



Parent/Student Information Handbook

Farmersville Unified
School District

2025-2026

Board of Education

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 Sabrina Gomez, Clerk
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 Business Manager/CBOEdgardo Monroy
 MTSS Coordinator.....Chris Juarez
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 Director of Food ServicesErika Mendoza
 Director of Special EducationLilia Casillas
 Network ManagerChris De Leon
 Nurse Angelica Rogers
 School Psychologist..... Natalie De Leon
 School Psychologist..... Juanna Donnelly
 School Psychologist.....Priscilla Mendoza

Farmersville Unified School District
District Office
571 E. Citrus
Farmersville, CA 93223
Phone: 559-592-2010- Fax 559-592-2203

J.E. Hester School 477 E. Ash St. Phone: 559-594-5801 Fax: 559- 594-4022	Jesus Zavala, Principal Vanessa Delgadillo, Secretary Erica Mendoza, Counselor
G.L. Snowden School 301 S. Farmersville Blvd. Phone: 559-747-0781 Fax: 559-747-2709	Carlos Nevarez, Principal Jennifer Rodriguez, Secretary Leticia Perez, Counselor
Freedom School 575 E. Citrus Phone: 559-592-2662 Fax: 559- 592-4841	Dr. Cindy Monroy, Principal Danita Ramos, Assistant Principal Juanita Guerra, Secretary Cristal Villalobos, Counselor
Farmersville Jr. High School 650 N. Virginia Farmersville, CA 93223 Phone: 559-747-0764 Fax: 559-747-2704	Chris Sanchez, Principal Trista Waymire, Assistant Principal Berenise Macias, Secretary Emiliano Moran, Counselor

Farmersville High School 631 E. Walnut Farmersville, CA 93223 Phone: 559-594-4567 Fax: 559-594-5287	Dr. Jesus Gonzalez, Principal Russell Billings, Assistant Principal Teresa Gonzalez, Secretary Selene Medina, CTE Coordinator Vianna Maciel-Gomes, Counselor Maria Baez, Counselor Beatriz Sanchez, Counselor
Deep Creek Academy 281 S. Farmersville Blvd. Farmersville, CA 93223 Phone: 559-747-6205 Fax: 559-747-0591	Arturo Villareal, Principal Laura Byrd, Secretary Lorena Venegas, Counselor

PARENT/STUDENT INFORMATION

2025-2026

You are hereby notified of your rights and responsibilities as a parent/guardian of a child enrolled in the **Farmersville Unified School District. (Education Code 48980, Board Policy/Administrative Regulation 5145.6)**

DISTRICT RULES REGARDING STUDENT DISCIPLINE: Parents/guardians have a right to review school rules regarding student discipline and are encouraged to contact the school office to receive a copy. **(Education Code 35291, 48980)**

SEARCHES

District and school site officials may conduct searches of students and their belongings pursuant to District policy (BP/AR 5145.12). School officials may conduct a search when there is a reasonable suspicion. The search will uncover evidence that the student is violating the law or the rules of the school or District. Under applicable circumstances, school officials may conduct random searches of students and their belongings and other items under a student's control, including lockers and desks, as well as their vehicles parked on District properties. The District also uses a contraband dog detection program (AR 5145.12) to keep schools free of drugs. The district may also conduct random searches for weapons using metal detectors.

ASBESTOS MANAGEMENT PLAN: An updated management plan for asbestos-containing material in school buildings is available at the District Office. **(40 Code of Federal Regulations 763.93)**

REFUSAL TO HARM OR DESTROY ANIMALS: The Board recognizes that some students have a moral objection to dissecting or otherwise harming or destroying animals. California law grants these students the right to refrain from participation in instruction which involves such activities. An alternative education assignment can be substituted if the teacher believes the alternative is adequate. The alternative requires a comparable amount of time and effort but must not be more arduous than the original project. The district requires a signed note from a parent/guardian indicating their child's objections. **(Education Code 32255 et seq., 48980)**

CONFIDENTIAL MEDICAL SERVICES: School authorities may excuse any student in grades 7 to 12, inclusive, from school for the purpose of obtaining confidential medical services without the consent of the student's parent/guardian. The school may require adequate verification of medical appointments. **(Education Code 46010.1)**

ABSENCES FOR RELIGIOUS PURPOSES: The Board shall allow students to be absent for religious instruction or exercises away from school property. Such absences shall be considered excused subject to administrative regulations. The student shall attend at least the minimum school day. Upon written request by a student's parent/guardian, a student may be excused from school for up to four (4) days per month for such absences. **(Education Code 46014)**

The Board abides by all state attendance laws and uses any legal means to correct the problems of excessive absences or truancy.

A student shall be **excused** from school when the absence is **(Education Code 48205):**

1. Due to illness of student, including an absence for the benefit of the student'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. Attendance of funeral services or grieving the death of a member of the student's immediate or a person determined by the student's parent or guardian to be in such close association with the students as to be considered the student's immediate family, so long as the absence is not more than three days.
5. Seeking and assessing victim, grief or other support services related to the death of an immediate family member or a person determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, so long as such absence is not more than three days.
6. For the purpose of Jury duty
7. Due to illness or medical appointment during school hours of a child of whom the student is the custodial parent.
8. For justifiable personal reasons, including, but not limited to: court appearance; attendance at a funeral service; observance of a holiday or ceremony of his or her religion; attendance at religious retreats for no more than 1 full day per semester; or attendance at employment conference or educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence has been requested in writing by the parent or guardian and approved by the principal.
9. For the purposes of serving as a member of a precinct board for an election.
10. To spend time with immediate family members who are active-duty members of uniformed services and have been called for duty for, is on leave from, or has immediately returned from deployment. Such absences will be granted for a period to be determined at the discretion of the Superintendent.
11. To attend his/her naturalization ceremony to become a United States citizen.
12. Participation in religious exercises as per Education Code 46014.
13. For the purposes of participating in a cultural ceremony or event "Cultural" means related to the habits, practices, beliefs, and traditions of a certain group of people.

14. For the purpose of engaging in a civic or political event, provided that the student is in middle school or high school and notifies the school ahead of the absence. A student may be excused for only one school day-long absence per school year for this purpose unless the school administrator permits additional excused absences.
15. To participate in military entrance processing.

GRADES/CREDIT: No student may have his or her grade reduced or lose academic credit for any absence or absences excused pursuant to Section 48205 when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. **(Education Code 48980)**

HOME AND HOSPITAL INSTRUCTION: If a student has a temporary disability, the student may receive individual instruction if attendance at school is impossible or inadvisable. Individual instruction may be provided at home or in a hospital or other residential health facility within the 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 to which the student can be expected to return. "Temporary disability" does not include a disability that would qualify a student as a "student with exceptional needs" under Education Code 56026.

A student with a temporary disability who is in a hospital or other residential health facility, excluding a state hospital, which is located outside of the school district in which the student's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. Once the parent/guardian has notified FUSD of their student's presence in a qualifying hospital or residential health facility within FUSD's boundaries, FUSD has five working days to notify the parent guardian if individualized instruction shall be made available. If the determination is positive, individualized instruction shall commence within five working days.

Students enrolled in individual instruction in a hospital or other residential health facility for a partial week are entitled to attend school in the student's school district of residence, or to receive individual instruction provided by the school district of residence in the student's home on days in which the student is not receiving individual instruction in a hospital or other residential health facility if the student is well enough to do so.

When a student receiving individual instruction is well enough to return to school, the student must be allowed to return to the school that the student attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated. Absences from the student's regular school program due to the student's temporary disability are excused until the student can return to the regular school program. **(Education Code 48206.3, 48207, 48207.3, 48208, 48980)**

IMMUNIZATION: Students must be immunized against certain diseases before being admitted to school, unless exempted for medical reasons. Students who had a signed waiver based on religious or personal beliefs on file before January 1, 2016, are exempt from the immunization requirement until they complete the "grade span" they were in as of January 1, 2016. Grade spans are: (1) birth through preschool, (2) Kindergarten through 6th grade, and (3) 7th through 12th grade. Students entering the district for the first time or advancing to 7th grade after January 1, 2016, are no longer exempt from immunizations based on their religious or personal beliefs. The district must exclude from school any student who does not supply evidence of inoculation (for any of the diseases listed in Health & Safety Code section 120335) and will notify the parent/guardian that he/she has two weeks to supply evidence that the student is immunized.

Students who have a medical exemption issued before December 31, 2020, will be allowed continued enrollment until they enroll in the next grade span. As of January 1, 2021, the district will only accept medical exemptions that are submitted on the California Department of Public Health's standardized, statewide medical exemption certification form. **(Education Code 48216, 48980; Health and Safety Code 120335, 120370, 120372)**

Cancer Prevention Act/Human Papillomavirus Immunization (Ed. Code § 48980.4; H. & S. Code § 120336)

HPV, or human papillomavirus, is a common virus that can cause cancers later in life. California law requires that students be advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full HPV immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Per the CDC, children ages 11-12 years should get two doses of HPV vaccine, given 6 to 12 months apart. HPV vaccines can be given starting at age 9. Children who get the first dose before their 15th birthday only need two doses. Teens who get the first dose on or after their 15th birthday need three doses. The HPV vaccine series is most effective when given before a person is exposed to the virus. More information may be found on the CDC's webpage: <https://www.cdc.gov/hpv/parents/vaccine-for-hpv.html>. 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.

COOPERATION IN CONTROL OF COMMUNICABLE DISEASE & IMMUNIZATION OF STUDENTS: The District cooperates with the local health officer in the control and prevention of communicable disease in school-age children. The Board may authorize any person licensed as a physician and surgeon, or a health care practitioner (including a physician assistant, registered nurse, licensed vocational nurse, or nursing student who is acting under the supervision of a registered nurse as provided by law) who is acting under direction of a supervising physician and surgeon to administer an immunizing agent to any student, provided that written consent of the student's parent or guardian has been obtained prior to administration of such immunizing agent. **(Education Code 49403)**

INSURANCE: A group student accident insurance plan is made available on a voluntary basis to every student registered in the district. Information/ applications are in this packet. **(Education Code 49472)**

ATHLETIC TEAM INSURANCE: 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 students 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 by calling 1-800-300-1506. Please see the information/applications in this packet for additional information. **(Education Code 32221.5)**

MEDICAL & HOSPITAL SERVICES NOT PROVIDED OR AVAILABLE: The District does not provide or make available medical and hospital services for students of the district who are injured while participating in athletic activities. **(Education Code 49471)**

MENTAL HEALTH SERVICES FOR STUDENTS:

The Farmersville Unified School District Counseling and behavioral services are available for Preschool through grade 12 students. The Counseling Program is to promote and enhance student achievement in the areas of academic, career, and personal/social emotional development. Counselors provide the following services to students:

- Academic Planning and College Preparation Counseling
- College Applications, Financial Aid, and Scholarship Search
- High School, College, and Career Assessments
- Personal/Social/Emotional or Relationship Counseling
- Classroom Presentations
- Academic Monitoring
- Parental Involvement in College and Career Planning
- Responsive Services

For personal/social emotional counseling, a referral needs to be completed by parent, teacher, school staff member, or the student can self-refer. If it is a crisis, students do not need referrals; a counseling team member will address the crisis with the student and implement responsive services as appropriate. At any time, parents or students can decline counseling services. Counseling services are optional.

Responsive services consist of activities designed to meet students' immediate/emergency needs and concerns. Responsive services will be designed to help students resolve academic, career, and personal/social issues and will be delivered through the following means:

- *Counseling:* Counseling will be provided in person, by phone, by email and scheduled phone/video conference calls per request of students and/or parents and/or staff. Counseling will be goal-focused and short-term in nature. A referral will be made to the appropriate community agency for long-term counseling if needed.
- *Crisis Response:* Counseling staff will provide support and assistance to students as they navigate critical and emergency situations via in person, by phone call, by email and phone/video conference meetings. When we are unable to meet with students in person, if the safety of a student is at risk, immediate contact with parent(s)/guardian(s) will be made, unless abuse or neglect is suspected; in which case staff will follow mandating reporting laws, district, and school policy. If we cannot reach the student or parent by phone or email, staff will contact local law enforcement to request a wellness check. If a student needs immediate assistance and their immediate safety is in question, please contact the following agencies as appropriate:

Crisis Response Agency List	
Farmersville Police Department	559-747-0321
Sequoia Youth Services (SYS) Farmersville Office from 8:00 am - 5:00 om	559-594-4969
Tulare County Warm Line 24/7 After 5:00 pm on weekdays and all weekends	Crisis: 559-730-9922 Non-Crisis: 877-306-2413
Trevor Lifeline LGBTQ+	866-488-7386
The Trevor Project	Thetrevorproject.org - call text or chat
National Suicide Prevention Lifeline	1-800-273-TALK (8255)
24/7 text "HOME"	to 741741
California Statewide Crisis Line	800-820-1616

- *Suicide prevention, intervention and postvention:* Protecting the physical health, mental health and overall well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy (BP 5141.52) which will help to protect all students through the following steps:
 1. Students will learn about recognizing and responding to warning signs of suicide in friends (talking about wanting to die or suicide, looking for ways to kill themselves, like searching online or buying a gun, feeling hopeless, desperate or trapped,

giving away possessions, putting affairs in order, reckless behavior, uncontrolled anger, increased drug or alcohol use, withdrawal, anxiety or agitation, changes in sleep patterns, sudden change in mood, or no sense of purpose), using coping skills (second step program or school connect program), using support systems, and seeking help for themselves and friends. This will occur in all health classes.

