Campbell
UNION SCHOOL DISTRICT

2026-27 Parent/Guardian Handbook

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Introduction and Quick Reference

Information in this handbook represents annual notification of the rights and responsibilities for students and parents for school year 2025-26 as required by board policy 5145.6 and California Education Code Section 48980.

Campbell Union School District sends a copy to all students and their parents at the start of the student's school year. The handbook is available online via the Parent Login web page and printed copies are available upon request.

Board policy 5145.6

California Education Code Section 48980.

All of our Policies are available online or by request.

The Local Control and Accountability Plans (LCAPs) for the district and schools are available online or by request. LCAP web page.

School Emergency Information

The safety of students and staff is our first priority.

Our school safety plans include drills and training in the Incident Command System (ICS) used by emergency responders. We conduct drills every month, and we update our plans twice each year. To see the plan for your child’s school, check with the school office staff.

In the event of an emergency...

1. The school administrator and staff enact the school safety plan. Ensuring the safety and security of the staff and students is the first order of business.
2. District administrators maintain frequent communication with school staff, police and/or other local authorities in all types of emergencies.
3. When the situation stabilizes and if staff determine a student release is necessary,staff will begin parent notifications. If it becomes necessary to change the student release or arrival time, parents will be notified in one or more of the following ways:
4. **Telephone, email and text messages**. As circumstances permit, staff will send a message via ParentSquare (telephone/email) to parents to tell them of the school closure and inform them of where they can pick up their children. (ParentSquare information)

Please be aware that, legally, ***students can only be released to those people identified on the pupil's emergency contact card.*** Please be sure that the information on the card is up to date and that the school can reach you or your designee in the event of an emergency.

1. **Public broadcast.** Bay Area radio and television stations broadcast emergency information and report school closures.
2. **Web & Social Media**. The District posts information on its district web page (www.campbellsud.org), and Facebook (Campbell Union School District official (www.facebook.com/campbellusd) and Instagram (www.instagram.com/campbellusd/).

For more details, please ask the school principal about the school's emergency procedures or contact the district office at: contact@campbellusd.org.

QuickTip

People wishing to report incidents of vandalism, harassment or other unsafe incidents on our campuses may choose the QuickTip system. Reporting can be made anonymously or you can leave your contact information and a district representative will follow-up.

Call

408-341-7171

Email

quicktip@campbellusd.org

Academic Calendar

School Year 2025-26

There are several ways for families to stay informed of important dates and events throughout the school year.

View or subscribe to school/district calendar of your choosing with our online calendar.

Download a one-page overview as a PDF document.

Attendance at School

School attendance is a legal requirement.

Under Education Code Section 48200, students between the ages of 6 and 18 are required to attend school. This means that regular school attendance is compulsory for those students. Regarding absences, there are two recognized categories: excused and unjustified/unexcused.

Excused Absences

According to the Education Code and related policies and regulations absences from school will be considered excused only for the specific reasons—one through 10— listed below. (The exception to these reasons is found in Education Code 46014 regarding participation in religious exercises or instruction).

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health. The state board shall update its illness verification regulations, as necessary, to account for including a pupil's absence for the benefit of the pupil's mental or behavioral health within the scope of this paragraph.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent/guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
5. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
6. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
7. For attendance at their naturalization ceremony.
8. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, or is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
9. For the purpose of participating in a cultural ceremony or event.
10. For a middle school student to engage in a civic or political event, provided that the student notifies the school ahead of the absence. Unless otherwise permitted by the Superintendent or designee, students shall be limited to one such school day-long absence per school year. (Education Code 48205)

11. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school property as designated by the religious group, church, or denomination.
    1. Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month.
12. Work in the entertainment or allied industry. (Education Code 48225.5)
    1. Work for a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of five absences per school year. (Education Code 48225.5)
13. Participation with a nonprofit performing arts organization in a performance for a public school audience. (Education Code 48225.5) A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)
14. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances. (Education Code 48205, 48260)

For the purpose of the absences described above, family means the student's parent/guardian, brother, or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

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

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

When a student has had absences and/or tardies of 30 minutes or more, in excess of 10 days for the current school year due to illness and verified by approved methods, any further absences or tardies of 30 minutes or more for illness must be verified by a physician, school nurse, or other school personnel. Failure to provide verification by the physician, school nurse, or other school personnel, will result in these absences or tardies being recorded as unexcused.

