos que afectan a los estudiantes y la conducta del estudiante/disciplina con este Manual de Padres/Guardianes y Estudiantes. Además, cada programa/sitio de FCOE puede desarrollar reglas y regulaciones adicionales con respecto a la conducta del estudiante/disciplina específica al programa/sitio.

Sudden Cardiac Arrest – EC 33479 et seq.**Paro Cardíaco Repentino – CE 33479 et seq.**

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until he or she is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular schoolday or as part of a physical education course.

El paro cardíaco repentino (PCR) sucede cuando el corazón súbita e inesperadamente deja de latir. Cuando esto sucede, se detiene el flujo sanguíneo hacia el cerebro y otros órganos vitales. El PCR no es un ataque cardíaco; es una falla en el sistema eléctrico del corazón que hace que la víctima se colapse. Un defecto congénito o genético en la estructura del corazón es la causa de la falla. Es más probable que suceda un PCR al hacer ejercicio o deportes, así que los atletas corren más riesgo. Estos síntomas pueden ser poco claros y confusos en los atletas. A menudo, las personas confunden estas señales de advertencia con el agotamiento físico. Si no se trata bien en minutos, el PCR es mortal en el 92% de los casos. En un distrito escolar, una escuela charter, o una escuela privada que elige realizar actividades atléticas, el director atlético, entrenador, entrenador atlético o persona autorizada debe retirar de la participación a un alumno que se desmaya, o que se sabe que se ha desmayado, mientras participando en o inmediatamente después de una actividad atlética. Un alumno que exhibe cualquiera de los otros síntomas de PCR durante una actividad atlética puede ser removido de la participación si el entrenador atlético o persona autorizada razonablemente cree que los síntomas son relacionados con el corazón. Un alumno que es retirado del juego no puede volver a esa actividad hasta que sea evaluado por, y reciba autorización escrita de, un médico o cirujano. Cada año, un reconocimiento de recibo y revisión de información acerca de PCR debe ser firmado y devuelto por el alumno y el padre o tutor del alumno antes de que el alumno participe en actividades atléticas específicas que generalmente no se aplican a las actividades atléticas realizadas durante el día escolar o como parte de un curso de educación física.

Suicide Prevention Policies: EC 215**Políticas de prevención del suicidio: CE 215**

Student suicide rates are of concern to all members of the school community. One child, ages 12 and older, dies by suicide every five days in California. Local Districts were required by California law to provide suicide prevention education, according to age-appropriate and sensitive local policies, for grades 7 to 12. Legislators have determined that training in mental health and coordination around improved services is extended to our elementary students. A shared goal by all staff educators is to keep a safe place to learn, free from harm to any of our students.

El índice de suicidio estudiantil preocupa a todos los miembros de la comunidad escolar. Un niño, de 12 años de edad o más, muere por suicidio cada cinco días en California. La ley de California exigía a los distritos locales que proporcionaran educación de prevención del suicidio, de acuerdo con las políticas locales apropiadas y apropiadas para la edad, para los grados de 7 al 12. Los legisladores han determinado que la capacitación en salud mental y coordinación en torno a servicios mejorados se extiende a nuestros estudiantes de primaria. Una meta compartida por todo el personal capacitado de la escuela es mantener un lugar seguro para estudiar sin dañar a ninguno de nuestros estudiantes.

Surveys – EC 51513 and 51514**Encuestas – CE 51513 y 51514**

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student's parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing. Questions pertaining to the sexual orientation and gender identity of a student shall not be removed from a survey that already includes them.

Los estudios e instrumentos de evaluación anónimos, voluntarios y confidenciales para medir los hábitos y riesgos de salud del estudiante, incluyendo pruebas, cuestionarios, y encuestas con preguntas apropiadas de acuerdo a la edad sobre las actitudes y prácticas del estudiante relacionadas a sexo, vida doméstica, moralidad, y religión se pueden administrar a los estudiantes si el padre está notificado por escrito que 1) esta prueba, cuestionario, o encuesta será administrada, 2) el padre del estudiante tiene la oportunidad de revisar la prueba, cuestionario, o encuesta, y 3) el padre consiente por escrito. Preguntas relacionadas a la orientación sexual y la identidad de género de un estudiante no se eliminarán de una encuesta que ya los incluya.

Teacher Qualifications – 20 USC §§ 6312(c)(6), (e)(1)(A)

Calificaciones del maestro – 20 USC §§ 6312(c)(6), (e)(1)(A)

At the beginning of each school year, the parent or guardian of a pupil attending an FCOE school may request information regarding the professional qualifications of the pupil's classroom teacher(s), including, at a minimum, the following:

1. Whether the pupil's teacher:
 - a. Has met California qualification and licensing criteria for the grade levels and subject areas in which the teacher provides the pupil instruction;
 - b. Is teaching under emergency or other provisional status through which California qualification or licensing criteria have been waived; and,
 - c. Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

FCOE will respond to the parent or guardian's request in a timely manner.

FCOE will provide written notification to parents and guardians of any pupils who have been assigned, or have been taught for four or more consecutive weeks by, a teacher who does not meet the applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Al comienzo de cada año escolar, el padre o tutor de un alumno que asiste a una escuela FCOE puede solicitar información sobre las calificaciones profesionales de los maestros del aula del alumno, incluidos, como mínimo, los siguientes:

1. *Si el maestro del alumno:*
 - a. *Ha cumplido con los criterios de calificación y licencia de California para los niveles de grado y las materias en las que el maestro brinda instrucción al alumno;*
 - b. *Está enseñando bajo estado de emergencia u otro estado provisional a través del cual se han renunciado a los criterios de calificación o licencia de California; y,*
 - c. *Es la docencia en el campo de la disciplina de la certificación del maestro.*
2. *Si el niño recibe servicios de paraprofesionales y, de ser así, sus calificaciones.*

FCOE responderá a la solicitud del padre o tutor de manera oportuna.