2. Each school will designate a suicide prevention coordinator (typically the school counselor) to serve as a point of contact for students in crisis and to refer students to appropriate resources. Staff and parents are encouraged to contact the suicide prevention coordinator when they notice signs of a student considering suicide.
3. When a student is identified as being at risk, they will be assessed to a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
5. Students should also know that because of the life-or-death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
6. Students will have access to local resources by contacting Sequoia Youth Services (SYS) at 559-594-4969 from 8:00 am to 5:00 pm or call 1-800-320-1616 from 5:00 pm to 8:00 am. Students and parents also have access to other local, regional, and national resources which they can contact *for additional support. Please see the crisis response agencies list in the crisis response section above.*
7. For a more detailed review of policy changes, please see the district's full suicide prevention policy.

SPECIAL EDUCATION: Students with exceptional needs have a right to a free appropriate public education in the least restrictive environment. The district is obligated to identify, locate, and assess all children with disabilities who need regular or special education and related aids and services. Parents should inform school officials if they have reason to believe their child has a disability requiring special services or accommodations. For information concerning student eligibility, assessment, the provision of special education and related services, parental rights and procedural safeguards, or other related matters, please contact the District's Special Education Department at 592-2010.

Nondiscrimination (Ed. Code § 200, 220, 234.1, 48985; 20 U.S.C. §§ 1681-1688, 6311-6312; 29 U.S.C. § 794; 42 U.S.C. §§ 2000d-d7, 12101-12213; 28 C.F.R. § 35.106; 34 C.F.R. §§ 104.8, 106.8, 106.9)

State and/or federal law prohibit discrimination in the basis of race, color, national origin, or sex in federally financed education programs or activities. District programs and activities shall be free from discrimination, including harassment, intimidation, and bullying, based on any of the following actual or perceived characteristics:

Harassment, intimidation, or bullying based upon a person's association with a person or group with one or more of these actual or perceived characteristics is also prohibited. The district's policy of nondiscrimination applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the district, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the District. Any questions or concerns about noncompliance can be directed to: Superintendent,
571 E. Citrus, Farmersville, CA 93223
559-592-2010

Changes in the law resulting from AB 1078 likely also require an update to the district's Nondiscrimination board policy and/or administrative regulation, which may be BP/AR 410 and/or 5145.3.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against qualified individuals with disabilities in federally financed education programs or activities. The district does not discriminate in admission or access to its programs or activities. In the event of a complaint regarding discrimination based upon an actual or perceived mental or physical disability, please contact Eduardo Ochoa, State-Federal Programs & Special Projects Coordinator, 571 E. Citrus, Farmersville, CA (559) 592-2010 ext. 1124. District programs and facilities shall follow ADA. **(Section 504 Rehabilitation Act)**

Elementary and secondary (high) schools shall conduct classes and courses, including nonacademic and elective classes and courses, without regard to the sex of the student enrolled in these classes and courses. A school district may not prohibit a student from enrolling and may not require a student of one sex to enroll in any class or course based on the sex of the student. A school counselor, teacher, instructor, administrator, or aide may not, based on the sex of a student, offer vocational or school program guidance to a student of one sex that is different from that offered to a student of the opposite sex or, in counseling a student, differentiate career, vocational, or higher education opportunities on the basis of the sex of the student counseled. Any school personnel acting in a career counseling or course selection capacity to a student shall affirmatively explore with the student the possibility of careers, or courses leading to careers, which are nontraditional for that student's sex. Participation in a particular physical education activity or sport, if required of students of one sex, shall be available to students of each sex. A student shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the student's records. **(Education Code 221.5)**

ADMINISTRATION OF PRESCRIBED MEDICATION: Any student who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon or ordered for him or her by a physician assistant may be assisted by the school nurse or other designated school personnel if the district receives the following: (1) a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken; and (2) a written

statement from the parent, foster parent, or guardian of the student indicating the desire that the school district assist the student in the matters set forth in the statement of the physician and surgeon or physician assistant. These written statements must be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. **(Education Code 49423)**

Any student who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon or ordered for him or her by a physician assistant may carry and self-administer prescription auto-injectable epinephrine if the District receives the following: (1) a written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine, and (2) parent written consent to the self-administration, a release for the school nurse or other designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and an agreement to release the school district and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. These written statements must be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. Students may be subject to disciplinary action pursuant to Education Code 48900 for using auto-injectable epinephrine in a manner other than as prescribed. **(Education Code 49423)**

Parents of any student on continuing medication for a non-episodic condition must inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With parent consent, the school nurse may communicate with the student's physician and may counsel school personnel regarding the possible effects of the drug, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. **(Education Code 49480)**

ADMINISTRATION OF ANTISEIZURE MEDICATION: Parents of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed an emergency anti-seizure medication may request that their student's school have one or more of its employees receive voluntary training in the administration of the medication if the student suffers a seizure when a school nurse is not available. Upon receipt of the parent's request, the district must notify the parent that their child may qualify for an individualized education program or Section 504 plan. Before an emergency anti-seizure medication or therapy treatment may be administered, the parent must provide a seizure action plan to the district. **(Education Code 49468.2, 49468.3)**

INHALED ASTHMA MEDICATION: Parents/foster parents/guardians may provide a written statement to the district requesting assistance with the administration of inhaled asthma medication from the school nurse or other designated school personnel or allowing their children to carry and self-administer inhaled asthma medication. In order for a student to be assisted with the administration of inhaled asthma medication, the following is required: (1) a written statement from the physician or surgeon detailing the medication name, method, amount, and time schedules by which the medication is to be taken; and (2) a written statement from the parent, foster parent or guardian requesting that the school district assist the student in the administration of medication set forth in the physician or surgeon's written statement.

In order for a student to be able to carry and self-administer prescription inhaled asthma medication, the following is required: (1) a physician or surgeon's written statement confirming that the child is able to self-administer the medication and detailing the name of the medication, the method, amount and time schedules for administration; and (2) the parent, foster-parent or guardian's written consent to the self-administration, a release for the school nurse or other designated school personnel allowing them to consult with the student's health care provider and an agreement to release the district and school personnel from civil liability in the event of an adverse reaction to the medication.

These written statements must be provided to the school at least annually or more frequently if the medication, dosage, frequency of, or reason for, the administration changes. Students may be subject to disciplinary action pursuant to Education Code 48900 for using inhaled asthma medication in a non-prescribed manner. **(Education 49423.1)**

ORAL HEALTH ASSESSMENT: Parents of students in their first year in public school, whether it is kindergarten or first grade, must present proof of having received an oral health assessment by a licensed dentist or other licensed or registered dental health professional. The assessment must be performed no earlier than 12 months prior to initial enrollment. If a dental check-up cannot be obtained, parents may be excused from this requirement by filling out a form stating that the oral health assessment could not be completed because of one or more of the following reasons: (1) completion of an assessment poses an undue financial burden on the parent/guardian; (2) lack of access by the parent/guardian to a licensed dentist or other licensed or registered dental health professional; or (3) the parent/guardian does not consent to an assessment. **(Education Code 49452.8)**

Primary teeth, also known as milk or baby teeth, play a vital role in children for eating, speaking, and smiling. They also hold space in the jaws for permanent teeth which are growing under the gums. Problems with primary teeth often cause pain and swelling which can cause distress to the child and lead to the inability to chew or speak properly. Oral health is an asset to a child's overall health and to learning. Oral health includes not only the teeth and gums, but also the hard and soft palate, the mucosal lining of the mouth and throat, the tongue, the lips, the salivary glands, the chewing muscles, and the jaw. By children receiving an early thorough oral examination, it can detect the early signs of nutritional deficiencies as well as several systemic diseases.

The district adheres to the same privacy requirements as the California Department of Education. For more information click on the link, www.cde.ca.gov/ds/ed/dataprivacy.asp. For additional support in accessing a dentist, call the toll-free telephone number to obtain eligibility requirements and request an application:

Healthy Families: (800) 880-5305

Medi-Cal: (800) 300-1506

KINDERGARTEN HEALTH SCREENING EXAM: State law requires that for each child enrolling in the first grade, the parent/guardian must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. If a child does not take this exam, his/her parent/guardian must file a waiver with the district stating the reasons he/she is unable to obtain such services. Free health screening is available through the local health department. Failure to comply with this requirement or sign a waiver may result in up to 5 days of exclusion from first grade. **(Health & Safety Code 124085, 124100, 124105)**

A parent or guardian may annually file a statement with the principal withholding consent to any physical examination of his/her child. The child shall be exempt but shall be subject to exclusion due to a suspected contagious or infectious disease. **(Education Code 49451)**

PHYSICAL EXAMINATION EXEMPTIONS: Parents may exempt their student from physical examinations at school by annually filing a written statement with the school principal refusing such an exam. However, when there is a good reason to believe that a student exempted from physical examination is suffering from a recognized contagious or infectious disease, he or she will be sent home and will not be permitted to return to school until school authorities are satisfied that any contagious or infectious disease does not exist. **(Education Code 49451)**

STUDENT DAMAGE/INJURY: The parent or guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any student, school district or private school employee or school volunteer. The parent or guardian is also liable for damages to real or personal property belonging to the school district or private school, or personal property belonging to a school employee, resulting from the willful misconduct of the minor. Parents' or guardian's liability may be as much as \$20,900 in damages and another maximum of \$20,900 for payment of a reward, if any, paid pursuant to Government Code 53069.5. Failure of a minor student to return property, or to properly pay for damages after being given due process, may result in grades, diploma, or transcripts being held until property is paid. Voluntary work shall be provided in lieu of payment if parents are unable to pay. **(Education Code 48904)**

CHILD ABUSE PREVENTION: Parents have the right to refuse to allow their children to participate in a child abuse primary prevention program. **(W. & I. C. 18976.5)**

ATTENDANCE OPTIONS: California law requires all school boards to inform parents of all existing statutory attendance options and local attendance options available in the district.

Inter-District Transfers. The Board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons. The Superintendent or designee may approve interdistrict attendance agreements with other districts on a case-by-case basis to meet individual student needs. The Superintendent or designee may deny applications for interdistrict transfers because of overcrowding within district schools or limited district resources. Every interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be revoked. The Superintendent or designee shall notify parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. No district is required to provide transportation to a student who transfers into the district.

Open Enrollment Act. Whenever a student is attending a District school on the Open Enrollment Act List, as identified by the Superintendent of Public Instruction, he or she may apply to transfer to another school within or outside of the district, if the school to which he or she is transferring has a higher Academic Performance Index. Districts with a school on the Open Enrollment List must notify the parents at that school on or before the first day of the school year of their option to transfer to another public school. Information regarding the application process and applicable deadlines can be obtained from the district office.

RESIDENCY REQUIREMENTS: The District desires to admit all students who reside within District boundaries or who fulfill the district residency requirements through other means as slowed by law. A student shall be deemed to have complied with the district's residency requirements if any of the following are met:

Residency. The student's parent or legal guardian resides within the district's boundaries.

Licensed Children's Institution, Foster Home, or Family Home. The student is placed within the district's boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to court order.

Foster Children. The student is a foster child who remains in his or her school of origin. When a student's foster student status is terminated by the juvenile court during the school year, former foster students in grades K through eighth must be allowed to finish the school year in his or her school of origin. Former foster students in grades ninth through twelfth must be allowed to continue attending their schools of origin through graduation.

Interdistrict Attendance. The student has been admitted through an interdistrict attendance option, such as an interdistrict attendance agreement, or Open Enrollment Act transfer.