See related Education Code

Unjustified (Unexcused) Absences

Regarding students who are absent from school without a legally valid excuse

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

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

1. That this pupil is truant
2. That the parent/guardian is obligated to compel the attendance of the pupil at school.
3. That parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.

The district also shall inform the parents/guardians of the following:

1. Alternative educational programs available in the district.
2. The right to meet with appropriate school personnel to discuss solutions to the pupil's truancy. (Added Statutes, 1983, Chapter 498)
3. The student may be subject to arrest under Education Code Section 48264.
4. It is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day. (Added Statutes, 1983, Chapter 498)

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure. (Education Code 48913)

Homework (relating to absence)

Making up homework that was missed due to absence

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

List of Absence Codes

We provide the following list of attendance codes to assist parents/guardians when viewing attendance records online.

X = Excused Absence

- Illness
- Quarantine under the directions of a county health officer For the benefit of the pupil’s mental or behavioral health
- Medical, dental, optometric, or chiropractic services
- Funeral services for an immediate family member, not to exceed 5 days
- Court appearance (letter required from the court)
- Religious observance (must be requested, in writing, in advance, by the parent/guardian, and approved by the principal)
- Spending time with an immediate family member who is on leave from active military duty. (Must be requested in writing, in advance, by the parent/guardian, and approved by the principal/superintendent.)

U = Unexcused Absence**

Absences that do not meet the criteria for an excused absence L = Tardy

- Arriving to school less than 30 minutes into the school day
- Early check out less than 30 minutes at the end of the school day Y = Excused 30 minutes or more Tardy
- Arriving to school late with valid excuse
- Early check out with valid excuse

B = Unexcused Late Arrival / Early Departure**

- Arriving to school 30 minutes or more late without valid excuse
- Early check out of 30 minutes or more at the end of the day without valid excuse

J = In-house Suspension

S = Out of School Suspension

** Per Education Code 48260

A pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

Monitoring Attendance Records

Stay up to date on student's attendance records throughout the year.

Parents/Guardians are encouraged to stay up to date on their student's attendance records throughout the year, and the district offers many ways to do so. An online portal to our Student Information System, PowerSchool, is available for access to the student's daily attendance. Parents/Guardians also may request that emails be sent to them with updates on the student's attendance. Login instructions are available from the school office staff. Parents/Guardians also may request a copy of their student's current attendance record, at any time, from the school office staff.

Schools provide detailed attendance reports. The following list of attendance codes definitions are provided to assist parents/guardians when viewing attendance records online.

Conduct and Safe School Climate

Relating to conduct, discipline, non-discrimination, and other behavior-related notices mandated by law.

Anti-Bias, Anti-Racism: Inclusive Environments For Learning

We are committed to an inclusive environment in which all students are valued and celebrated for the rich diversity of their heritage. Our district task force developed the following anti-bias, anti-racism statement:

In Campbell, we realize that racism is dehumanizing to everyone it touches.

We acknowledge…
to become an anti-racist and inclusive organization we must transparently identify and deconstruct issues of race and bias that are negatively impacting our system, our policies and our people.

In our learning community we are resolved…
to challenge and improve current practice at all levels in order to provide more equitable opportunities for all.

In our learning community we are resolved…
to lean into discomfort to uncover biases and learn about our history, ourselves, and those we serve.

In Campbell, we firmly commit…
to eradicate racist practices by developing along a continuum toward deeper understanding of race, racism and how it impacts our system.

Inclusive Environments

We are working to ensure our students understand, respect and celebrate their individual worth and understand:

- Identity: I know and like who I am
- Diversity: Understand and appreciate how I am the same and different from others
- Justice: Understand injustice when I see it
- Action: Believe I can make a difference

Sensitive topics may arise when tied to curriculum, current events, student conversations, or celebrations. Educators will facilitate and engage impartially in conversations in order to support critical thinking across multiple perspectives. Educators will not include content that reflects adversely on any person’s religious beliefs (EdCode 51500-501).

Education Code 51101 mandates this work due to our obligation to provide a safe and supportive learning environment for all students that is free from discrimination and harassment on the basis of protected groups. By law, parents are not entitled to prior notice or the opportunity to opt their child out.

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Bullying/Harassment

Providing a safe school environment that protects students from physical and emotional harm.

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act.

(Board Policy AR 5131.2)

Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's online reputation.

Reporting: Bullying/Harassment

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized.

The district has established a method to anonymously report bullying, harassment, vandalism or suspicious activities happening on or near our school campuses.