FCOE proporcionará una notificación por escrito a los padres y tutores de cualquier alumno que haya sido asignado o haya recibido instrucción durante cuatro o más semanas consecutivas por un maestro que no cumple con los requisitos de certificación o licencia estatal aplicables en el nivel de grado y la materia en que el profesor ha sido asignado.

Title IX – EC 221.61

Título IX – CE 221.61

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX please contact Laurie Gabriel, Chief Human Resources Officer, 1111 Van Ness Ave., Fresno CA 93721 lgabriel@fcoe.org, 559-265-3000 or visit www.fcoe.org.

El Título IX de las Enmiendas a la Educación de 1972 es una de varias leyes federales y estatales contra la discriminación que garantizan la igualdad en los programas y actividades educativos que reciben fondos federales. Específicamente, el título IX protege a los alumnos y los empleados de sexo masculino y femenino, así como a los alumnos transgéneros y alumnos que no se conforman a los estereotipos sexuales, contra la discriminación por motivos de sexo, incluyendo el acoso sexual. La ley de California también prohíbe la discriminación basada en género, expresión de género, identidad de género y orientación sexual. Bajo Título IX, los alumnos no pueden ser discriminados a base de su estado paternal, familiar o matrimonial, y las alumnas embarazadas y los padres que son adolescentes no pueden ser excluidos de participar en ningún programa educativo, incluyendo actividades extracurriculares, para los que califican. Para obtener más información sobre el Título IX, o como presentar una queja por incumplimiento con el Título IX, visite www.fcoe.org. Por favor contacte a Laurie Gabriel, Directora de Recursos Humanos, 1111 Van Ness Ave., Fresno CA 93721 lgabriel@fcoe.org, 559-265-3000 o visite www.fcoe.org.

Tobacco-Free Campus – Health & Safety Code 104420 & 104495

Campus Libre de Tabaco – Código de Salud y Seguridad 104420 y 104495

The use of tobacco products is prohibited at any time in FCOE owned or leased buildings, on FCOE property, and in FCOE vehicles. Prohibited tobacco/nicotine products include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine delivery devices such as electronic cigarettes. Exceptions may be made for the use or possession of prescription nicotine products.

Health and Safety Code Section 104495 prohibits smoking a cigarette, cigar, or other tobacco-related product and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area. Any person who violates this section is guilty of an infraction and shall be punished by a fine of two hundred fifty dollars (\$250) for each violation of this section. The prohibitions do not apply to private property or a public sidewalk located within 25 feet of a playground or a tot lot sandbox area.

Se prohíbe el uso de productos de tabaco, en cualquier momento en los edificios o propiedades de FCOE, en los edificios o propiedades alquilado por FCOE, y en los vehículos de FCOE. Productos de tabaco/nicotina prohibidos incluyen cualquier producto que contenga tabaco o nicotina, incluyendo, pero no limitado a, cigarrillos, cigarros, cigarros miniatura, tabaco sin humo, tabaco, mastique, cigarrillos de clavo, betel, y los dispositivos de suministro de nicotina, como los cigarrillos electrónicos. Se pueden hacer excepciones para el uso o posesión de productos de nicotina con receta.

Código de Salud y Seguridad Sección 104495 prohíbe fumar un cigarrillo, cigarro, o cualquier otro producto relacionado con el tabaco y la eliminación de colillas de cigarrillos, colillas de cigarro, o cualquier otro residuo relacionada con el tabaco dentro de 25 pies de cualquier parque o área de juegos infantiles arenero. Cualquier persona que viole esta sección es culpable de una infracción y será sancionado con una multa de doscientos cincuenta dólares (\$ 250) por cada violación de esta sección. Las prohibiciones no se aplican a la propiedad privada o de una acera pública ubicada a 25 pies de un patio o una zona de recinto de seguridad de juegos infantiles.

Uniform Complaint Policy and Procedure – 5 CCR 4622, EC 234.1, 32289, and 49013

Norma y Procedimiento Uniforme para Presentar Quejas – 5 CRC 4622, CE 234.1, 32289 y 49013

Uniform Complaint Procedures (UCP) Annual Notice

The Fresno County Board of Education (“County Board”) and Fresno County Superintendent of Schools (“County Superintendent”) (the County Board and County Superintendent, collectively “FCOE”) annually notify students, employees, parents or guardians, advisory committee, school and County Superintendent advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process. The UCP Annual Notice is available on our website.

The County Board and County Superintendent are primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in County Superintendent or County Board programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610.)
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- Health and Safety Issues in State Preschools Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate.

There are no State Preschool sites exempt from licensing operated by the County Board or the County Superintendent. Any complaint alleging health and safety violations relating to a licensed State Preschool site or child development program shall be referred to Department of Social Services. (5 CCR 4611)

Filing a UCP Complaint

A UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct. All other UCP complaints must be filed no later than one year from the date the alleged violation occurred.

A student enrolled in any of the County Board/County Superintendent public schools shall not be required to pay a student fee for participation in an educational activity that constitutes an integral fundamental part of the educational program, including curricular and extracurricular activities.

A pupil fee complaint may be filed with the principal of a school or with the County Superintendent or designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Investigation

Complaints will be investigated in accordance with the County Board and County Superintendent's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant.

Appeal

Complainants have the right to appeal the County Superintendent's investigation report for complaints regarding programs within the scope of the UCP to the California Department of Education (CDE) within 30 calendar days of receiving the decision.

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

Copies of the County Board and County Superintendent UCP procedures shall be available free of charge.