Emancipated Minor. The student resides within the district's boundaries and whose parent or legal guardian has been relieved of responsibility, control, and authority through emancipation.

Caregiving Adult. The student lives with a caregiving adult within the district's boundaries and the caregiving adult submits an affidavit to that effect.

State Hospital. The student resides in a state hospital located within the district's boundaries.

Parent's Employment and Living at Place of Employment. The student's parent or legal guardian resides outside of the district's boundaries but is employed within the district's boundaries and lives with the student at the place of employment for a minimum of three days during the school week.

Students of Detained or Deported Parents. The student's parent has departed California against his or her will, and the student can provide official documentation evidencing the departure; and the student moved outside of California because of his or her parent leaving the state against his or her will, and the student lived in California immediately before moving outside the state. The student must provide evidence of enrollment in a California public school immediately before moving outside the state. Deported parents may designate another adult to attend school meetings and to serve as an emergency contact. No charges or fees of any kind may be required for admission or attendance in these circumstances. This law applies to parents who were: (1) in the custody of a government agency and were transferred to another state; (2) subject to a lawful removal order and who were removed or were permitted to leave California voluntarily before being removed; and (3) subject to any additional circumstances consistent with these purposes, as determined by the district.

Parent Employment. The district may deem a student to have met residency requirements for school attendance if at least one parent or legal guardian of the student is physically employed within the boundaries of that district for a minimum of 10 hours during the school week, subject to the right of the district of residence or the district of employment to prohibit the transfer on various grounds provided for in Education Code 48204(b)(2)-(6). The district is not required to admit the student to its school based on the employment of the parent, but it may not refuse to admit the student based on race, ethnicity, sex, parental income, scholastic achievement, or any other arbitrary consideration. Once a student has been deemed to have residency and is enrolled in the District on this basis, the student does not have to reapply in the next school year to attend a school within the District, and the Board shall allow the student to attend school through the 12th grade in the District if the parent so chooses and if at least one parent continues to be physically employed in the District. **(Education Code 48204(b))**

RESIDENCY RETENTION AND MATRICULATION FOR STUDENTS IN ACTIVE MILITARY FAMILIES: A student living in the household of an active-duty military service member must be allowed to continue attending the student's school of origin for the remainder of the school year if the family moves. A student from an active-duty military family who is transitioning between school grade levels must be allowed to continue in the school district of origin and in the same attendance area of his/her school of origin. If the student is transitioning to middle school or high school, and the school designated for matriculation is in another school district, the local educational agency must allow the student to continue to the school designated for matriculation in that school district. The new school must immediately enroll the student, even if the child has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended, or if the student is unable to produce clothing or records normally required for enrollment. If the parent or legal guardian's military service ends during the school year, then the student is allowed to stay in his or her school of origin for the remainder of the school year if he or she is in grades 1-8, or through graduation if the student is in high school. **(Education Code 48204.6)**

RESIDENCY RETENTION AND MATRICULATION FOR MIGRATORY CHILDREN: A currently migratory child is a child who has moved from one school district to another in order that the child, parent, or immediate family member might secure temporary or seasonal employment in an agricultural or fishing activity. A currently migratory child must be allowed to continue attending the student's school of origin, regardless of any change of resident during that school year, for the duration of the student's status as a currently migratory child. A currently migratory child who is transitioning between school grade levels must be allowed to continue in the school district of origin and in the same attendance area of his/her school of origin. If the student is transitioning to middle school or high school, and the school designated for matriculation is in another school district, the local educational agency must allow the student to continue to the school designated for matriculation in that school district. The new school must immediately enroll the student, even if the child has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended, or if the student is unable to produce clothing or records normally required for enrollment. If the student's status as a currently migratory child ends during the school year, then the student is allowed to stay in his or her school of origin for the remainder of the school year if he or she is in grades 1-8, or through graduation if the student is in high school. **(Education Code 48204.7)**

IMMIGRATION ENFORCEMENT: All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the resources developed by the California Attorney General at <https://www.oag.ca.gov/immigrant/rights>. **(Education Code 234.7)**

TRANSFER OF VICTIMS OF BULLYING: School districts must approve the request of a bullying victim, as defined, to transfer to another school within the district. If the requested school is at capacity, the school district must accept a request for an alternate site. If the school district of residence has only one school available, the school district of residence must honor the student's interdistrict transfer request if the school district of proposed enrollment approves the transfer. **(Education Code 46600)**

SEXUAL HARASSMENT:

The Board:

1. Prohibits sexual harassment of any student by anyone.
2. Expects students and staff to immediately report potential incidents of sexual harassment to a site administrator or to another District administrator.
3. Each site administrator has the responsibility of maintaining an educational and work environment free of sexual harassment.

4. Each sexual harassment complaint shall be promptly investigated in a way designed to respect the privacy of all parties concerned. This responsibility includes discussing this policy with his/her students and employees and assuring them that they NEED NOT endure sexually insulting, degrading, or exploitative treatment or any other form of sexual harassment.

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone from, or in, the work or educational setting under any of the following conditions:

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

Examples of Sexual Harassment: Sexual harassment may occur as a pattern of degrading sexual speech or action ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Such conduct may constitute sexual harassment. Forms of sexual harassment include, but are not limited to the following:

1. Verbal Harassment - Derogatory comments, jokes, or slurs; graphic verbal abuse of a sexual nature; comments about an individual's body/dress, sexual orientations or sexual conduct; sexually degrading words used to demean, label, or describe an individual; or spreading sexual rumors.
2. Physical Harassment - Unnecessary or offensive touching or impeding or blocking movement.
3. Visual Harassment - Derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures; suggestive or obscene letters, notes, or invitations; the display in the educational environment of sexually suggestive objects or pictures.
4. Sexual Favors - Unwelcome sexual advances, requests for sexual favors, unwelcome sexual flirtations, or propositions.
5. Retaliation - The District prohibits retaliatory behavior against any complainant because of a negative response to sexual advances or the making of an informal or formal complaint alleging sexual harassment.

Consequences of Sexual Harassment: Any student who engages in sexual harassment is subject to disciplinary action according to Student Conduct Codes K-6 and 7-12 and Board Policies 5144.1, 5145.7 and 5131, and in accordance with the Education Code. Employees are subject to disciplinary action according to Board policies and in accordance with the Education Code.)

Grievance (Complaint) Procedures:

1. Any student who feels that he/she is being sexually harassed should immediately contact a school site or District administrator.
2. Staff members who receive complaints of sexual harassment from students should refer such complaints to the site or other District administrator.
3. Student complaints shall be submitted in written form in accordance with Board Policy 5145.7 and Board Policy 1312.3. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints must be filed within six months from the date when the alleged unlawful discrimination occurred, or from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying that is based on sex. The time for filing may be extended up to 90 days by the Superintendent or the Superintendent's designee, for good cause, upon written request by the complainant setting forth the reasons for the request for an extension of time to file a written complaint.
4. All complaints shall be appropriately addressed in a timely manner. Any investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the compliance officer, or designee, with any evidence, or information leading to evidence, to support the allegations in the complaint.
5. The district shall issue a written decision based on the evidence within 60 calendar days from receipt of the written complaint by the district unless an extension is appropriately obtained.
6. Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the California Department of Education within 15 calendar days of receiving the district's decision.
7. Complaints made by or on behalf of students may also be filed with the U.S. Department of Education, Office of Civil Rights within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by the Office of Civil Rights for good cause shown under certain circumstances.
8. If the site or District administrator is notified that an allegation of sexual harassment was not addressed to the complainant's satisfaction, that administrator should provide the student and/or the student's parent guardian with a copy of the district's sexual harassment policy and grievance (complaint) procedures.
9. Nothing in the District's grievance (complaint) procedures shall affect the right of the complainant to pursue the matter with any state or federal enforcement agency.
10. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Location of Reporting Procedures: Any student wishing to report alleged discrimination, harassment, intimidation, or bullying based on sex (including sexual harassment) may contact the principal, the vice-principal, a counselor, a teacher, or any District staff member for information on specific rules and regulations for reporting charges of sexual harassment and for pursuing available remedies. For complaints regarding discrimination based on sex, contact the Title IX Coordinator, Eduardo Ochoa, State-Federal Programs & Special Projects Coordinator, 571 E. Citrus, Farmersville, CA (559) 592-2010 ext. 1124.

Student Rights Pursuant to Education Code 221.8: Under the Sex Equity in Education Act, the following list of rights, which are based on the relevant provisions of the federal regulations implementing Title IX, may be used by the Department of Education for purposes of Education Code 221.6:

1. You have the right to fair and equitable treatment, and you shall not be discriminated against based on your sex.
2. You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
4. You have the right to apply for athletic scholarships.
5. You have the right to receive equitable treatment and benefits in the provision of all the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity.
6. You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
7. You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
8. You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment based on your sex.
9. You have the right to pursue civil remedies if you have been discriminated against.
10. You have the right to be protected against retaliation if you file a discrimination complaint.

Student Rights under Title IX: Pursuant to Title IX and specifically 34 CFR. 106.8(b), the district does not discriminate based on sex in the education program or activity that it operates. Title IX provides that no person shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives federal financial assistance. Relevant here, Title IX requires school districts to take immediate and appropriate action to address potential Title IX violations, including any claims of sex discrimination or sexual harassment, that are made known to any school employee.

SEX OFFENDER NOTIFICATION: Law enforcement is the agency best able to assess the relative danger of the sex offender. Parents/guardians can contact law enforcement for additional information and to view the information on the Megan's Law Internet website at <https://www.meganslaw.ca.gov> (**Board Policy 3515.5**)

ALTERNATIVE SCHOOLS: California law authorizes all school districts to provide alternative schools. Education Code 58501 defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

1. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
2. Recognize that the best learning takes place when the student learns because of his desire to learn.
3. Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
4. Maximize the opportunity for the students, teachers, and parents to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
5. 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.

District alternate school: Deep Creek Academy (DCA).

Any parent or student interested in further information concerning alternative schools should contact a district administrator.

SCHEDULE OF MINIMUM AND STAFF DEVELOPMENT DAYS

- * Day before Thanksgiving holiday
- * Day before Winter recess
- * Day before Spring break
- * Last day of school
- * Late start and teacher in-service days are listed on the instructional calendar.

ANNUAL NOTIFICATION TO PARENTS CONCERNING THE RELEASE OF STUDENT INFORMATION: The district is participating with the California School Information Services (CSIS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to districts and/or public postsecondary institutions to which the student is transferring or applying for admission. All data maintained by the CSIS Program follow federal and state privacy and confidentiality requirements. Student information is encoded such that no personally identifiable information is retained by CSIS.

The benefits of participation to the student and parent are that student records can be transferred much more promptly, and that information about student assessment and academic placement will be available at the time of transfer. Schools and districts will benefit from the streamlining and reduction of required state reporting.

Parents have the right to inspect student information maintained by the CSIS program. Contact the Chief Academic Officer 592-2010 to initiate this procedure.