These QuickTip reports can be made by email, phone, or using an online form:

Email: quicktip@campbellusd.org (mailto:quicktip@campbellusd.org)

Phone: (408) 341-7171

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other appropriate school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report the observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint. Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Board Policy AR 1312.3 - Uniform Complaint Procedures.

Intervention: Bullying/Harassment

To the extent possible, district and school strategies focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate.

Students are informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying. (Board Policy 5131.2)

As appropriate, the district provides students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self- esteem development, assertiveness skills, and appropriate online behavior.School staff who witness bullying/harassment shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. (Board Policy 5131.2)

Investigation: Bullying/Harassment

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying/harassment. Complaints of bullying/harassment shall be investigated and resolved in accordance with grievance procedures. (Board Policy 5145.3 & 5131.2)

The principal or designee shall promptly initiate an impartial investigation within five days of receiving notice of the bullying/harassing behavior. In so doing, he/she shall talk individually with:
1. The student who is complaining
2. The person accused of bullying/harassment
3. Anyone who witnessed the conduct complained of
4. Anyone mentioned as having related information (Board Policy 5145.7)

Discipline: Bullying/Harassment

If, through the investigation, it is determined that any student has engaged in bullying/harassment on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption, they shall be subject to discipline in accordance with district policies and regulations. Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive, may include disciplinary action in accordance with Education Code 48900. (Board Policy 5131.2)

Any student who engages in cyberbullying using district-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in

accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed. (Board Policy 5131)

Policy: Bullying/Harassment

The Governing Board recognizes the harmful effects of bullying/harassment on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. (Board Policy 5131.2)

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

District programs, activities and practices shall be free from unlawful discrimination including discrimination against an individual or group based on gender, gender identity, gender expression, sex, race, color, religion, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, marital status, pregnancy, parental status, physical or mental disability, genetic information, or sexual orientation; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Board Policy 5145.3)

Comprehensive School Safety Plan

Keeping students and staff safe at school

Students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (BP 0450)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. The list of required safety content is available in BP0450.

Firearms, Safe Storage of

All California school districts are required to inform and remind parents and legal guardians of all students of their legal responsibilities for safe storage of firearms and keeping them out of the hands of children.

Families should evaluate their own personal practices to assure 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.[1]

○ **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result 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.[2]
- 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.[3]
- 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.[4]

[1] See California Penal Code sections 25100 through 25125 and 25200 through 25220.

[2] *See* California Penal Code section 25100(c).

[3] *See* California Civil Code Section 29805.

[4] *See* California Civil Code Section 1714.3.

Ed. Code 48986 and 18 U.S.C. 921(a) (34)

Smoking and Use of Tobacco Products

Smoking and the use of tobacco products are prohibited at all sites operated by Campbell Union School District. Additionally, students may not smoke or use tobacco products while attending school sponsored activities or while under supervision and control of school staff. A list of resources to help people stop smoking is in the next section.

(Board Policy 5131.62)

Asbestos Inspections

All primary and secondary schools must be inspected for asbestos-containing building materials.

The United States Congress passed the Asbestos Hazard Emergency Response Act (AHERA), which requires all primary and secondary schools to be inspected for asbestos-containing building materials. AHERA further requires that school districts develop and implement a plan to safely manage any asbestos-containing building materials found to be present.

Schools in Campbell Union School District have been inspected and assessed by an accredited asbestos contractor. The inspection report filed by the contractor identifies the location, amount, condition, accessibility, potential for disturbance, and other pertinent information on any asbestos found. The report also certifies that there is no immediate health hazard from asbestos-containing material in our schools.

Copies of the school's inspection report, district management plan, and response actions are on file in the school office should you wish to review them during school hours.

The district management plan also is available for review at the district office. If you have questions or comments, please contact Latoya Lee, Director MOT, at 408-341-7208.

(Board Policy 3514, Administrative Regulation 3514, 40 CFR 763.84)

Bus Conduct

Safety during school transportation is very important.

In order to help ensure the safety and well-being of students, bus drivers and others, students are expected to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus. Students may be denied the privilege of using school transportation for disorderly conduct or persistent refusal to submit to the authority of the driver.

(Board Policy 5131.1; Education Code 35160, 39800)

Cellular Phones/Electronic Signaling Devices, Possession of

Rules and protocols around use of electronic signaling devices on campus

In Campbell Union School District, we are aware of the extensive research linking negative impacts on social-emotional well being and media use. Research also has shown that unauthorized use of electronic devices at school can lead to loss of instructional time and harmful behaviors such as cheating, harassment, and cyberbullying.