Educational Rights of Foster Youth, Homeless Students, Former Juvenile Court School Students, Students from Military Families, Migrant Students, and Immigrant Students

The County Superintendent shall post a standardized notice, in addition to this notice, of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in County Superintendent/County Board schools, children of military families, migrant students, and immigrant students enrolled in a newcomer program.

For UCP Complaints Regarding Health and Safety Issues in License- Exempt State Preschools Pursuant to California Health and Safety Code Section 1596.7925

No license-exempt California State Preschool Program (CSPP) is operated by the County Superintendent or County Board. Therefore, the following requirements do not apply to the County Superintendent or County Board.

In order to identify appropriate subjects of license-exempt CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom operated by the County Superintendent or County Board notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 of the California Code of Regulations that apply to license-exempt CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Dr. Diane Lira
Deputy Superintendent
1111 Van Ness Avenue
Fresno, California 93721-2000
(559) 265-3090

The above contact is knowledgeable about the laws and programs that they are assigned to investigate.

Aviso Anual de Procedimientos Uniformes de Queja (UCP)

La Junta de Educación del Condado de Fresno ("Junta del Condado") y el Superintendente de Escuelas del Condado de Fresno ("Superintendente del Condado") (la Junta del Condado y el Superintendente del Condado, colectivamente "FCOE") notifican anualmente a los estudiantes, empleados, padres o tutores, comité asesor, comités asesores de la escuela y del superintendente del condado, funcionarios de escuelas privadas correspondientes y otras partes interesadas en nuestro proceso de Procedimientos uniformes de quejas (UCP). El Aviso Anual de UCP está disponible en nuestro sitio web.

La Junta del Condado y el Superintendente del Condado son los principales responsables del cumplimiento de las leyes y reglamentos federales y estatales, incluidos los relacionados con la prohibición de la discriminación, el acoso, la intimidación o el acoso ilegales contra cualquier grupo protegido, y todos los programas y actividades que están sujetos a la UCP.

Programas y Actividades Sujetas a las UCP

- *Adaptaciones para alumnas embarazadas y con hijos*
- *Educación de adultos*
- *Educación y seguridad después de la escuela*
- *Educación Técnica de Carrera Agrícola*
- *Programas de Educación Técnica y de Carrera Técnica y de Capacitación Técnica y de Carrera Técnica*
- *Programas de Cuidado y Desarrollo Infantil*
- *Educación Compensatoria*
- *Programas de Ayuda Categórica Consolidados*
- *Períodos de cursos sin contenido educativo*
- *Cualquier queja que alegue la ocurrencia de discriminación ilegal (como acoso discriminatorio, intimidación o acoso) contra cualquier estudiante, empleado u otra persona que participe en los programas y actividades del Superintendente del condado o de la Junta del condado, incluidos, entre otros, esos programas o actividades financiadas directamente por o que reciben o se benefician de cualquier asistencia financiera estatal, en función de las características reales o percibidas de la persona de raza o etnia, color, ascendencia, nacionalidad, origen nacional, estado migratorio, identificación de grupo étnico, edad, religión, estado civil, embarazo, estado parental, discapacidad física o mental, condición médica, sexo, orientación sexual, género, identidad de género, expresión de género o información genética, o cualquier otra característica identificada en el Código de Educación 200 o 220, el Código de Gobierno 11135 o el Código Penal 422.55, o en base a su asociación con una persona o grupo con una o*

más de estas características reales o percibidas terísticas (5CCR 4610.)

- *Requisitos educativos y de graduación para alumnos en crianza temporal, alumnos sin hogar, alumnos de familias militares y alumnos que anteriormente estaban en el Tribunal de Menores y ahora están inscritos en un distrito escolar*
- *Ley de éxito de todos los estudiantes*
- *Planes Locales de Control y Rendición de Cuentas (LCAP)*
- *Educación Migrante*
- *Minutos de Instrucción de Educación Física*
- *Cuotas de alumnos*
- *Adaptaciones razonables para una alumna lactante*
- *Centros y Programas Ocupacionales Regionales*
- *Planes escolares para el rendimiento estudiantil*
- *Planes de Seguridad Escolar*
- *Consejos Escolares*
- *Preescolar Estatal*
- *Cuestiones de salud y seguridad en las escuelas preescolares estatales exentas de licencias*

Y cualquier otro programa educativo estatal o federal que el Superintendente de Instrucción Pública del Estado o su designado considere apropiado.

No hay sitios preescolares estatales exentos de licencias operados por la Junta del Condado o el Superintendente del Condado. Cualquier queja que alegue violaciones de salud y seguridad relacionadas con un sitio preescolar estatal con licencia o un programa de desarrollo infantil se remitirá al Departamento de Servicios Sociales. (5CCR 4611)

Presentar una queja UCP

Una queja de UCP que alegue discriminación ilegal, acoso, intimidación o acoso debe presentarse a más tardar seis meses a partir de la fecha de la supuesta conducta o la fecha en que el denunciante obtuvo conocimiento por primera vez de los hechos de la supuesta conducta. Todas las demás quejas de UCP deben presentarse a más tardar un año a partir de la fecha en que ocurrió la supuesta violación.

Un estudiante inscrito en cualquiera de las escuelas públicas de la Junta del Condado/Superintendente del Condado no deberá pagar una tarifa de estudiante por participar en una actividad educativa que constituya una parte fundamental integral del programa educativo, incluidas las actividades curriculares y extracurriculares.

Se puede presentar una queja de cuota de alumno con el director de una escuela o con el superintendente del condado o su designado.

Una cuota de estudiante o una queja LCAP se puede presentar de forma anónima, es decir, sin una firma de identificación, si el denunciante proporciona evidencia o información que conduzca a evidencia para respaldar una acusación de incumplimiento.