PROSPECTUS OF SCHOOL CURRICULUM: The curriculum, including titles, descriptions, and instructional aims of every course offered is available at the school site for review upon request. Copies are available for a reasonable fee not to exceed the actual copying cost. (Education Code 49091.14)

PROMOTION & RETENTION POLICY: Parents will be notified as early in the school year as practicable, when a student is identified as being at risk of retention. (Education Code 48070.5)

PARENT ENGAGEMENT/INVOLVEMENT POLICY: To meet the requirements regarding parental and family engagement, the district will:

1. Involve parents in the joint development of the LEA plan and the process of school review and improvement by:
 - a) Including parents on the School Site Council (SSC), ELAC, DELAC, and Migrant Program to review the policy.
 - b) Convening an annual meeting to inform parents of the school's participation under Title I, requirements, programs, and their right to be involved.
 - c) Recording observations and comments in the minutes and annual school meetings.
 - d) Providing opportunity for parents to review the federal regulations by making them available at the annual meetings at the school.
2. Provide coordination, technical assistance, and support to schools for effective parent involvement by:
 - a) Providing Community Liaisons, employees who will provide coordination, technical assistance, and support to schools for effective parental involvement.
 - b) Providing a Parent/Family Literacy program which strongly supports the Title I program through collaboration with the district office staff, PTO, School Councils, ELAC, DELAC, Migrant Program, and LCAP goals.
 - c) Providing on-going in-service for all Community Liaisons on programs and means of effectively involving parents.
3. Build the school's parents' capacity for strong parental involvement by:
 - a) Working directly with families, teachers, administrators, and support staff in helping students reach the goals as established by the district.
 - b) Encouraging volunteering, School Site Council, ELAC, DELAC, and Migrant Program meetings, and parent workshop attendance, and participation in surveys.
 - c) Providing opportunity for program planning from teachers and principals through meetings and/or questionnaires.
 - d) Using findings from needs' assessment to assist schools in planning for parent involvement.
 - e) Conducting a needs' assessment to determine services needed by parents to facilitate involvement.
4. Coordinate and integrate parent involvement under this program with parent involvement under other programs as determined by the schools using Community Liaisons in helping families in need of services provided by the district and/or other county and state agencies.
5. Conduct, with the involvement of parents, an annual evaluation of the content effectiveness of the parental involvement policy to determine:
 - a) the effectiveness as to increasing parent participation; and
 - b) barriers to participation as noted in section 1118 of the law by using parent surveys and parental attendance at meetings and workshops to determine effectiveness and barriers to parent participation. Use parent survey and School Site Council review of parental involvement to determine how to increase the involvement. Involve parents in the activities of the school served under this part by conducting annual Title I meetings, conducting Family Events, conducting Parent/Teacher Conferences that address test results, the district annual report and the school report card, parenting classes, keeping records such as minutes of SSC, ELAC, DELAC and Migrant Program meetings and responses from parents on surveys, and providing feedback to parents on findings at the annual meetings and/or by notices sent home.
6. Use such finding to design strategies for school improvement and revise, if necessary, the LEA and school parental involvement policies by:
 - a) Meeting with schools to share information and make revisions, as necessary.
 - b) Providing feedback to parents on findings at the annual meetings and/or notifications.
 - c) Analyzing information, suggestions, etc. from parents to determine if revisions are necessary.

STUDENT RECORDS POLICY: The district maintains mandatory permanent (kept indefinitely) and interim (may be destroyed after a stipulated length of time) student records. Mandatory permanent student records include the student's legal name; date of birth; method of verification of birth date; sex of student; name and address of parent of minor student; entering and leaving date of each school year and for any summer session or other extra session; subjects taken during each year, half-year, summer session, or quarter; if marks or credit are given, the mark or

number of credits toward graduation allows for work taken; verification of or exemption from required immunizations; and date of high school graduation or equivalent. Mandatory interim student records include expulsion orders and the causes therefor; a log identifying those persons or agencies who request or receive information from the student record; health information, including verification or waiver of the health screening for school entry; information on participation in special education programs including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge; language training records; progress slips and/or notices; parental restrictions/stipulations regarding access to directory information; parent or adult student rejoinders to challenged records and to disciplinary action; parental authorizations or prohibitions of student participation in specific programs; results of standardized tests administered within the preceding three years; and written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study. In addition, permitted student records (may be destroyed when no longer useful) are kept. Permitted student records include objective counselor and/or teacher ratings, standardized test results older than three years, routine disciplinary data, verified reports of relevant behavioral patterns, all disciplinary notices, and supplementary attendance records. Each site principal is responsible for maintaining all student records. Qualified certificated personnel are available to interpret records if requested.

Student records are maintained at each school site attended by the student. An access log or record of who has requested or received information from a student's records is kept at the same location as the records. The Education Code and the District's Administrative Regulation 5125 set forth the criteria under which school officials and employees may access, change, or delete information in a student's records.

The district may share student records with school officials and employees who have a legitimate educational interest. "School officials and employees" are officials or employees whose duties and responsibilities to the district, whether routine or because of special circumstances, require that they have access to student records. "Legitimate educational interest" is an interest held by any school officials, employee, contractor, or consultant whose duties, responsibilities, or contractual obligations to the district, whether routine or because of special circumstances, require his/her to have access to student records. **(Education Code 49063, 49069)**

PARENT ACCESS TO RECORDS: Parents of currently enrolled or former students have an absolute right of access to all student records related to their children that are maintained by the district. Parents have the right to inspect and review their children's student records during regular school hours within five business days of a request. The district may charge parents a reasonable fee not to exceed the actual copying cost for reproducing copies of student records.

Parents may challenge the content of a student record if there is an inaccuracy, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, a comment not based on the personal observation of a named person with the time and place of the observation noted, or if the student record includes misleading information or violates the student's privacy or other rights. The Superintendent or designee will meet with the parent and the certificated employee who recorded the information in question, if any, and presently employed by the district, within 30 days. The Superintendent will determine whether to sustain or deny the allegations. If the challenge is sustained, the changes will be made. If the challenge is denied, the parent may appeal the decision in writing to the district's governing board within 30 days of the refusal. The district's governing board will determine whether to sustain or deny the allegations within 30 days of receipt of an appeal. The decision of the district's governing board is final. The Superintendent and the Board cannot order a student's grade to be changed unless the teacher who determined the grade is given an opportunity to state the reasons for which the grade was given and is included in all discussions relating to changing the grade. **(Education Code 49063, 49065, 49069, 49070, 56504; 34 CFR 99.7)**

The district will forward student records, including transcripts, immunization records, and, when applicable, suspension notices, expulsion records, and individualized education programs, to other school districts that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. **(Education Code 49068; 34 CFR 99.7, 99.34)**

Parents have right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of the General Education Provisions Act or FERPA. The name and address of the office that administers FERPA are:

Student Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

RELEASE OF DIRECTORY INFORMATION: The Family Educational Rights and Privacy Act (FERPA), a federal law, and the Education Code requires that the district, with certain exceptions, obtain a parent/guardian's written consent prior to the disclosure of personally identifiable information from his/her child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless the parent/guardian has advised the district to the contrary in accordance with district procedures, including this notice.

Directory information is information about a student that would not be considered harmful or an invasion of privacy if disclosed. Directory information is defined in Administrative Regulation 5125.1 and may include: name, address, telephone number, email address, date of birth, major field of study, participation record in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended. The primary purpose of directory information is to allow the district to include this type of information in certain school and/or district publication, which may include, but are not limited to a playbill, showing your child's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; or sports activity sheets, such as for wrestling, showing weight and height of team members. Directory information may also be disclosed to

outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires that districts receiving assistance under Every Student Succeeds Act of 2015 provide military recruiters, media, locally elected officials, and institutions of higher learning, upon request, with student's names, addresses, and telephone listings, unless parents/guardians have advised the district in writing that they do not want their child's information disclosed without prior written consent.

The Superintendent or designee may release student directory information to representatives of public or private schools or colleges, branches of the military, offices of public officials for purposes of certificates of awards of recognition and/or news mediation in accordance with Board policy and administrative regulation. **(Education Code 49073)**

This release is optional. If a parent/guardian does not want the district to disclose directory information from his/her child's education records without prior written consent, the parent/guardian must notify the district by returning a completed opt-out form by August 30th. The district also may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number (PIN), password, or another factor that only the authorized user knows. A child's social security number will not be used for this purpose. Directory information does not include a child's citizenship status, immigration status, place of birth, or any other information indicating national origin. The district will not disclose such information without a parent/guardian's consent or a court order.

HEALTHY SCHOOLS ACT: All schools are required to provide parents or guardians of students with annual written notification of expected pesticide use on schools' sites. Information regarding pesticides may be obtained at the website for the California Department of Pesticide Regulation at <http://www.cdpr.ca.gov>. We intend to use the following pesticides in your school this year:

Name of Pesticide	Active Ingredient(s)
Demand CS	Lambda -Cyhalotchin CA Regulation# CAS-91465-08-6 Pest Management Gopher-Squirrel Control Gopher Bait Type: EAS #36029-5005-AA Macabee Traps: EPA #Exempt Phostoxin Aluminum Phosphide: EPA #40285-1 and 40285-3 Tempo WO – EPA #3125-380 Demand CS – EPA #10182-361 Catalyst – EPA #2724-450 Demon WP – EPA #2724-450 Round-Up – PRO Hearilide

Parents or guardians may request prior notification of individual pesticide applications at the school site. You can be notified at least 72 hours before pesticides are applied by writing to: Tony Melendez, Director of M.O.T.F., 571 E. Citrus, Farmersville, CA 93223. If you have any questions, please contact Mr. Melendez at 592-2010. Prior to the application of any pesticide, the district will post a warning sign at the area to be treated at least 24 hours prior to the pesticide application and such sign will remain posted for at least 72 hours after the application. In the event of an emergency condition, advance notification and prior signposting may not be feasible, but a warning sign will be posted immediately upon application.

GENERAL RULES OF CONDUCT AT SCHOOL BUS LOADING ZONES: Students must be at the bus stop five (5) minutes before the bus is scheduled to arrive. California law does not require providers (parents/sitters, etc.), to escort any student across the roadway with the bus present. Therefore, the care provider must wait on the same side of the roadway at the bus stop. Students should line up and stand in an orderly manner at least six (6) feet from the bus. Students will approach the bus only when it has come to a complete stop, red lights are flashing, the door is completely open, and the driver signals them to approach the bus.

RED LIGHT CROSSING INSTRUCTIONS

1. Remain seated until the bus stops at your designated stop.
2. The driver will check traffic. When it is safe to do so, the driver will activate the red flashing lights. Carrying an approved handheld **STOP** sign, the driver will have the students follow him or her off the bus.
3. After the students have exited the bus, it is important that the students stand beside the bus, off the roadway. The students need to wait until the driver tells them that it is safe to cross the street. Never assume that traffic will stop.
4. After the driver tells the students that it is safe to cross the street, they must carefully walk quickly in **FRONT** of the bus, between the bus and the driver, and cross to the other side of the street. When the students have safely crossed the street, the driver will return to the bus. It is important that the students do not enter back into the roadway again. The traffic will be ready to proceed again at this time, and it would be very **UNSAFE**.

SAFETY WHILE WALKING TO AND FROM SCHOOL BUS STOPS

1. Always walk, do not run on sidewalks or streets.
2. Do not push or horseplay on sidewalks or streets.
3. Use crosswalks at intersections and be sure to look both ways.

4. Do not step out into the crosswalk until it is safe to do so before crossing the street.
5. Do not wear headphones/headsets so that you can hear and be aware of traffic around you.
6. Always use sidewalks; stay off the street.
7. If possible, walk in pairs to and from school.
8. Bicycles are to follow the same rules of the road as vehicles.
9. Walk your bike across the street.
10. Always wear your safety helmet when riding your bike.
11. Do not ride bikes on the sidewalk.

Surveillance may occur on any school bus and the contents of a recording may be a student record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate.

INSTRUCTION ON HIV/AIDS, FAMILY LIFE, HUMAN SEXUALITY, SEXUALLY TRANSMITTED DISEASES: All students in grades 7-12, inclusive, shall receive comprehensive sexual health education and HIV/AIDS prevention education from trained instructors at least once in junior high/middle school and once in high school.

A parent or guardian may inspect the written and audiovisual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education. Parents have a right to request that the district provide them with a copy of Education Code 51930-51939.

Every student's parent will be notified prior to the commencement of any comprehensive sexual health education or HIV/AIDS prevention education as to the date of such instruction and whether the instruction will be taught by District personnel or by outside consultants. If outside consultants are used, the name of the organization of each guest speaker will be identified. Parents have a right to request that the district provide them with a copy of Education Code 51933, 51934, and 51938.

A parent or guardian may request in writing that his or her child not receive comprehensive sexual health education or HIV/AIDS prevention education. Students so excused by their parents shall be given an alternative educational activity.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex may be administered to students in grades 7-12. Parents or guardians shall be notified in writing and given the opportunity to review such tests, questionnaires and surveys and be informed that to excuse their student, they must state their request in writing. If a school receives a written request from a parent/guardian excusing a student from this activity, the student shall not be subject to disciplinary action, academic penalty, or other sanction and an alternative educational activity shall be made available to the student. **(Education Code 51934, 51938-51939).**

Upon written request of a parent/guardian, a student shall be excused from any part of health instruction which conflicts with his/her religious training and beliefs, including personal moral convictions. **(Education Code 51240).**

LACTATION ACCOMMODATIONS FOR PARENTING STUDENTS: A school operated by a school district or a county office of education, the California School for the Deaf, the California School for the Blind, and a charter school must provide reasonable accommodations to a lactating student on a school campus to express milk, breast-feed an infant child, or address other needs related to breastfeeding. Reasonable accommodations under this section include, but are not limited to, all of the following:

- Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
- Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
- Access to a power source for a breast pump or any other equipment used to express breast milk.
- Access to a place to store expressed breast milk safely.
- A reasonable amount of time to accommodate the need to express breast milk or breast-feed an infant child.