Board policy 5131.8 addresses limitations in students' use of electronic signaling devices, including but not limited to pagers, beepers, and cellular/digital telephones and watches, provided that such devices do not disrupt the education program or school activity.

Rules and protocols around use of electronic signaling devices on campus are designed to provide a safe learning environment and empower students to learn self-regulation. We are committed to partnering with families to support our students engaging effectively in the use of these devices.

For these reasons, electronic signaling devices shall be turned off and stored away during school hours, any school activities, and at any other time directed by a district employee. School phones are available if a student needs to contact a parent during the school day.

If disruption occurs, or a student uses any electronic signaling device for improper activities at school, the employee will direct the student to turn off the device and/or confiscate the device until the end of the class period, school day, or activity.

A student who violates this policy may be prohibited from possessing an electronic signaling device during school or school-related events, and/or may be subject to discipline in accordance with Board policy and administrative regulation.

No student shall be prohibited from possession or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

See also BP 5131 and BP/AR 5145.12 - Search and Seizure

Code of Conduct

Campbell Union School District encourages positive discipline that focuses on firmness with dignity and respect. This philosophy teaches students self-discipline, responsibility, cooperation and problem-solving skills.

Campbell Union School District students are expected to respect themselves, others, and their property. However, students should be aware of possible responses and consequences of inappropriate behavior.

Disciplinary action taken by school officials is a direct consequence of unacceptable behavior by a student.

Rules and regulations are established to maintain a positive atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled. When that fails to bring about the appropriate responsiveness, progressive disciplinary procedures will be used up to and including expulsion and/or arrest as the situation and laws require. Some behavioral incidents may be so egregious or dangerous that progressive discipline will not be used.

All students shall comply with the regulations, pursue the required courses of study, and appropriately respond to the requests and responsibility of the teachers maintaining safe and orderly learning environments in the schools.

Participation/attendance at extra-curricular activities is considered part of the educational program. Participants/Spectators carry responsibilities as representatives of their schools and communities. All rules of student conduct also apply to extra-curricular activities.

The Governing Board may enforce the provisions by suspending or expelling a student who refuses or neglects to obey any rules prescribed to that section.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district.

We sincerely ask that parents join the Campbell Union School District staff in providing the examples and support necessary to assist students in achieving a productive school life and experiencing personal pride, a sense of accomplishment, satisfaction, and harmony in their lives.

Code of Conduct: Guidelines for Student Behavior

Response to behavior may include: parent involvement, counseling, loss of privilege and other possible actions listed below.

Students found to have committed the acts listed as “B=” (Behavior) can expect to be assigned any of the consequences shown as “R=” (Response/Possible Action). It should be noted that there might be degrees of severity and/or previous patterns of behavior that will influence the actions. The school administrator will use his or her discretion in determining those consequences.

NOTE: Generally, any student identified as a student with a disability is subject to the same disciplinary measures applicable to all students for violations of the Code of Conduct, except when the student's behavior is determined to be a manifestation of the student's disability. (Board Policy 0430; Education Code Sections 35291, 48908, 48900)

B= Behavior R= Response/Possible Action

B= Assault or battery on school employee
R= Police notified, suspension, expulsion

B= Cause/Threat physical injury to another student, intimidation, or fighting
R= Referral to Crisis Response team for tiered interventions, police notified, detention, suspension, expulsion

B= Cheating
R= Conference, detention

B= Defiance of authority
R= Conference, counseling, referral to PBIS team for tiered interventions, SST, suspension

B= Disorderly conduct
R= Conference, referral to PBIS team for tiered interventions, SST

B= Dress code violation
R= Change clothing, conference, detention

B= Forgery
R= Suspension, expulsion, police notified

B= Gambling
R= Detention, suspension

B= Gang Related Act
R= Detention, referral to Crisis Response Team for tiered interventions, suspension, expulsion, police notified

B= Graffiti-tagging
R= Clean-up, restitution, community service, detention, counseling, suspension, police notified

B= Harassed, threatened, or intimidated complaining witness
R= Conflict resolution, referral to PBIS team for tiered interventions, suspension, expulsion, police notified

B= Hate Crime/Violence – caused, attempted to cause, participated in an act of hate violence (grades 4-8 only)
R= Conference, loss of privilege, schedule change, referral to PBIS team for tiered interventions, suspension, expulsion, notify police

B= Hostile environment—Creating a hostile school environment
R= Referral to PBIS team for tiered interventions, conflict resolution, detention, SST, suspension, expulsion