Investigación

Las quejas se investigarán de acuerdo con el UCP de la Junta del Condado y el Superintendente del Condado y se enviará una decisión por escrito al denunciante dentro de los 60 días posteriores a la recepción de la denuncia, a menos que este período de tiempo se extienda por acuerdo escrito del denunciante.

Apelación

Los denunciantes tienen derecho a apelar el informe de investigación del superintendente del condado por quejas sobre programas dentro del alcance de la UCP ante el Departamento de Educación de California (CDE) dentro de los 30 días calendario posteriores a la recepción de la decisión.

Asesoramos a los denunciantes sobre los remedios de la ley civil, incluidos, entre otros, interdictos, órdenes de restricción u otros remedios u órdenes que pueden estar disponibles según las leyes estatales o federales contra la discriminación, el acoso, la intimidación o el acoso, si corresponde.

Las copias de los procedimientos UCP de la Junta del Condado y del Superintendente del Condado estarán disponibles sin cargo.

Derechos educativos de los jóvenes de crianza, estudiantes sin hogar, ex estudiantes de la escuela del tribunal de menores, estudiantes de familias militares, estudiantes migrantes y estudiantes inmigrantes

El superintendente del condado publicará un aviso estandarizado, además de este aviso, de los derechos educativos de los jóvenes de crianza temporal, los estudiantes sin hogar, los ex estudiantes de la escuela del tribunal de menores que ahora están inscritos en las escuelas del Superintendente del condado/la Junta del condado, los hijos de familias militares, los estudiantes migrantes y estudiantes inmigrantes matriculados en un programa para recién llegados.

Para quejas de UCP relacionadas con problemas de salud y seguridad en escuelas preescolares estatales exentas de licencia de conformidad con la sección 1596.7925 del Código de Salud y Seguridad de California

El superintendente del condado o la junta del condado no administra ningún Programa Preescolar del Estado de California (CSPP, por sus siglas en inglés) exento de licencia. Por lo tanto, los siguientes requisitos no se aplican al Superintendente del Condado ni a la Junta del Condado.

Con el fin de identificar los temas apropiados de los problemas de salud y seguridad del CSPP exentos de licencia de conformidad con el Código de Salud y Seguridad 1596.7925, se colocará un aviso en cada salón de clases CSPP exento de licencia operado por el Superintendente del Condado o la Junta del Condado notificando a los padres/tutores, estudiantes, y maestros de los requisitos de salud y seguridad del Título 5 del Código de Regulaciones de California que se aplican a los programas CSPP exentos de licencia de conformidad con el Código de Salud y Seguridad 1596.7925 y el lugar en el que se puede obtener un formulario para presentar cualquier queja que alegue el incumplimiento de esos requisitos .

Información del contacto

Las denuncias en el ámbito de la UCP se presentarán ante el responsable de la tramitación de denuncias:

*Dr. Diane Lira
Superintendente Adjunto
Avenida Van Ness 1111
Fresno, California 93721-2000
(559) 265-3090*

El contacto anterior tiene conocimiento sobre las leyes y los programas que se le asignan para investigar.

Victim of a Violent Crime – 20 USC 7912

Víctima de un Crimen Violente – 20 CEEUU 7912

A pupil who becomes a victim of a violent crime while in or on the school grounds must be offered the opportunity to transfer to a safe public school within the school district, including a public charter school, within ten calendar days. If there is not another school within the area served by the district, the district is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept pupils through an interdistrict transfer. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes. For more information, please contact the site/program administrator.

Un alumno que llega a ser víctima de un crimen violento mientras se encuentre dentro o en el plantel escolar debe tener la oportunidad de trasladarse a una escuela pública segura dentro del distrito escolar, incluyendo una escuela charter pública, dentro de los diez días calendarios. Si no hay otra escuela dentro del área servida por el distrito, se recomienda, pero no se requiere, que el distrito explore otras opciones apropiadas tales como un acuerdo con un distrito escolar vecino para aceptar a los alumnos mediante una transferencia interdistrital. Los ejemplos primarios de delitos violentos en el Código Penal incluyen la tentativa de asesinato, el asalto con un arma mortal, la violación, la violencia sexual, el robo, la extorsión y los crímenes de odio. Para más información, por favor comuníquese con el/la director(a) de la escuela/del programa.

Williams Complaint Policy & Procedure – EC 35186

Norma y Procedimiento de Williams para Presentar Quejas – CE 35186

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained from the site/program administrator or Deputy Superintendent, Dr. Diane Lira at 559-265-3090. Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.

Cada escuela debe proporcionar suficientes textos y materiales educativos. Cada estudiante, incluyendo los aprendices de inglés, deberá tener textos o materiales educativos, o los dos, para usarlos en la casa o para usarlos después de la escuela. Las instalaciones de la escuela deberán estar limpias, seguras y mantenidas en buenas condiciones. No deben de haber posiciones vacantes o maestros enseñando fuera de sus áreas autorizadas. Si una escuela es encontrada con deficiencias en cualquiera de estas áreas, y la escuela no toma acción correctiva, entonces un formulario de queja deberá ser obtenida de el/la director(a) de la escuela/del programa o de la superintendente adjunta, Dr. Diane Lira al numero de teléfono 559-265-3090. Padres, estudiantes, maestros o cualquier miembro del público pueden entregar una queja sobre cualquiera de estos asuntos. Sin embargo, está muy recomendado que los individuos expresen sus preocupaciones al director de la escuela antes de completar los formularios de queja para que la escuela pueda tomar acción a estas preocupaciones.

CALIFORNIA EDUCATION CODE SUSPENSION AND EXPULSION LAWS

California Education Codes (EC) 48900 et seq.