A student may not incur an academic penalty because of her use of reasonable lactation accommodations and must be provided an opportunity to make up any work missed due to such use.

A complaint of noncompliance with the requirements of this provision may be filed under the District's Uniform Complaint Procedures. Complainants not satisfied with the district's decision may appeal the decision to the California Department of Education and receive a written decision within 60 days. If the District finds merit in a complaint, or if the Superintendent finds merit in an appeal, the district will provide a remedy to the affected student. **(Education Code 222)**

PREGNANT AND PARENTING STUDENT RIGHTS: The District cannot apply any rule concerning a student's actual or potential parental, family, or marital status that treats students differently based on sex. The district cannot exclude or deny any student from any educational program or activity, including class or extracurricular activity, solely based on the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. The district may require any student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity.

Pregnant or parenting students cannot be required to participate in pregnancy minor programs or alternative education programs. Pregnant or parenting students who voluntarily participate in alternative education programs will be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program. The district must treat pregnancy, childbirth, false

pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disabling condition.

Pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise this right. Failure to notify the school shall not reduce these rights. A pregnant or parenting student who does not wish to take all or part of the parental leave to which he or she is entitled shall not be required to do so. A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician.

When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program. During parental leave, the district shall not require a pregnant or parenting student to complete academic work or other school requirements.

A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when it is necessary in order for the student to be able to complete state and any local graduation requirements, unless the district makes a finding that the student is reasonably able to complete the district's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the district. A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.

A student shall not incur an academic penalty because of his or her use of these accommodations. A complaint of noncompliance with these requirements may be filed with the District under its UCP. (**Education Code 221.51, 46015**)

EDUCATIONAL RIGHTS OF HIGH MOBILITY HIGH SCHOOL STUDENTS: "High mobility" high school students, which include students who are in foster care, homeless, recent immigrants, migrant students, former juvenile court school pupils, or from military families, have the following rights when transferring to a new school after completion of their second year of high school:

- Have the option to be exempted from all coursework and other requirements that are more than statewide course requirements for graduation, unless the district makes a finding that the student can complete the district's graduation requirements in time to graduate by the end of the fourth year of high school.
- Have the option of attending a fifth year of high school to complete statewide graduation course requirements.
- To consult with District staff and the student's educational rights holder regarding other options available to the student, including a fifth year of high school, credit recovery, and any transfer opportunities available through the California Community Colleges. Such consultation must also include a discussion of how remaining for a fifth year of high school or accepting an exemption from the local graduation coursework requirements may potentially impact the student's vocational plans or ability to gain admission to college, and also take into consideration the student's academic record and any other information relevant to making an informed decision.
- Foster youth and homeless students have the right to consult with District staff and their educational rights holder regarding the option to remain in their school of origin.
- Have their official transcript, reflecting the correct full and partial credits earned, sent to their new school within two business days. For foster youth, their official transcript must include a determination of the days of enrollment or seat time, or both if applicable, to ensure that transferring foster youth get full credit for coursework completed at their prior school.
- Have their new school accept and issue the credits forwarded by the transferring school to prevent the student from unnecessarily retaking a course.
- If exempted from local graduation requirements, and upon completion of statewide coursework requirements before the end of the fourth year of high school, the district may not require or request that the student graduate before the end of the student's fourth year of high school.

LANGUAGE ACQUISITION PROGRAMS: The district offers the following language acquisition programs:

ANNUAL PARENT NOTICE: AVAILABLE LANGUAGE PROGRAMS AND LANGUAGE ACQUISITION PROGRAMS

Farmersville Unified School District (FUSD) offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (*EC* Section 310[a]). Both programs are designed to lead to grade-level proficiency in English within a reasonable amount of time. The Dual-Language Immersion program in FUSD is designed to lead to proficiency in Spanish as well.

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which these participants reach language proficiency within five years or less to empower the students to be reclassified as fluent in English. Because all school sites in Farmersville Unified serve English Learners (ELs) during the year, teachers must be equipped to provide the required base program for

English Learners. The SEI Program provides Designated English Language Development (ELD) to English Learners and Integrated ELD to all students in every class that includes ELs. English Learners must also have full access to the standard instructional program, which consists of Core curriculum courses (reading/language arts, mathematics, science, and history/social science) *Education Code (EC)* sections 305(a)(2) and 306(c)(3).

The Structured English Immersion (SEI) Program:

- Includes a base program for all sites and classrooms serving English Learners
- Strengthens grade-level instruction for English Learners
- Includes Integrated ELD and Designated ELD

- **Dual-Language Immersion (DLI) Program (English/Spanish):** The District's Dual Language Immersion program is a language acquisition program that offers English Learners and native English-speaking students an exciting, enriching, and challenging educational opportunity. All students will learn to read, write, and communicate effectively in Spanish and English while achieving high levels of academic success. Students will have the bilingual skills and cross-cultural competencies needed to succeed in our multicultural society and global economy. District adopted Common Core State Standards textbooks are implemented in every classroom and include the Spanish textbook versions. *EC* Section 306(c)(1).

Any language acquisition program provided by the District shall be designed using evidence-based research and include both Designated and Integrated English Language Development, and be allocated sufficient resources by the District to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals. Any language acquisition program provided by the District shall also, within a reasonable period of time, lead to grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state adopted academic content standards in that other language.

At the secondary level, Farmersville High School offers a variety of world language courses. Students interested in these courses must request the course through the course registration process with their school counselor. These courses include:

- **Spanish 1 (Grade Level: 9-10):** This is an entry level Spanish course for students who are non-native speakers of Spanish. The four language skills, listening, speaking, reading, and writing as well as a range of grammatical structures will be integrated with the study of themes and texts. The course emphasizes the study of various topics including, numbers, colors, greetings, and farewells, daily routines, descriptions, chores, food autobiographical information, dates, time, weather and clothes. Students will become more aware and gain knowledge of the culturally diverse Spanish-speaking world to develop insight into the nature of language and culture. Upon completion of this class, the student should enter Spanish 2.
- **Spanish 2 (Grade Level: 9-10):** This course is a continuation of Spanish 1. This course is for students who are non-native speakers of Spanish. The four language skills, listening, speaking, reading, and writing as well as a range of grammatical structures will be integrated with the study of themes and texts. The course emphasizes the study of various topics including, numbers, colors, greetings, and farewells, daily routines, descriptions, chores, food autobiographical information, dates, time, weather and clothes. Students will become more aware and gain knowledge of the culturally diverse Spanish-speaking world to develop insight into the nature of language and culture. Upon completion of this class, the student should enter Spanish 3.
- **Spanish 3 (Grade Level 10-12):** This course continues to develop the speaking and listening skills of the student while introducing the history of Latin American countries, with an emphasis on Central and South American nations. The course is conducted in Spanish and includes an emphasis on Spanish history, art, music, and cuisine, as well as an increased emphasis on reading and writing skills and the study of formal grammar.
- **Spanish for Spanish Speakers 1-2 (Grade Level: 9-10):** The course is conducted entirely in Spanish. Spanish for Spanish Speakers 1-2 is an introductory course for students who are native and heritage speakers of Spanish. The students will gain a rich language experience, vocabulary enrichment, primary writing skills, spelling, development of formal writing styles, and reading. Students will begin to develop Spanish academic proficiency in the three modes of communication: Interpersonal (Speaking and Listening; Reading and Writing), Interpretive (Reading, Listening and Viewing), and Presentational (Writing, Speaking, and Visually Representing). The students will explore products, practices, and perspectives of the Spanish-speaking world to gain knowledge of the target language and culture/s. This course was designed using the California Content Standards for World Language and by utilizing the Can-Do Statements endorsed by the American Council on the Teaching of Foreign Languages. Upon completion of this class, the student should enter Spanish for Spanish Speakers 3-4.
- **Spanish for Spanish Speakers 3-4 (Grade Level: 9-11):** The course is conducted entirely in Spanish. Spanish for Spanish Speakers 3-4 is the second part of a two-year program designed for students who are native and heritage speakers of Spanish. This course emphasizes the mastery of intermediate and advanced grammatical structure and spelling through writing, speaking, reading and listening in preparation for AP Spanish Language and college. In addition to improving their linguistic abilities, the students will develop their interpretive and presentational skills by being exposed to field trips, informational texts, films, music and literary works by renowned Spanish and Latin American authors. This course was designed using the California Content Standards for World Language and by utilizing the Can-Do Statements endorsed by the American Council on the Teaching of Foreign Languages. This course is conducted in Spanish. Upon completion of this class, the student should enter Pre-AP Spanish Literature or AP Spanish Language and Culture.
- **Advanced Placement (AP) Spanish Literature and Culture (Grade Level: 11-12):** The course is conducted entirely in Spanish. It is a college level course designed to prepare students to pass the AP Spanish Literature and Culture Exam for which they may earn college credit. This class covers the six themes and the entire reading list outlined within the AP Spanish Literature and Culture Curriculum Framework. The course covers Spanish and Latin American authors, and their works, from the medieval period to the present day. The works are presented in chronological order with the aim of integrating the historical themes and literary movements of the different time periods, and highlighting the schools of literature to which each piece belongs as well as the author's style and the characteristics of each selection. The two-semester course and its activities are intended to teach and enhance a student's ability to acquire, identify, understand, discuss, interpret and analyze the form and content of literary works of prose, poetry and drama along with the literary terms and conceptual aspects of art and history of the time. The lessons are designed to help students interpret the figures

of speech, tone, genre, style, characters, themes and literary symbols in an effort to develop their analytical and interpretative skills. The course is designed to prepare students for success on the AP Spanish Literature and Culture exam.

- **Advanced Placement (AP) Spanish Language and Culture (Grade Level: 11-12):** The course is conducted entirely in Spanish. AP Spanish Language and Culture is a college level course designed to prepare students to pass the AP Spanish Exam for which they may earn college credit. The students have the opportunity to demonstrate their proficiency across the modes of communication in the Intermediate to Advanced range. Students develop a strong command of the Spanish language by integrating the three modes of communication: Interpretive, Interpersonal, and Presentational. All students broaden their knowledge of the various cultures that comprise the Spanish-speaking world through the thematic approach of the AP Spanish Language and Culture course. The course is designed to prepare students for success on the AP Spanish Language and Culture exam.

HOW TO ENROLL YOUR CHILD IN A LANGUAGE ACQUISITION PROGRAM:

Parents or legal guardians may choose a language acquisition program that best suits their child.

All parents may submit a verbal or written request to the office at their child's school to request a Structured English Immersion (SEI) Program or a Dual-Language Immersion (DLI) Program.

The request must include:

- Date of request
- Parent and child names
- Description of request
- Grade level

*Waivers are no longer required.

HOW TO REQUEST THE ESTABLISHMENT OF A NEW PROGRAM AT A SCHOOL:

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

When the parents or guardians of 30 or more students in a school, or 20 or more students in any grade level at a school, request the same or a substantially similar type of language acquisition program, the district shall respond by taking actions to comply with the timelines and requirements of 5 CCR 13111(h). Within 10 school days, the district will notify the parents of pupils attending the school, the school's teachers, administrators, and the District's English learner parent advisory committee and parent advisory committee, in writing, of the parents' requests for a language acquisition program. The district will identify costs and resources necessary to implement any new language acquisition program, including but not limited to certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals. Within 60 calendar days, the district will determine whether it is possible to implement the requested language acquisition program and provide notice, in writing, to parents and guardians attending the school, the school's teachers, and administrators, of its determination. In the case of an affirmative decision to implement a language acquisition program at the school, the district will create and publish a reasonable timeline of actions necessary to implement the language acquisition program. In the case where the district determines it is not possible to implement a language acquisition program requested by parents, the district shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (Education Code 310; 5 CCR 11310)

ABOUT LANGUAGE ACQUISITION PROGRAMS AND LANGUAGE PROGRAMS

	Characteristics
Language Acquisition Program (English Learners)	<p>The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:</p> <ul style="list-style-type: none"> • Be designed using evidence-based research and include both Designated and Integrated English Language Development; • Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and • Within a reasonable period of time, lead to: <ul style="list-style-type: none"> ✓ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ✓ Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.

Language Program (non-English Learners)	<ul style="list-style-type: none"> • Language programs offer students who are not English learners opportunities to be instructed in languages other than English • May lead to proficiency in languages other than English
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PARENT AND COMMUNITY ENGAGEMENT.