B= Leaving school grounds during school day
R= Conference, detention, police notified, SST, referral to PBIS team for tiered intervention, suspension

B= Misuse of Computer, Cell Phone, IPOD/MP3/Technology
R= Detention, suspension, expulsion, police notified

B= Physical assault or battery
R= Referral to PBIS team for tiered interventions, police notified, suspension, expulsion

B= Possession of weapon, imitation firearm, or other dangerous object, including any knife, air-soft gun, firecrackers, or explosive devices
R= Police notified, detention, suspension, expulsion

B= Possession, sale, or use of drugs, alcohol or look-a-like substances
R= Referral to Alateen, referral to PBIS team for tiered intervention, police notified, suspension, expulsion

B= Profanity, vulgarities, obscene words/gestures
R= Referral to PBIS team for tiered interventions, community service, detention, suspension

B= Robbery, theft, extortion
R= Police notified, restitution, suspension, expulsion

B= Setting fire, arson
R= Referral to PBIS team for tiered interventions, police and Fire Marshal notified, restitution, community service, referral to Juvenile Firesetter Intervention Program, suspension, expulsion

B= Sexual harassment (grades 4-8 only)
R= Conference, schedule change, suspension, expulsion, police notified

B= Smoking, possession of tobacco, tobacco products
R= Detention, suspension

B= Tardiness/Cutting class/Unexcused absence
R= Conference, SST, detention, schedule change, SARB

B= Terrorist threat
R= Conference, loss of privilege, schedule change, suspension, expulsion, police notified

B= Threats, intimidation, fighting, bullying, cyber-bullying, harassment
R= Referral to PBIS team for tiered interventions, community service, SST, conflict resolution, schedule change, detention, suspension, expulsion, police notified

B= Vandalism, destruction of property
R= Clean-up, community service, restitution, suspension, expulsion, notify police

Code of Conduct: Student Rights and Responsibility

RIGHTS

- To remain enrolled in school unless removed under due process conditions specified in Education Code
- To be informed in class of school rules and regulations
- To be educated in a positive learning environment free from disruptions

RESPONSIBILITIES

- To attend classes regularly and on time
- To obey school rules and regulations
- To exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program
- To be prepared for class with appropriate materials and work

Board Policy AR5020

Code of Conduct: Parents Rights and Responsibilities

RIGHTS

- To be informed of District policy and school rules and regulations related to their children To be informed of all facts and school action related to their children
- To inspect their children's records with the assistance of a certificated staff member for proper explanatio
- To have a school environment for their children that is safe and supportive of learning

RESPONSIBILITIES

- To visit the school periodically to participate in conferences with teachers and administrators regarding their child's academic progress as well as their child's school attendance and behavior
- To provide supportive action by making sure that children have enough sleep, adequate nutrition, and appropriate clothing before coming to school
- To maintain consistent and adequate control over their children

- To exhibit appropriate conduct in interactions with staff and students that does not infringe upon the rights of others or interfere with the school program
- To be familiar with District policies and school rules and regulations To provide space for homework that is conducive to learning

We encourage families to resolve immediate concerns of the classroom directly with the teacher. We value the partnerships with families, and we are committed to working together. If the concerns have been presented to the classroom teacher and a solution has not been reached, families are to request a meeting with a school administrator. (BP/AR5020

Code of Conduct: Teachers Rights and Responsibilities

RIGHTS

- To expect students be behave in a manner which will not interfere with the learning of other students To have parental support related to academic and social progress of students
- To expect students to put forth effort and participate in class in order to meet academic standards

RESPONSIBILITIES

- To inform parents through report cards and conferences about the academic progress, school citizenship, school attendance, and general behavior of their children
- To conduct a well-planned and effective classroom program
- To initiate and enforce a set of classroom expectations consistent with school and district policies
- To encourage and help to maintain a positive school environment that supports learning and is free from any form of intimidation and/or harassment

Board Policy 5020; Oct. 2015

Code of Conduct: Procedures for Suspension and Expulsion

Specified in the Code of Conduct

Administrative suspensions shall be initiated according to the following procedures:

Suspension shall be preceded by an informal conference with student and principal or designee of the principal and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her. The student will be allowed the opportunity to present the version and evidence in the student’s defense.

This conference may be omitted if the principal or designee determines that an “emergency situation” exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school.

All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter.

A student may be suspended from school for not more than 20 school days in any school year unless, for the purposes of adjustment, a student enrolls in or is transferred to another regular school, opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days does not apply when the suspension is extended pending an expulsion.