EC 48900—Grounds for Suspension and Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district 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 (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise

furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

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

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

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

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

(B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

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

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

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

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

CE 48900—Razones para la Suspensión y Expulsión

Un alumno no podrá ser suspendido de la escuela o recomendado para la expulsión, a menos que el superintendente o el director de la escuela en la cual el alumno está matriculado determine que el alumno ha cometido un acto tal como se define conforme a cualquier de las subdivisiones (a) a (r), inclusivo:

(a) (1) Causó, intentó causar, o amenazó causar daño físico a otra persona; (2) Usó fuerza premeditada o violencia a una persona, excepto en defensa propia.

(b) Poseyó, vendió, o de otra manera equipó un arma de fuego, cuchillo, explosivo, u otro objeto peligroso, a menos que, en el caso de posesión de un objeto de este tipo, el alumno haya obtenido permiso por escrito de poseer el artículo de parte de un empleado escolar certificado, con lo cual haya concordado el director o el designado del director.

(c) Poseyó ilegalmente, usó, vendió, o de otra manera equipó, o estaba drogado con, una sustancia controlada indicada en el Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica, o un embriagante de cualquier tipo.

(d) Ofreció ilegalmente, arregló, o negoció vender una sustancia controlada indicada en Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica, o un embriagante de cualquier tipo, y después vendió, entregó, o de otra manera proporcionó a una persona otro líquido, sustancia, o materia y representó el líquido, sustancia, o materia como una sustancia controlada, una bebida alcohólica, o un embriagante.

(e) Cometió o intentó cometer robo o extorsión.

(f) Causó o intentó causar daño a propiedad escolar o propiedad privada.

(g) Robó o intentó robar propiedad escolar o propiedad privada.

(h) Poseyó o usó tabaco, o productos que contiene productos de tabaco o nicotina, incluyendo, pero no limitándose a, cigarros, puros, cigarrillos miniatura, cigarros de clavo, cigarro sin humo, rapé, paquetes masticables, y betel. Sin embargo, esta sección no prohíbe al alumno del uso o posesión de sus propios productos médicos de receta.

(i) Cometió un acto obsceno o se involucró en actos habituales de profanidad o vulgaridad.

(j) Poseyó ilegalmente u ofreció ilegalmente, arregló, o negocio vender bienes parafernales, como se define en la Sección 11014.5 del Código de Salud y Seguridad.

(k) (1) Interrumpió las actividades escolares o de otra manera desafió tercamente la autoridad válida de supervisores, maestros, administradores, oficiales escolares, u otro personal escolar envuelto en el desempeño de sus responsabilidades.

(2) Salvo lo dispuesto en la Sección 48910, un alumno matriculado en kinder o en cualquiera de los grados 1 a 5, inclusive, no será suspendido por cualquiera de los actos especificados en el párrafo (1), y esos actos no constituirán motivo para que un alumno matriculado en kinder o en cualquiera de los grados 1 a 12, inclusive, sea recomendado para expulsión.

(3) Salvo lo dispuesto en la Sección 48910, un alumno matriculado en cualquiera de los grados 6 a 8, inclusive, no será suspendido por cualquiera de los actos especificados en el párrafo (1). Este párrafo queda inoperante el 1 de julio de 2029.

(4) Salvo lo dispuesto en la Sección 48910, a partir del 1 de julio de 2024, un alumno matriculado en cualquiera de los grados 9 a 12, inclusive, no será suspendido por cualquiera de los actos especificados en el párrafo (1). Este párrafo queda inoperante el 1 de julio de 2029.

(5) (A) Un empleado certificado o clasificado puede referir a un alumno a los administradores escolares para intervenciones o apoyos apropiados y oportunos en la escuela de la lista de otros medios de corrección especificados en la subdivisión (b) de la Sección 48900.5 para cualquiera de los actos enumerados en el párrafo (1).

(B) Un administrador escolar deberá, dentro de cinco días hábiles, documentar las medidas tomadas de conformidad con el subpárrafo (A) y colocar esa documentación en el expediente del alumno para que esté disponible para su acceso, en la medida permitida por las leyes estatales y federales, de conformidad con la Sección 49069.7. El administrador de la escuela, al final del quinto día hábil, también informará al empleado certificado o clasificado que hace la referencia, verbalmente o por escrito, qué medidas se tomaron y, si no hubo ninguna, la justificación para no proporcionar intervenciones o apoyos apropiados y oportunos en la escuela.

(l) Recibió a sabiendas propiedad escolar o propiedad privada que era robada.

(m) Poseyó un arma de fuego de imitación. Como se utiliza en esta sección, “arma de fuego de imitación” significa la réplica de un arma de fuego que es tan similar substancialmente en propiedades físicas a un arma de fuego real que da a pensar a una persona razonable que la réplica es un arma de fuego.

(n) Cometió o intentó cometer un asalto sexual como se define en la Sección 261, 266c, 286, 288, 288a, o 289 del Código Penal o cometió una agresión sexual como se define en la Sección 243.4 del Código Penal.

(o) Acosó, amenazó, o intimidó a un alumno quien es un testigo denunciante o un testigo en un proceso disciplinario escolar con el fin de o prevenir que el alumno sea testigo o tomar represalias contra ese alumno por ser un testigo, o ambos.

(p) Ofreció ilegalmente, arregló vender, negoció vender, o vendió la droga prescrita Soma.

(q) *Tomó parte en, o intentó tomar parte en novatadas.* Para el propósito de esta subdivisión, “novatada” significa un método de iniciación o preiniciación en una organización o grupo estudiantil, sea reconocido o no sea reconocido oficialmente la organización o grupo por una institución educativa, lo que es probable que cause daño grave corporal o degradación personal o deshonra que resulta en daño físico o mental a un alumno antiguo, de ahora, o futuro. Para el propósito de esta subdivisión, “novatada” no incluye eventos atléticos o eventos autorizados por la escuela.