Parents may provide input regarding language and language acquisition programs in the district or to be considered in the district during the development of the Local Control and Accountability Plan (EC Section 52062.) If interested in a different program from those listed above, please contact the State-Federal Programs & Special Projects Coordinator, Eduardo Ochoa, at (559) 592-2010 ext. 1124 to ask about the process.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT OF CALIFORNIA (ELPAC): The Home Language Survey (HLS) completed when initially enrolling your child in any California School indicates if a language other than English is spoken in your home and/or that your child's first language is not English. Children whose first language is not English take the Initial ELPAC within 30 days of when they enroll in school. The Summative ELPAC will be administered between February and May to students who are identified as an English learner on the Initial Assessment. The Summative Assessment is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English.

ELPAC: Overall Proficiency levels:

Level 4- Students at this level have well developed English skills.

Level 3- Students at this level have moderately developed English skills.

Level 2- Students at this level have somewhat developed English skills.

Level 1- Students at this level are at a beginning stage of developing English skills.

Furthermore, you have the right to request a parental exemption waiver for an alternative bilingual program. If you are interested, request a waiver from your child's school and speak to the principal for more information.

All parents are encouraged to visit their child's classroom, attend the School Site Council Meetings (SSC), English Learn Advisory Council (ELAC) and the District English Learner Advisory Committee (DELAC).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP): The CAASPP is the state's academic testing program. District students will take the test in grades 3-8 & 11. CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. Following the spring semester testing, students will receive individual score reports. Student score reports will be sent home to parents and will include an overall score, a description of the student's achievement level for English-language arts and mathematics, and other information. Pursuant to Education Code 60615, parents may annually submit to the school a written request to excuse their child from any or all CAASPP. If you would like more information regarding CAASPP, please visit the CDE CAASPP website at <http://www.cde.ca.gov/ta/tg/ca/>, or contact school administration.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS: Upon request, parents have a right to request information regarding the professional qualifications of the classroom teachers who instruct their student. Federal law allows parents to request the following information: (1) If the student's teacher has met the state credential or license criteria for grade level and subject matter taught; (2) If the student's teacher is teaching under an emergency or other provisional status because of special circumstances; (3) If the teacher is teaching in the field of discipline of the certification of the teacher; and (4) If the student is receiving services from paraprofessional and, if so, their qualifications. **(20 USC 6312)**

PROTECTED INFORMATION SURVEYS: Unless required by law, a student will not be given any test, questionnaire, survey, examination, or marketing material containing questions about the student's or his/her parents' political affiliations or beliefs; mental or psychological problems; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others close to the family; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs; or income, other than as required by law to determine program eligibility or for receiving financial assistance under such program, without prior notification and written permission of the parent/guardian. Parents may inspect all instructional materials, including teacher's manuals, films, tapes, or other supplementary material to be used in connection with any survey, analysis, or evaluation. **(Education Code 51513, 60614; 20 USC 1232h)**

FEES: No student shall be required to pay fee, deposit, or other charge for his/her participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. **(Educational Code 49010, 49011; 5 CCR 350)**

CHILD NUTRITION: SCHOOL MEALS: To assure that the nutritional requirement of students is enhanced by a program of food supplementation while attending school. Applications for breakfast and lunch meals are available and should be returned to the school office. All meals served are free to all students. School lunch menus are now available on the district website, as well as healthy links for student nutrition.

MEDIA USE OF STUDENT IMAGE, LIKENESS OR WORK: Recordings/Reproducing student images and/or student work -District students involved in academic performance, athletic or other school activities during or outside the school day may be photographed or electronically recorded. The means of recording and storing student images include, but are not limited to photography, videotape, film, digital image capture, audio recording, computers, digital media, and other recording, capture, and storage. The recorded images may be used to portray a publicized school event, for use in print, broadcast, or internet-based media, for use in a yearbook or other school publication, for use on the World Wide Web, community or for some other public venue. Student schoolwork and student property may also be photographed or recorded for the same purposes.

Guidelines for Use - Individual and group student images, student academic work, written work, artwork, photography, video work, science work or projects may be published in print online, on the internet, in video/multimedia productions, shown or displayed at exhibits, conventions or competitive events and/or broadcast on television or in theatres. The exhibition of student's images or student work will be at the discretion of the school administration for the purpose of advancing and/or enhancing our students, their work and our school/district, or for information purposes.

Granting permission means the student's image or work to be reproduced for the purposes outlined above by Farmersville Unified School District.

Declining permission means the student's image or work cannot be reproduced by the Farmersville Unified School District to include, but not be limited to, yearbooks, news, media, school/activity photos, student academic/athletic recognition, district/school website use, or any other purpose. If you do not wish your child to be included in any of the above, you must notify the school site principal in writing by August 30th.

VIDEO SURVEILLANCE CAMERAS IN SCHOOLS: Hallways, outdoor areas, parking lots, and playgrounds may be under camera surveillance at sites, for safety purposes. Videotapes may be used as evidence for student discipline purposes.

TOBACCO-FREE SCHOOLS POLICY: The Board recognizes the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. This prohibition applies to all employees, students and visitors at any instructional program, activity, or athletic event.

Prohibited 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. Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. **(Board Policy 3513.3)**

A person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may:

1. Direct the person to leave school property.
2. Request local law enforcement assistance in removing the person from school premises.
3. If the person repeatedly violates the tobacco-free schools' policy, prohibit him/her from entering district property for a specified period.

STATE FUNDS FOR ADVANCED PLACEMENT EXAMS: The District may help pay for all or part of the costs of one or more advanced placement examinations that are charged to economically disadvantaged students pursuant to Education Code 52242.

CAL GRANT PROGRAM/ STUDENT OPT OUT

To be considered for a Cal Grant, California public high schools and charter schools are required to submit a high school Grade Point Average (GPA) to the California Student Aid Commission by October 1 for all graduating seniors, unless the student or parent has opted out. California Education Code section 69432.9 requires the school district or charter school, to notify all grade 11 pupils and their parent/guardian (if under the age of 18), in writing and no later than January 1 of a pupil's grade 11 academic year, that the pupil will be deemed a Cal Grant applicant unless the pupil has opted by completing the Cal Grant GPA Opt-Out Form prior to November 1 of the pupil's grade 12 academic year. Students who do not opt out by November 1 of their grade 12 academic year, will have their GPA submitted to the Commission to be considered for a Cal Grant award.

COLLEGE/CAREER TECHNICAL EDUCATION: Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. The Internet address to learn more about College/Career Technical Education is: <http://www.cde.ca.gov/ci/ct>

The University of California (UC) has Three paths to eligibility for graduating high school seniors who plans to attend: (1) Eligibility by Examination Alone - Students must achieve specified high scores on their college admissions tests; (2) Eligibility in the Local Context (ELC) - Students must rank in the top four percent of their graduating class at a participating California high school; and (3) Eligibility in the Statewide Context - Students must complete specific coursework and college admissions tests and earn the required GPA and test scores. The following website links provide more information regarding UC admission requirements:
<http://admission.universityofcalifornia.edu> <http://admission.universityofcalifornia.edu/freshman/requirements>

The California State University (CSU) system has A-G standards that must be met in each of the following areas: (1) Specific high school courses; (2) Grades in specified courses and test scores; and Graduation from high school. The following website link provides more information regarding the CSU admission requirements: <http://calstate.edu/apply>

Contact a Farmersville High School Counselor at 594-4567 for college admission requirements, including the list of courses offered by the district that satisfy the subject requirements for admission to UC or CSU. For more information about college and career opportunities for California students, please visit: <http://www.californiacolleges.edu> For college admissions information: (916) 323-6398 For school counseling services: (916) 323-2183

APPRENTICESHIP AND PRE-APPRENTICESHIP PROGRAMS

The Department of Industrial Relations' Division of Apprenticeship Standards maintains a database of registered apprenticeship programs and pre-apprenticeship programs, which is accessible via the following website link: <https://www.dir.ca.gov/databases/das/aigstart.asp>. The District shall assist students in locating apprenticeship opportunities through this database, and may use contact information contained in the database to obtain information or materials, including, but not limited to, pamphlets or brochures. **(Education Code 48980.5)**

SARC: School Accountability Report Card will be available by February 1 each year and are posted on the district website. A hard copy will be provided upon request. **(Education Code 35256)**

TYPE 2 DIABETES INFORMATION: Type 2 diabetes is the most common form of diabetes in adults. Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime. Type 2 diabetes affects the way the body can use sugar (glucose) for energy. The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells. The pancreas makes insulin, a hormone that moves glucose from the blood to the cells. In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise. Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia. Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 diabetes: It is recommended that students displaying or experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors: Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children are overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning signs and Symptoms Associated with Type 2 Diabetes: Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating.
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 diabetes Prevention Methods and Treatments: Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Type of Diabetes Screening Tests That Are Available:

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level of less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

SUICIDE PREVENTION, INTERVENTION AND POSTVENTION Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy (BP 5141.52) which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends (talking about wanting to die or suicide, looking for ways to kill themselves, like searching online or buying a gun, feeling hopeless, desperate or trapped, giving away possessions, putting affairs in order, reckless behavior, uncontrolled anger, increased drug or alcohol use, withdrawal, anxiety or agitation, changes in sleep patterns, sudden change in mood, or no sense of purpose), using coping skills (second step program), using support systems, and seeking help for themselves and friends. This will occur in all health classes.
2. Each school will designate a suicide prevention coordinator (typically the school counselor) to serve as a point of contact for students in crisis and to refer students to appropriate resources. Staff and parents are encouraged to contact the suicide prevention coordinator when they notice signs of a student considering suicide.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to local resources by contacting Sequoia Youth Services at (559)594-4969 from 8:00 A.M. to 5 P.M. or 1(800)320-1616 from 5 P.M. to 8 A.M. Students also have access to national resources which they can contact for additional support, such as: The National Suicide Prevention Lifeline - 1.800.273.8255 (TALK), www.suicideispreventable.org, Sprigeo, 1.805.669.7133 www.sprigeo.com, or The Trevor Lifeline - 1.866.488.7386, www.thetrevorproject.org, or Suicide Awareness Voices of Education 1.800.273-8255 www.save.org
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
6. Students should also know that because of the life-or-death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
7. For a more detailed review of policy changes, please see the district's full suicide prevention policy.

RIGHTS OF FOSTER STUDENTS: Foster youth have the right to stay in the same school after they move to a new foster care home. The "school of origin" can be the school attended when the student first entered foster care, the school most recently attended, or any school attended in the last 15 months that the student feels connected. If transitioning from elementary school to middle school or from middle school to high school, students have the right to transition to the same school as their classmates. If there is any disagreement about which school the student will attend, they have the right to stay in their school of origin until the disagreement is resolved.

(Education Code 48853.5)

Foster youth have the right to immediately enroll in school and begin attending classes, even if they do not have the paperwork normally required for enrollment or did not check-out from their previous school. Education records must be sent within two business days to the new school after receiving a school records transfer request. **(Education Code 48853.5)**

If a foster youth changes schools during the school year, the student has a right to partial credits in all classes that they are passing. The new school must accept the partial credits issued by the previous school. After changing schools, students have the right to enroll in the same or similar classes at their last school. Schools cannot require a student to retake a class or part of a class that they have already completed with a passing grade if it would make them off-track for high school graduation. Students have the right to take or retake any class that they need to go to a California State University or University of California. Grades cannot be lowered because of absences related to a court hearing, placement change, or a court-related activity. **(Education Code 51225.2)**

Foster youth have the right to stay in high school for a fifth year to complete district graduation requirements, even if they are over 18. If a student is behind on credits, and they transferred schools after 10th grade, they may be eligible to graduate under AB 167/216 by completing only the state graduation requirements instead of the school district's requirements. If the student is determined eligible, the decision of whether to graduate under AB 167/216 is made by the student's education rights holder. **(Education Code 51225.1)**

A foster youth's attorney and social worker must be invited to a meeting before a suspension can be extended beyond five days. If the student is in special education, the student's attorney and social worker must be invited to a manifestation determination meeting to decide whether the behavior was related to the student's disability. If the student is facing an expulsion, the student's attorney and social worker must be notified. At a formal hearing, the student has the right to be represented by an attorney before being expelled. **(Education Code 48853.5)**

A foster youth's social worker/probation officer and education rights holder can access school records. The student's Foster Family Agency, Short-Term Residential Treatment Program, or caregiver who has direct responsibility for the care of the student can access school records. **(Education Code 49076)**

GRADUATION AND COURSEWORK REQUIREMENTS FOR FOSTER YOUTH, HOMELESS STUDENTS, FORMER JUVENILE COURT STUDENTS, STUDENTS LIVING IN ACTIVE-DUTY MILITARY HOUSEHOLDS, AND MIGRATORY AND NEWLY ARRIVED IMMIGRANT STUDENTS PARTICIPATING IN A "NEWCOMER PROGRAM":

State law outlines the rights afforded to students in foster care, who are homeless, who are former juvenile court school students, students living in the household of a parent who is an active duty member of the military, and migratory and newly arrived immigrant students participating in a "Newcomer Program," which is a program designed to meet the academic and transitional needs of newly arrived immigrant students including, but not limited to, rights regarding a student's school of origin, enrollment, credits, graduation, college, discipline, records, and/or certain non-educational rights. A notice summarizing the rights of foster youth is available online through the California Department of Education at <http://www.cde.ca.gov/ls/pf/fy/fyedrights.asp>. **(Education Code 51225.1, 51225.2)**

WILLIAMS COMPLAINT PROCEDURES: Education Code 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information. The Education Code requires that the following notice be posted in your child's classroom.