A suspended student may be required to complete and receive credit for assignments and tests missed during the suspension, as provided by the teacher. A suspended student must remain under parent supervision and cannot be on any school campus or attend school activities for the duration of the suspension. This does not include In-School Suspension.

Code of Conduct: Recommended Order of Discipline

As specified in Code of Conduct

Prior to any disciplinary action the site administrator or designee shall conduct an investigation. In doing, the site administrator or designee shall talk individually with:

- The student who is complaining
- The person accused
- Anyone who witnessed the conduct
- Anyone mentioned as having related information

The procedure listed below is a general guide of the order in which disciplinary action is taken. The nature of the disciplinary problem may alter the sequence of items.

- Documented routine classroom control procedures
- Documented teacher-student conference
- Documented teacher-parent conference
- Referral to principal. (Principal or designee will determine developmentally appropriate, progressive discipline.)
- Referral to each school Student Study Team comprised of administrator, teacher(s), special education representative, and others as necessary
- Suspension
- Expulsion

Code of Conduct: Definition of Possible Disciplinary Actions

As specified in Code of Conduct

Conference – A formal conference is held between the student and one or more school officials. During this conference the student must agree to correct the student's behavior. This is recorded in the administrative record. Conflict Resolution-School personnel shall facilitate a process of ending a disagreement between two or more people in a constructive fashion for all parties involved.

Counseling- Administrator or counselor shall provide assistance and guidance in resolving academic and/or behavioral difficulties.

Detention – Students may be detained during the school day for disciplinary or other reasons. Students may be detained after school for disciplinary or other reasons for a maximum of one hour after the close of the school day.

Expulsion – The student is informed of being subject to expulsion. The student is also informed regarding the due-process procedure. The student’s parent/guardian is notified that the student is subject to expulsion. Notification to the parent/guardian must include clear instructions regarding the due-process procedure. The Superintendent will recommend to the Governing Board that the student should be expelled. The due- process procedure is immediately initiated. The expulsion does not become effective until the due-process procedures have been completed. This is recorded in the student file.

In-School Suspension – A student may be assigned to an in-school suspension program at the discretion of the principal or designee for offenses for which suspension is permitted. The student’s parent/guardian is notified by telephone that the student is subject to a suspension. Notification to the parent/guardian must include clear instructions regarding the due process procedure. This is recorded in the student record.

Loss of privilege- A temporary or permanent loss of an activity or privilege at school.

Parent Involvement – Parent/guardians are notified by telephone, personal contact, letter or certified letter. A conference may be conducted between the student, the student's parent/guardian, appropriate school personnel and any other individuals concerned. A parent classroom observation may be requested. This action is recorded in the administrative record. A student performance contract may be used.

Pre-suspension Alternatives – As an alternative to suspending a student from the classroom, the student may be assigned to an advisement teacher, a student assistance program, or the student may lose a privilege, an extra-curricular activity, or be requested to provide school service.

Referred to PBIS Team for Tiered Interventions- Specialized group or individual interventions determined by referral data and assessment. Interventions may include, but are not limited to: Check-in-check-out; behavior support plan; social skills groups; homework club; and possible referral to a student study team (SST).

SARB – School Attendance Review Board. The SARB enforces compulsory education laws. It comprises parents, representatives from the school district and members of the community at large, including representatives from law enforcement, welfare, probation, mental health, various youth service agencies and the district attorney's office (membership identified in Education Code 48321). The SARB recommends alternative solutions to alleviate circumstances that contribute to truancy, attendance or behavior problems.

Suspension – The student is informed of being subject to suspension (five days or less). The student is also informed regarding the due process procedure. The student's parent/guardian is notified by telephone that the student is subject to a suspension. Notification to the parent/guardian must include clear instructions regarding the due process procedure. This is recorded in the student record.

Student Discipline

The Governing Board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The District Code of Conduct, together with copies of school rules and regulations, are distributed annually to students and parents. Parents should contact the local school for information regarding school rules and regulations.

(Education Code Section 35291)

Code of Conduct: Expectations for Student Behavior

Students are expected to respect themselves, others, and their property. Therefore students should be aware of possible responses and consequences of their behavior.

Students are expected to respect themselves, others, and their property. Therefore students should be aware of possible responses and consequences of their behavior.

Students who exhibit behavioral problems will be subject to disciplinary action by school officials. Depending on the behavior, school officials may take one or more of the following actions. The actions taken will comply with Board policy and state law.