(r) *Tomó parte en un acto de acoso.* Por el propósito de esta subdivisión, los términos siguientes tienen los significados siguientes:

(1) “Acoso” significa cualquier acto o conducta físico o verbal grave o dominante, incluyendo comunicaciones hechas por escrito o por medio de un acto electrónico, e incluyendo uno o más actos cometidos por un alumno o un grupo de alumnos según lo definido en la Sección 48900.2, 48900.3, o 48900.4, dirigido hacia uno o más alumnos que tiene o se puede razonablemente predecir el efecto de uno o más de lo siguiente:

(A) *Poniendo a un alumno o alumnos razonable(s) en miedo de daño a la persona o la propiedad de ese alumno o esos alumnos.*

(B) *Causar un alumno razonable a sufrir un efecto substancialmente prejudicial sobre su salud física o mental.*

(C) *Causar un alumno razonable a sufrir interferencia substancial con su rendimiento académico.*

(D) *Causar un alumno razonable a sufrir interferencia substancial con su capacidad de participar en o beneficiar de los servicios, las actividades, o los privilegios proporcionados por una escuela.*

(2) (A) “Acto Electrónico” significa la creación o transmisión que se originó dentro o fuera del plantel escolar, por medio de un aparato electrónico, incluyendo, pero no limitado a, un teléfono, un teléfono inalámbrico o comunicación por otro dispositivo inalámbrico, computadora, o buscapersona, de una comunicación, incluyendo, pero no limitado a, cualquiera de los siguientes:

(i) *Un mensaje, texto, sonido, video, o imagen.*

(ii) *Un envío en una red social del sitio web, incluyendo, pero no limitado a:*

(I) *Publicando o creando una página de insultos.* Una “página de insultos” significa un sitio en el Internet creado con el propósito de tener uno o más de los efectos enumerados en el párrafo (1).

(II) *Creando una personificación creíble de otro estudiante actual con el propósito de tener uno o más de los efectos enumerados en el párrafo (1).* “Personificación Creíble” significa hacerse pasar por un alumno adrede y sin consentimiento con el propósito de acosar al alumno y del tal manera que otro alumno razonablemente crea, o haya creído razonablemente, que el alumno fue o es el alumno que fue personificado.

(III) *Creando un perfil falso con el propósito de tener uno o más de los efectos enumerados en el párrafo (1).* “Perfil falso” significa un perfil de un alumno ficticio o un perfil utilizando la semejanza o atributos de un alumno actual que no es el alumno quién creó el perfil falso.

(iii) *Un acto de intimidación sexual cibernética.*

(I) *Para los propósitos de esta cláusula, “intimidación sexual cibernética” significa la diseminación de, o la solicitud o incitación a difundir, una fotografía u otra grabación visual por parte de un alumno a otro alumno o al personal de la escuela mediante un acto electrónico que tiene o se puede predecir razonablemente que tendrá uno o más de los efectos descritos en los párrafos (A) a (D), inclusivo, del párrafo (1).* Una fotografía u otra grabación visual, como se describió anteriormente, incluirá la representación de una fotografía desnuda, semi-desnuda o sexualmente explícita u otra grabación visual de un menor, donde el menor es identificable a partir de la fotografía, grabación visual u otro acto electrónico.

(II) *Para propósitos de esta cláusula, “intimidación sexual cibernética” no incluye una representación, representación o imagen que tenga algún valor literario, artístico, educativo, político o científico serio o que implique eventos atléticos o actividades sancionadas por la escuela.*

(B) *No obstante al párrafo (1) y al subpárrafo (A), un acto electrónico no constituirá conducta penetrante únicamente basada en que se ha sido transmitido a través de Internet o corrientemente está publicada en el Internet.*

(3) “Alumno razonable” significa un alumno, incluyendo, pero no limitado, a un alumno con necesidades excepcionales, que ejercita el cuidado, la habilidad, y el juicio medio en la conducta para una persona de su edad o para una persona de su edad con necesidades excepcionales.

(s) *Un alumno no podrá ser suspendido ni expulsado por ninguno de los actos enumerados en esta sección, a menos que el acto esté relacionado a la actividad escolar o asistencia escolar que ocurra dentro una escuela bajo la jurisdicción del superintendente del distrito escolar o director o que ocurra dentro de cualquier otro distrito escolar. Un alumno podrá ser suspendido o expulsado por actos que son enumerados en esta sección y que están relacionados a la actividad o asistencia escolar que ocurra en cualquier momento, incluyendo, pero no limitándose a, cualquiera de los siguientes:*

(1) *Mientras esté en la propiedad escolar.*

(2) *Al ir y venir de la escuela.*

(3) *Durante el período de almuerzo sea dentro o sea fuera del plantel.*

(4) *Durante, o al ir o venir de, una actividad auspiciada por la escuela.*

(t) Un alumno quien ayuda o instiga, como se define en la Sección 31 del Código Penal, el infligir o intentó el infligir de daño físico a otra persona podría ser sujeto a la suspensión, pero no una expulsión, conforme a esta sección, salvo que un alumno quien ha sido adjudicado por una corte de menores que ha cometido, como un ayudador o instigador, un crimen de violencia física en cual la víctima sufrió mucho daño físico o daño grave corporal será sujeto a disciplina conforme a la subdivisión (a).

(u) Tal como se utiliza en esta sección, "propiedad escolar" incluye, pero no limitándose a, expedientes electrónicos y base de datos.

(v) Para un alumno sujeto a disciplina bajo esta sección, el superintendente del distrito escolar o director puede usar su discreción para proveer alternativas a la suspensión o expulsión que son apropiadas para la edad del estudiante y diseñadas para atender y corregir el mal comportamiento del estudiante como se especifica en la Sección 48900.5.