1. **Instructional Materials:** There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. **School Facilities:** School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe, and functional as determined by the Office of Public-School Construction.
3. **Teacher Vacancy and Misassignment:** There should be no vacancies or misassignments.
4. **Location to File Complaint:** The location at which to obtain a form to file a complaint in case of a shortage. Posting a notice downloadable from the Internet Web site of the department shall satisfy this requirement.

To file a complaint regarding the above matters, complaint forms can be obtained in the principal's office, District office, or can be downloaded from the District Office's, County Office's, or California Department of Education's website. Please file your complaint with the school site principal at the site of the complaint.

A complainant who is not satisfied with the resolution of the principal or the district superintendent or his or her designee, involving deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment, has the right to describe the complaint to the governing board of the school district at a regularly scheduled meeting of the governing board.

A complainant who is then not satisfied with the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of EC 17592.72, has the right to file an appeal to the State Superintendent of Public Instruction at the California Department of Education (COE) within 15 days of receiving the report.

UNIFORM COMPLAINT PROCEDURES: The district annually notifies our/its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process.

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

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

Accommodations for Pregnant & Parenting Pupils (<i>EC section 46015</i>)	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 (<i>EC sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2</i>)
Adult Education (<i>EC sections 8500–8538, 52334.7, 52500–52616.18</i>)	English Learner Programs EC Sections 56300 - 56305]
After School Education and Safety (<i>EC sections 8482–8484.65</i>)	Every Student Succeeds Act (<i>20 United States Code [20 U.S.C.] Section 6301 et seq.; EC Section 52059</i>)
Agricultural Career Technical Education (<i>EC sections 52460–52462</i>)	Local Control and Accountability Plans (LCAP) (<i>EC Section 52075</i>)
American Indian Education Centers and Early Childhood Education Program Assessments	Migrant Education (<i>EC sections 54440–54445</i>)
Bilingual Education	Physical Education Instructional Minutes (<i>EC sections 51210, 51222, 51223</i>)
California Peer Assistance and Review Programs for Teachers	Pupil Fees (<i>EC sections 49010–49013</i>)
Career Technical and Technical Education and Career Technical and Technical Training Programs (<i>EC sections 52300–52462</i>)	Reasonable Accommodations to a Lactating Pupil (<i>EC Section 222</i>)
Childcare and Development Programs (<i>EC sections 8200–8488</i>)	Regional Occupational Centers and Programs (<i>EC sections 52300–52334.7</i>)
Child Nutrition	School Plans for Student Achievement (<i>EC Section 64001</i>)
Compensatory Education (<i>EC Section 54400</i>)	School Safety Plans (<i>EC sections 32280–32289</i>)
Consolidated Categorical Aid Programs (<i>34 CFR sections 299.10–12, EC Section 33315</i>)	School Site Councils (<i>EC Section 65000</i>)
Course Periods without Educational Content (<i>EC sections 51228.1–51228.3</i>) (<i>Grades 9–12</i>)	
Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.	State Preschool (<i>EC sections 8235–8239.1</i>) State Preschool Health and Safety Issues in LEAs Exempt from Licensing (<i>EC Section 8235.5</i>)
Economic Impact Aid	Tobacco-Use Prevention Education
Discrimination related to the refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code sections 51204.5 and 60040, unless the study of the role and contributions violates Education Code section 51501 or 60044.	Discriminatory Instructional Materials and Curricula

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

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a school in our district shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

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

A notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following:

- The health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925.
- The location at which to obtain a form to file a complaint. Posting a notice downloadable from the California Department of Education (CDE) website shall satisfy this requirement.

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

Name or title: Superintendent

Unit or office: Farmersville Unified School District Office

Address: 571 East Citrus Drive, Farmersville, CA 93223

Phone: 559-592-2010 Email address: mmendez@farmersville.k12.ca.us

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

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

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

Copies of our Uniform Complaint Procedures Form may be obtained at any of Farmersville Unified School District Schools or District Office, the form shall be available free of charge.

SPECIAL EDUCATION PROGRAM COMPLAINTS: Complaints regarding special education programs are no longer covered by the District's Uniform Complaint Procedures. Please refer to the Notice of Procedural Safeguards, Special Education Rights of Parents and Children under the IDEA and the California Education Code, which is available from your child's school or may be accessed here: <https://www.cde.ca.gov/sp/se/qa/pssummary.asp>, for more information about filing a complaint. Complaints alleging that a student was discriminated against due to his or her disability still fall under the Uniform Complaint Procedures. **(5 CCR 3200-3205)**

CHILD NUTRITION PROGRAM COMPLAINTS: Complaints related to Child Nutrition Programs established pursuant to the National School Lunch Program, Summer Food Service Program, Child and Adult Care Food Program, Special Milk Program, School Breakfast Program, and Food Distribution Program are no longer processed through the District's Uniform Complaint Procedures. Instead, complaints must be processed through the existing procedures outlined in the federal regulations and the new, related state regulations, California Code of Regulations, title 5, sections 15580-15584. A complaint must be submitted within one year of the date of the alleged violation, and may be filed by phone, e-mail, or letter. Please see California Code of Regulations, title 5, sections 15580-15584 for more information. **(5 CCR 15580-15584)**

CTE ANNUAL NOTIFICATION

The Farmersville Unified School District does not discriminate on the basis of race, color, national origin, sex, or disability, or any other basis protected by law or regulation in its program or activities and provides equal access to the Boy Scouts of America and other designated youth groups.

The Farmersville Unified School District offers classes in many career and technical education program areas Agriculture; Business & Finance; Building and Construction Trades; Digital Media; Hospitality, Tourism, & Recreation, Manufacturing & Product Development; and Public Safety under its open admissions policy. For more information about CTE course offerings and admissions criteria, contact the CTE Director: Selene Medina, CTE Counselor, 631 E. Walnut Ave. Farmersville, CA 93223, 559-594-4567 smedina@farmersville.k12.ca.us

Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. The following people have been designated to handle inquiries regarding the nondiscrimination policies: If you, or your student, have been subjected to discrimination, you should contact your school site principal and/or: Title IX Coordinator: State-Federal Programs & Special Projects Coordinator, 571 E. Citrus, Farmersville, CA 93223, 559-592-2010 fusd@farmersville.net

Title II /ADA & Section 504: Lilia Casilla, 571 E. Citrus, Farmersville, CA 93223, 559-592-2010, lcasillas@farmersville.k12.ca.us

California Law Regarding Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students in the Farmersville Unified School District of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this document spells out California law regarding the storage of firearms. Please take some time to review this document and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (See California Penal Code sections 25100 through 25125 and 25200 through 25220.)

- Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury because of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (See California Penal Code section 25100(c).)

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. (See California Civil Code Section 29805.)

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (See California Civil Code Section 1714.3.)

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.



Farmersville
Unified School District



NEW LAW IN EFFECT | 2025-2026
CALIFORNIA PHONE-FREE SCHOOLS ACT – AB 3216

Grade Level Guidelines

CELL PHONE GUIDELINES

Elementary and Middle School Students

No use of Cell Phones on campus during school hours.
All devices must be **turned off** and **stored in backpacks**.

High School Students

NOT permitted during:
Class time – all devices must be turned off and stored.
Limited use allowed during: Break & Lunch

Applies to all Smart Devices

This guideline includes: Cell Phone, Smart Watches, Earbuds / Earphones, Smart Glasses, Any device with “smart” functionality.

Emergency Exception

In case of emergency, students may access devices when staff determines it's safe to do so.

More Information

Device usage **guidelines can be found** in the Farmersville Unified School District Parent Handbook

**Thank you for supporting safe and focused
learning environments for all students.**

Farmersville Unified K–12 Independent Study Program

Flexible Learning. Personalized Support.

Farmersville Unified now offers a K–12 Independent Study School for students and families seeking an alternative to traditional in-person instruction. This option provides a flexible, standard-aligned education designed to support academic success from home or a remote location.

Program Overview

- Who it's for: Students in grades K–12 who may benefit from learning at their own pace, have scheduling needs, health considerations, or prefer an independent learning environment.

- Instruction Format:

- ☐ Online platform
- ☐ Printed packets
- ☐ In-Person support

- Attendance Requirements: Students must participate daily through assignments, online activities, or teacher check-ins to meet state-required instructional minutes.

What Families Can Expect

Category	Details
Curriculum	Aligned with California state standards & district graduation requirements
Teacher Access	Regular check-ins and office hours with credentialed teachers
Special Education	IEP services and accommodation provided as required
Technology	Chromebook and internet hotspot available, if needed
Assessment	Participation in district and state testing required
Parent Role	Families support daily learning and communication with the teacher

How to Enroll

If you're interested in enrolling your child in the Independent Study Program, please contact:

Deep Creek Academy

☎ Phone: (559) 747-6205

Farmersville Unified School District Independent Study Enrollment Options

Independent Study Enrollment Options

Farmersville Unified School District offers alternative programs for education for your child through two Independent Study Options.

Short Term Independent Study:

- For students who cannot attend in-person learning for a period of not less than three school days per contract and up to 14 cumulative school days.
- The school site oversees this Short-Term Independent Study option.
- Work is gathered and corrected by the teacher of record or Designee.

- The school site must approve Short Term Independent Study request by a scheduled meeting with parents.
- Parents request Short Term Independent Study through their school site.
- Parents are to provide school site notice of request for Independent Study.
- A maximum of 14 days of Short-Term Independent Study is permitted each school year.

Long-Term Independent Study:

- For students who cannot attend in-person learning for an extended period, structured for a year-long commitment.
- Students complete all work through the Edmentum Platform or Packet work with Instructional Support provided through the program teacher. (a minimum of 4 hours of independent work is required each day)
- Starting for the 2025-2026 school year:
 - K-12 FUSD students will be offered Independent Study at Farmersville Independent Study School.
 - Students will be required to meet in person with the teacher once a week at Farmersville Independent Study School.

Don't hesitate to get in touch with your site administrator to schedule a meeting if you are interested in enrolling your child in either program or contact Chris Juarez, MTSS Coordinator at (559) 592-2010.

Children & Youth Behavioral Health Initiative (CYBHI)

Farmersville Unified School District

CYBHI is a statewide, five-year initiative investing over \$4 billion to transform behavioral health services for children, youth, and families in California. It brings mental health support directly into schools, ensuring students get the help they need when they need it at no cost to families.

Key Goals & Benefits

Feature	What It Means for Families
Services Available	On-site behavioral screenings, counseling, peer support, crisis care
Insurance Use	Billed to your insurance (Medi-Cal or private) with zero out-of-pocket cost
Cost to Families	None—no co-pays or deductibles
Privacy Safeguards	Confidential care protected under FERPA and HIPAA
Participation	Fully optional service only if you choose it
School Funding Stability	Ensures ongoing mental health staffing and programming

What to Expect at Our School

- Beginning in the 2025–26 school year, families will be asked to share health insurance or Medi-Cal information during registration.
- Students may receive on-site mental health support services at no cost.
- All services are confidential and provided only with family consent.
- Services are designed to support student wellness and academic success.

For Questions, please contact below:

Mr. Juarez

MTSS Coordinator

Farmersville Unified School District

Phone: (559) 592-2010

Email: cjuarez@farmersville.k12.ca.us

Informed Consent for the Provision of School-Based Counseling

Farmersville Unified School District (FUSD) offers individual and group school-based counseling services at no cost to students or families.

Counseling may be provided by a Farmersville Unified School District School Counselor, School Social Worker, School Psychologist, or supervised interns or trainees.