The following information is intended to clearly present our school rules and regulations. The Student Behavior Guidelines list the potential actions that may be taken in relation to behavior that violates the Code of Conduct. Please read carefully.

All students are expected to understand and follow these guidelines.

Code of Conduct: Administrators Rights and Responsibilities

As specified in Code of Conduct

RIGHTS

- To hold students accountable for any disorderly conduct in school or on their way to and from school To take appropriate action in dealing with students guilty of misconduct
- To recommend suspension, exemption, exclusion, and/or expulsion as the situation demands

RESPONSIBILITY

- To provide leadership that will establish, encourage, and promote good teaching and effective learning
- To establish, publicize, and enforce school rules that facilitate effective learning and promote attitude and habits of good citizenship among students
- To request assistance from the School Services Department in matters concerning serious instructional, behavioral, emotional, health, or attendance problems
- To grant access to student records by parents/guardians or others with proper authorization
- To promote and maintain a positive school environment that supports learning and is free from any form of intimidation and/or harassment

Board Policy 5020; Oct. 2015

Code of Conduct: Administrative Expulsion

This section is a general outline of expulsion procedures.

Outline of Expulsion Procedures

- The principal submits a written recommendation to expel the student to the Superintendent. When expulsion is being considered, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision in the matter.
- Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
- The student and student's parent/guardian shall be entitled to a hearing to determine whether the student should be expelled. An expulsion hearing will be held within 30 school days after the date the principal determines that one of the acts listed under "Grounds for Suspension and Expulsion has occurred. Written notice of the hearing will be forwarded to the student and student's parent/guardian at least ten days prior to the date of the hearing.
- An administrative panel will conduct a hearing to consider expulsion in a session closed to the public unless the student or student's parent/guardian requests that the hearing be public.
- The final action to expel will be taken by the Governing Board at a public meeting within ten school days following the conclusion of the Administrative Panel hearing. If the Governing Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from the school of attendance, unless the student requests in writing that the decision be postponed.
- Written notice of the decision to expel shall be sent to the student and parent/guardian and shall include notice of the right to appeal such expulsion to the County Board of Education.

Please refer to Campbell Union School District Board Policy 5144.1 for additional information regarding suspension and expulsion procedures, and Administrative Regulation 5144.2 for additional information regarding suspension and expulsion/due process for Students with Disabilities.

Code of Conduct: Disciplinary Procedures

As specified in Code of Conduct

The Board is legally required to review and take a position on certain disciplinary procedures. Accordingly, the Board authorizes the use of the following procedures:

- Use of Detention: Students may be detained in school for disciplinary or other reasons for up to one hour after the close of the maximum school day.

- Use of Recess or Break Time: A teacher may restrict, for disciplinary purposes, the time a student is allowed for recess providing the student's physical needs are met. Discipline is related to behavior that is disruptive; it is not directly related to academic performance, i.e. incomplete work, etc. A teacher may suggest that a student use recess or noontime intermission for a student-determined study session.
- Restriction of Activities: The school has the right to restrict a student from extra-curricular and/or special events.
- Use of Physical Restraints: Teachers are required to hold students strictly accountable for their conduct on the way to and from school, on the playgrounds, and during recess, and are not criminally liable for exercising the same degree of physical control over a student that a parent would be legally privileged to exercise in order to maintain order, protect property, or protect the health and safety of students, and maintain proper and appropriate conditions conducive to learning. A staff member shall physically control a child only to the extent necessary to protect the child, other students, the staff member, and/or other staff members.

Maintaining Appropriate Adult-Student Interactions

Maintain professional and ethical standards in interactions with students

The Governing Board desires to provide a positive school environment that protects the safety and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety. Board Policy 4119.24

Nondiscrimination in District Programs/Activities

District programs, activities and practices shall be free from unlawful discrimination

Board Policy 0410 outlines the Campbell Union School District Governing Board's commitment to providing equal opportunity for all individuals in district programs and activities. District programs, activities and practices shall be free from unlawful discrimination including discrimination against an individual or group based on gender, gender identity, gender expression, sex, race, color, religion, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, marital status, pregnancy, parental status, physical or mental disability, genetic information, or sexual orientation; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Expectant and parenting students shall have the same educational and extracurricular opportunities as all students. Any education program or activity offered separately to pregnant students will be equal to that offered to other district students. Participation in special programs or schools shall be voluntary.