(w) (1) Es la intención de la Legislatura que se impongan alternativas a la suspensión o expulsión contra un alumno que está ausente, llega tarde o está ausente de las actividades escolares.

(2) Además, la intención de la Legislatura es que el Sistema de Apoyo de Múltiples Niveles, que incluye prácticas de justicia restaurativa, prácticas informadas sobre traumas, aprendizaje social y emocional, e intervenciones y apoyo de comportamiento positivo en toda la escuela, se puede utilizar para ayudar a los alumnos adquirir habilidades sociales y emocionales críticas, recibir apoyo para ayudar a transformar las respuestas relacionadas con el trauma, comprender el impacto de sus acciones y desarrollar métodos significativos para reparar el daño a la comunidad escolar.

EC 48900.2—Sexual Harassment

In addition to the reasons specified in Section 48900, 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.

For the purposes of this chapter, 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.

CE 48900.2—Acoso Sexual

Además de las razones descritas en la Sección 48900, un alumno podría ser suspendido de la escuela o recomendado para la expulsión si el superintendente o el director de la escuela en la cual el alumno está matriculado determina que el alumno ha cometido el acoso sexual como se define en Sección 212.5.

Para el propósito de este capítulo, la conducta descrita en la Sección 212.5 debe ser considerada por una persona razonable del sexo igual que la víctima lo suficientemente grave o dominante como tener un impacto negativo en el desempeño académico del individuo o para crear un ambiente educativo intimidante, hostil, u ofensivo.

EC 48900.3—Hate Violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

CE 48900.3—Violencia por Odio

Además de las razones descritas en las Secciones 48900 y 48900.2, un alumno en cualquier de los grados 4 a 12, inclusivo, podría ser suspendido de la escuela o recomendando para la expulsión si el superintendente o el director de la escuela en la cual el alumno está matriculado determina que el alumno ha causado, o intentado a causar, amenazado a causar, o participado en un acto de, violencia por odio, como se define en la subdivisión (e) de la Sección 233.

EC 48900.4—Harassment, Threats or Intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the

pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

CE 48900.4—Acoso, Amenazas o Intimidación

Además de las razones descritas en las Secciones 48900 y 48900.2, un alumno matriculado en cualquier de los grados 4 a 12, inclusivo, podría ser suspendido de la escuela o recomendado para la expulsión si el superintendente o el director de la escuela en la cual el alumno está matriculado determina que el alumno ha tomado parte adrede en el acoso, amenazas o intimidación, dirigido hacia personal o alumnos del distrito escolar, lo que es suficientemente grave o dominante como tener el efecto razonablemente esperado de interrumpir sustancialmente el trabajo de la clase, crear desorden considerable, y usurpar los derechos o del personal escolar o de los alumnos al crear un ambiente educativo intimidante u hostil.

EC 48900.5—Limitations on Imposing Suspension

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, 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.

CE 48900.5—Limitaciones al Impuesto de la Suspensión

La suspensión, incluyendo suspensión supervisada como se describe en la Sección 48911.1, será impuesta solamente cuando otros medios de corrección fallan producir la conducta apropiada. Un distrito escolar puede documentar los otros medios de corrección usados y colocar la documentación en los archivos escolares del alumno, cuáles pueden ser accedidos en conformidad con la Sección 49069. Sin embargo, un alumno, incluyendo un individuo con necesidades excepcionales, como se define en Sección 56026, podría ser suspendido, sujeto a la Sección 1415 del Título 20 del Código de los Estados Unidos, por cualquiera de las razones enumeradas en la Sección 48900 tras la primera ofensa, si el director o superintendente de las escuelas determina que el alumno violó subdivisión (a), (b), (c), (d), o (e) de la Sección 48900 o que la presencia del alumno causa un peligro a las personas.

EC 48900.7—Terroristic Threats

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "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 or his or her immediate family.

CE 48900.7—Amenazas Terroristas

(a) *Además de las razones descritas en las Secciones 48900, 48900.2, 48900.3, y 48900.4, un alumno podría ser suspendido de la escuela o recomendado para la expulsión si el superintendente o el director de la escuela en la cual el alumno está matriculado determina que el alumno ha hecho amenazas terroristas contra los oficiales escolares o la propiedad escolar, o ambos.*

(b) *Para el propósito de esta sección, “amenaza terrorista” incluirá cualquier declaración, sea escrita o sea oral, por una persona quien amenaza tercamente cometer un crimen que resultará en muerte, daño grave corporal a otra persona, o daño a la propiedad por una cifra superior a los mil dólares (\$1,000), con la intención específica que la declaración será tomada como una amenaza, aunque no hay la intención de realizarla, la cual, en su superficie y dadas las circunstancias en cual fue hecho, sea tan inequívoco, incondicional, inmediata, y específica que comunica a la persona amenazada, una gravedad del propósito y una posibilidad inmediata del ejecución de la amenaza, y de ese modo provoca que la persona razonablemente esté atemorizada constantemente por su propia seguridad o por la seguridad de su familia más cercana, o por la protección de la propiedad del distrito escolar, o la propiedad personal de la persona amenazada o de su familia más cercana.*

EC 48915—Circumstances for Recommending Expulsion

(a) *(I)* Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(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 pupil.

(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 either of the following:

(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) 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:

(1) 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 in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed..