This *Informed Consent for the Provision of School-Based Counseling (Consent Form)* is intended to obtain your written consent for your minor child to participate in voluntary school-based counseling. By signing this Consent Form, you are confirming that you have received and reviewed the following information and have made an informed decision about consenting to your minor child's participation in school-based counseling.

In limited circumstances, a minor 12 years of age or older may consent to mental health treatment or counseling services without parental involvement under California law. In such circumstances, the minor's parent or guardian shall be notified of the treatment or counseling services unless the provider finds the parent's or guardian's involvement to be inappropriate.

PURPOSE OF COUNSELING

Counseling services are intended to assist students in addressing a variety of personal, emotional, psychological, or relationship-related challenges in the school setting. The primary goal of counseling is to collaboratively explore and address these concerns with the Counselor, School Social Worker, School Psychologist, or supervised interns or trainees. guidance to improve mental and emotional well-being in the school setting.

FUSD is committed to supporting the well-being of all students by providing mental and behavioral health services. These universal services aim to enhance student well-being, promote skill development, and foster social support. Support may include counseling, skill-building sessions, group interventions, and other related services designed to help students navigate personal, social, and emotional challenges.

Counseling may encompass confidential and privileged discussions about thoughts, feelings, experiences, and behaviors. The counselor/school social worker/school psychologist/trainee/intern may employ various therapeutic techniques and interventions to help a student achieve their therapeutic objectives.

School-based counseling services are voluntary and not intended as a substitute for diagnosing or treating any mental health disorder. Counselors/school social worker/school psychologist/trainee/interns may make recommendations and referrals for more care, but the student's family is responsible for following up on those recommendations and referrals.

By signing below, I acknowledge that I have been informed of the availability and scope of these services for my child and consent to my child's participation as needed. I understand that these services are provided by qualified professionals and are intended to support my child's overall well-being. I understand that if any additional more intensive school-based services are required, I will be informed and given the opportunity to provide my consent for these higher-level services.

CONFIDENTIALITY

Confidentiality is a fundamental component of counseling. Information shared during counseling sessions is confidential. You must give written permission for the release of information about you or your child. However, state and federal laws provide certain exceptions to confidentiality, including:

- If a student may be a danger to self or another person.
- If a counselor/school social worker/school psychologist/trainee/intern suspects child, dependent adult, or elder abuse or neglect.
- If a counselor/school social worker/school psychologist/trainee/intern is legally compelled by a court order to disclose information.
- If consultation with other mental health professionals is necessary for a student's treatment or care.

BENEFITS AND RISKS

I acknowledge that I have been informed about the potential benefits and risks of counseling. Counseling may provide students with insights, coping skills, emotional relief, and personal growth. Nevertheless, there are no guarantees of specific outcomes, and the process may evoke strong emotions.

COST OF SERVICES

I understand that I will not be charged an out-of-pocket or co-pay for the school-based counseling services provided to my child, however, my insurance or my child's health insurance may be billed for school-based counseling services provided to my child at school under the Children and Youth Behavioral Health Initiative (CYBHI). CYBHI is a part of the various statewide efforts aimed at enhancing access to behavioral health services in California's primary and secondary educational institutions. I understand that I will not be personally billed for any services my child receives at school. This will not affect any insurance benefits I currently have or may receive and receiving services at school will not reduce or impact my ability to obtain care outside of school.

I understand that if my child is or may become eligible for services under CYBHI, I authorize FUSD to release my child's student information Healthy Campus for the limited purposes of billing managed care plans and to access health insurance for applicable services. I understand that this information will be used solely for billing purposes and otherwise remains confidential under the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). I understand that I retain the right to revoke my consent to continue to bill my child's managed care plan for CYBHI services at any time.

TERMINATION OF SERVICES

I understand that either the counselor/school social worker/school psychologist/trainee/intern or I may decide to terminate counseling services for my minor child at any time for any reason, and that my consent for such services is voluntary and may be withdrawn by providing written notice to the District Office revoking parental/guardian consent. The counselor/school social worker/school psychologist/trainee/intern will engage in a discussion with me about such a decision and provide appropriate referrals if necessary.

AVAILABILITY, DURATION, AND FREQUENCY OF SESSIONS

Counseling services are provided during normal school hours (7:30 am until 4:00pm), excluding holidays, vacations, or school closures. The duration and frequency of counseling sessions will be determined collaboratively with the counselor/school social worker/school psychologist/trainee/intern based on student needs and goals.

CONTACTING COUNSELOR/THERAPIST

Parents/guardians may contact the counselor/school social worker/school psychologist/trainee/intern during school hours by leaving a message at the students School Site; however, messages may not be returned until after the end of the school day. For immediate mental health assistance outside of school hours, you are advised to call 911 or go to the nearest emergency room.

COMPLAINTS/CONCERNS

As a parent/guardian, you have the right to file a complaint or raise concerns regarding school-based counseling services received by your child. You can discuss your concerns with the counselor/therapist or call your school site or the District Office.

You may also file a complaint with the Board of Behavioral Sciences (BBS) online at www.bbs.ca.gov or by calling 1-916-574-7830.

PARENT/GUARDIAN CONSENT FOR SCHOOL-BASED COUNSELING SERVICES

By signing this *Consent Form* I, _____ acknowledge that I have read and understand the information provided, and that I voluntarily give my consent for my minor child, _____ to participate in school-based counseling at FUSD.

OR

I, _____ do not consent for my minor child, _____ to participate in school-based counseling at FUSD.

PARENT/GUARDIAN CONSENT TO BILLING

By signing this *Consent Form* I, _____ acknowledge that I have read and understand the information provided, and that I voluntarily give my consent for FUSD to bill my minor child, _____'s managed care plan for services provided to my child under CYBHI. I authorize FUSD to release my child's student information to Healthy Campus for the limited purposes of billing managed care plans and to access health insurance for applicable services.

OR

I, _____ do not consent for FUSD to bill my minor child, _____'s managed care plan for services provided to my child under CYBHI.

Signature of Parent/Guardian: _____ Date: _____

Email: _____ Telephone: _____

Best time(s) to be reached: _____

My child has insurance: ☐ Yes ☐ No

If YES, list name of insurance or health plan provider: _____

Student Insurance ID/Member ID#: _____ Group #: _____

Plan ID: _____

Name of Main Policy Holder/Subscriber Name: _____

Relation to Student: _____

Farmersville Unified School District Attendance Standards

The following summarizes key attendance laws and regulations established by the California Department of Education (CDE), written in accordance with the California Education Code. These standards are intended to guide families and students regarding their responsibilities and rights.

1. Who Must Attend

All children aged 6 to 18 are legally required to attend public school, charter school, or an approved private school unless exempted by law. (Education Code § 48200)

2. When Is a Student Considered Truant?

A student is considered truant if, in one school year, they:

- Have 3 full-day unexcused absences, OR
- Are tardy or leave early by more than 30 minutes on 3 occasions, OR
- Have any combination of the above totaling 3 occurrences.

(Education Code § 48260(a))

3. Valid Excused Absences

According to Education Code § 48205, absences may be excused for:

- Illness or quarantine
- Medical, dental, vision, or chiropractic appointments
- Funeral services for an immediate family member
- Court appearances or jury duty
- Observance of religious holidays or events
- Mental health day (up to 1 per year)
- Other justifiable personal reasons with school approval

4. Chronic Truant & Chronic Absenteeism

Habitual Truant: A student who has been reported as truant three or more times despite school intervention. (Education Code § 48262)

Chronic Absentee: A student who misses 10% or more of school days in a school year, regardless of whether absences are excused.

(Education Code § 48263.6)

5. Required School Notifications

Schools are legally required to:

- Send a truancy notice after the first truancy occurrence. (Education Code § 48260.5)
- Schedule a conference with parents when a student is identified as habitually truant. (Education Code § 48262)

6. Intervention & Sanctions

If truancy continues, the student may be referred to a School Attendance Review Board (SARB). Continued noncompliance may result in:

- Mandatory support services
- Referral to the county district attorney or probation department
- Legal sanctions, including fines or court-mandated services

(Education Code §§ 48263, 48264.5, 48293; Penal Code § 270.1)

7. Student Rights: Make-Up Work

Students with excused absences must be allowed to make up any missed assignments or tests for full credit within a reasonable time frame. (Education Code § 48205(b))

Summary of Attendance Standards

Category	Definition / Action
Compulsory Attendance	Ages 6–18 must attend school (EC § 48200)
Truant	≥3 unexcused full-day absences or tardy >30 min ×3 (EC § 48260)
Excused Absence	Valid reasons under EC § 48205 (see detailed list)
Habitual Truant	Reported truant 3+ times + parent meetings (EC § 48262)

Chronic Absentee	Missing 10%+ school days for any reason (EC § 48263.6)
School Notifications/SART	Notify after first truancy & arrange meetings (EC §§ 48260.5, 48262)
SARB Intervention	Referral after continued truancy (EC § 48263)
Legal Consequences/Court Attendance Review Board	Court involvement, fines, or sanctions (EC §§ 48264.5, 48293; Penal Code 270.1)
Make-Up Work	Excused absentees may make up work (EC § 48205(b))

Farmersville Unified School District Illness Absence Policy

In accordance with Section 48205 of the California Education Code, any student absence due to illness, including mental or behavioral health, is considered an excused absence.

The Farmersville Unified School District follows a specific attendance procedure to ensure proper documentation of student absences due to illness:

1 to 3 consecutive days of illness: Parents/guardians may excuse their child's illness-related absence by notifying the school. A doctor's note is not required for up to three consecutive days.

4 or more consecutive days of illness: If a student is absent for four or more consecutive days due to illness, a doctor's note or medical verification is required to excuse the absence.

This policy ensures compliance with state guidelines and promotes accurate attendance records. It is also important for helping students stay on track with their education and meet the district's attendance expectations.

Helpful reminders:

- Keep a written record of all illness-related absences.
- When scheduling doctor visits for prolonged illness, request a note verifying the dates of absence.
- If your child has a chronic illness, you may request a chronic illness verification form from your school site for long-term documentation.

For more information, contact your school's main office and ask to speak with the attendance clerk or school administrator.

Reference: California Education Code §48205

Please return this form to your child's school attendance office.

Directory Information Opt-Out Form 2025-2026

This form provides parents and guardians the opportunity to opt their student out of the release of directory information. Please read each section of the form carefully. If you have any questions about this form, please contact the District's Network Manager, Chris DeLeon at 559-747-0781.

Pursuant to the Family Educational Rights and Privacy Act (FERPA) and the California Education Code, the District may release directory information to certain persons or organizations, as specified in this annual notice, when it is requested. Directory information may be released to but not limited to employers, prospective employers and representatives of the news media, institutions of higher learning, PTA's, school contracted photographers, and recruiting officers for the armed services and may include student's name, address, telephone number, date of birth, email address, 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, most recent educational agency or institution attended. In the case of students who have been identified as having special needs or homeless, no material can be released without parent or guardian consent.

Please note: This is an OPTIONAL form. The form should only be returned to the school if you wish to opt your child out of one of these areas.

If you do not want your child's directory information released, please check the box below. This opt-out does not apply to directory information released for District yearbook purposes.

☐ I **do not** want my child's directory information to be released.

For Grades 9-12 only:

☐ I **do not** want my child's directory information to be released to military recruiters.

☐ I **do not** want my child's directory information to be released to institutions of higher education.

The district may use and release such directory information to third parties for purposes, including, without limitation, compiling, completing, and printing the district's annual yearbook and/or awards listings. If you do not want your child's directory information released and/or used for such purposes, please check the box below.

☐ I **do not** want my child's directory information to be released in yearbooks and awards listings.

Parent/Guardian Signature: _____ **Date:** _____

Student Name: _____ **ID#:** _____

Address: _____ **Phone:** _____

School: _____ **Grade:** _____

Parent/Guardian's Rights Notification Acknowledgment

I hereby acknowledge receipt of the above HIPPA information as required by law. My signature below is an acknowledgment that I have been informed of my rights and consent to disclose my child's health information as stated above.

Signature of Parent or Legal Guardian _____ Date _____

Name of Student _____ Grade _____

NOTIFICATION ACKNOWLEDGMENT

I hereby acknowledge receipt of information required by Education Code section 48980. My signature below is an acknowledgment that I have been informed of my rights.

Parent/Guardian Name (Please Print) _____
First Middle Last

Signature of Parent/Guardian _____ Date _____

Student Name (Please Print) _____
First Middle Last

School Site _____ Grade _____ Date of Birth ____/____/____