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

- (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the schoolsite attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That 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.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

EC 48915—Circunstancias para Recomendar la Expulsión

- (a) *(1) Excepto como proporcionado en las subdivisiones (c) y (e), el director o el superintendente de escuelas recomendará la expulsión de un alumno por cualesquiera de los siguientes actos cometidos en la escuela o en una actividad escolar fuera del plantel escolar, a menos que el director o el superintendente determina que la expulsión no debería ser recomendada bajo las circunstancias o que un medio alternativo de corrección atendería la conducta:*
- (A) *Causar herida física grave a otra persona, excepto en defensa propia.*
 - (B) *Posesión de cualquier cuchillo u otro objeto peligroso que no sirve razonablemente para nada al estudiante.*
 - (C) *Posesión ilegal de cualquier sustancia controlada descrita en el Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, excepto cualquiera de los siguientes:*
 - (i) *La primera ofensa por la posesión de no más de una onza avoirdupois de marihuana, aparte de que sea cannabis concentrado.*
 - (ii) *La posesión de medicamentos de venta libre para uso del alumno con fines médicos o medicamentos prescritos para el alumno por un médico.*
 - (D) *Robo o extorsión.*
 - (E) *Asalto o agresión, como se define en las Secciones 240 y 242 del Código Penal, contra cualquier empleado de la escuela.*
- (2) *Si el director o el superintendente de las escuelas hace una determinación como se describe en el párrafo (1), él o ella es animado a que lo haga lo más pronto posible para asegurarse de que el alumno no pierda tiempo de instrucción.*
- (b) *Al recomendación por el director, superintendente de escuelas, o por un oficial de audiencia o jurado administrativo nombrado conforme a subdivisión (d) de la Sección 48918, la mesa directiva gobernante puede ordenar la expulsión de un alumno al encontrar que el alumno cometió un acto descrita en párrafo (1) de la subdivisión (a) o en subdivisión (a), (b), (c), (d), o (e) de la Sección 48900. Una decisión para expulsar estará basada en un descubrimiento de un o ambos de lo siguiente:*
- (1) *Otros modos de corrección no son factibles o no han dado resultados repetidamente para producir la conducta apropiada.*

(2) Debido a la naturaleza de la acción, la presencia del estudiante causa un peligro irresoluto a la seguridad física del estudiante u otros.

(c) El director o superintendente de escuelas suspenderá inmediatamente, conforme a la Sección 48911, y recomendará la expulsión del alumno que él o ella determine que ha cometido cualquier de los siguientes actos en la escuela o en una actividad escolar fuera del plantel escolar:

(1) Poseer, vender, o de otra manera equipar un arma de fuego. Esta subdivisión no aplica a un acto de poseer un arma de fuego si el alumno ha obtenido permiso previo por escrito de un empleado certificado de la escuela para poseer el arma de fuego, lo cual ha sido acordado por el director o la persona designado por el director. Esta subdivisión aplica a un acto de poseer un arma de fuego solamente si posesión de una arma de fuego de imitación, tal como se define en la subdivisión (m) de la Sección 48900, no es un delito por cual la suspensión o la expulsión es obligatoria en conformidad a esta subdivisión y subdivisión (d), pero se trata de un delito por el que la suspensión o expulsión conforme a la subdivisión (e), podrá ser impuesta.

(2) Blandear un cuchillo a otra persona.

(3) Vender ilegalmente una sustancia controlada descrita en Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad.

(4) Cometer o intentar cometer un asalto sexual como se define en la subdivisión (n) de la Sección 48900 o cometer una agresión sexual como se define en la subdivisión (n) de la Sección 48900.

(5) Posesión de un explosivo.

(d) La mesa directiva gobernante ordenará la expulsión de un alumno al encontrar que el alumno cometió un acto descrita en subdivisión (c), y mandará ese alumno a un programa de estudio que cumple con las siguientes condiciones:

(1) Está preparado adecuadamente para acomodar alumnos que muestran problemas disciplinarios.

(2) No está proveído en una escuela de enseñanza intermedia, secundaria, o preparatoria, o en cualquiera escuela primaria.

(3) No está albergado en la escuela a la que asistió el alumno en el momento de suspensión.

(e) Al recomendación por el director, superintendente de escuelas, o por un oficial de audiencia o jurado administrativo nombrado conforme a subdivisión (d) de la Sección 48918, la mesa directiva gobernante puede ordenar la expulsión de un alumno al encontrar que el alumno, en la escuela o en una actividad escolar fuera del plantel escolar violó la subdivisión (f), (g), (h), (i), (j), (k), (l), o (m) de la Sección 48900, o Sección 48900.2, 48900.3, o 48900.4, y uno u otro de los siguientes::

(1) Otros modos de corrección no son factibles o no han dado resultados repetidamente para provocar conducta apropiada.

(2) Debido a la naturaleza de la acción, la presencia del estudiante causa un peligro irresoluto a la seguridad física del estudiante u otros.

(f) La mesa directiva gobernante mandará un alumno que ha sido expulsado conforme a la subdivisión (b) o (e) a un programa de estudio que cumple con todas las condiciones especificadas en subdivisión (d). A pesar de esta subdivisión, con respecto al alumno expulsado conforme a la subdivisión (e), si el superintendente de escuelas del condado certifica que un programa de estudio alternativo no está disponible en un sitio lejos de una escuela de enseñanza intermedia, secundaria, o preparatoria, o una escuela primaria, y que la única opción para el emplazamiento es en otra escuela de enseñanza intermedia, secundaria, o preparatoria, o una escuela primaria, le mandará el alumno a un programa de estudio que está proveído en una escuela de enseñanza intermedia, secundaria, o preparatoria, o una escuela primaria.

(g) Tal como se utiliza en esta sección, "cuchillo" significa cualquier puñal, daga, o otro arma con un filo inamovible, afilado para estar capacitado ante todo para apuñalar, un arma capacitado ante todo para apuñalar, un arma que tiene un filo más de 3½ pulgadas, un cuchillo plegable con un filo que traba en lugar, o una navaja con un filo sin protección.

(h) Tal como se utiliza en esta sección, el término "explosivo" significa "artefacto destructivo" como descrito en la Sección 921 del Título 18 del Código de los Estados Unidos.