As stated in Board Policy 5146: “The district shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. (Education Code 221.51, 230; 5 CCR 4950; 34 CFR 106.40)”

All individuals shall be treated equitably in the receipt of district and school services. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above. Also, children have the right to information on educational rights issued by the California Attorney General. Such information may be provided through any cost-effective means determined by the Superintendent or designee.

(Education Code 234.7)

More policies relating to Title IX and/or non-discrimination are online.

District Title IX Coordinator: Dr. Melissa Theide , Assistant Superintendent of Human Resources, email: mtheide@campbellusd.org, phone: 408-364-4200 ext. 6213.

Planned Pesticide Use

The Healthy Schools Act of 2000 requires all California school districts to notify parents and guardians of pesticides they expect to apply during the year.

This year, Maintenance and Grounds crews intend to use the pesticides listed below in the schools. This year the facilities department may use the pesticides listed below in a manner that minimizes risk to people, property, and the environment. Such pesticides shall only be used after careful monitoring indicates they are needed.

More information about these pesticides and use reduction is available at the Department of Pesticide Regulation’s website. The District's Integrated Pest Management Plan may be found at www.campbellusd.org/reports. If you have any questions, or would like to register to receive prior notification of each application, please contact Latoya Lee, Director, MOT, at lalee@campbellusd.org or 408-341-7208.

Pesticide Name - Active Ingredient(s)

Avert - Abamectin

Contac Blox - Bromediolone

Cy-Kick - Cyfluthrin

Delta Dust - Deltamethrin

Eco-Exempt - Rosemary Oil

Gentrol - Hydroprene

Pre-Cor 2000 - Metroprene, Permethrin

Raid - Tetramethrin

Rodent Bait - Chlorophacinone

Tempo SC - Cyfluthrin

Termidor - Filpronil

Ultracide - Pyrethrin

Wasp-Freeze - Phenothrin

Diuron - Diuron

Mecomec - Potassium Salt

MilesoneVM - Triisopropano-lammonium salt

Tengard - Permethrin

Suspend SC - Deltamethrin

Precor - Methoprene

Herbicide Name - Active Ingredient(s)

Magnify- Ammonium Nitrate

Alpine- Dinotefuran

Lifeline- Glufosinate Ammonium

Merit- Imidacloprid

(Education Code 17610.1)

Privacy Rights, Student and Family

Relates to student surveys and student's individually identifiable information.

The Governing Board respects the rights of district students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information.

The Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including his/her name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose.

The Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following: (20 USC 1232h)

1. College or other postsecondary education recruitment or military recruitment
2. Book clubs, magazines, and programs providing access to low-cost literary products
3. Curriculum and instructional materials used by elementary and secondary schools
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
5. The sale by students of products or services to raise funds for school-related or education-related activities
6. Student recognition programs

A student's parent/guardian shall provide prior written consent before the student is required to participate in a survey inquiring about personal beliefs and practices as specified in Board Policy Regulation 5022. (20 USC 1232h; Education Code 51513) If a student participates in such a survey, school officials and staff members shall not request or disclose the student's identity. A student’s parent/guardian may submit to the school administrator a written request to exclude their student from participating in certain lessons, surveys, and/or health exams as may be scheduled for the school.

(Board Policy 5022; Regulation 5022; 20 USC 1232h)

Search and Seizure

As necessary to protect the health, safety, and welfare of students and staff, school officials may search students, their property and/or district property under their control and may seize illegal, unsafe, and

prohibited items. All student lockers and desks are the property of the District.

When a school employee suspects that a search of a student's electronic device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(Board Policy 5145.12) (Education Code 49050-49051)

Sex Offender Notification

The Superintendent or designee maintains an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of information related to campus safety and notifications about sex offenders. To the extent authorized by law, the Superintendent or designee also establishes procedures for appropriate notification and only in the manner and to the extent authorized by the law enforcement agency.

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

Information about registered sex offenders is available through local law enforcement and the Department of Justice’s Megan’s Law website.

(Board Policy BP 3515.5; Administrative Regulation 3515.5, PC 290.45)

Student Information/Release of Directory Information

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information only in accordance with law, Board policy, and administrative regulations.

The primary purpose of directory information is to allow the district to include this type of information in certain school and/or district publications. Examples include:

- A playbill, showing your child's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Commencement programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members

The district has designated the following as Directory Information: Name; Address; Telephone number; Parent/guardian Email address; Date of birth; Participation record in officially recognized activities and sports; Weight and height of athletic team members; Dates of attendance; Awards received; Most recent previous school attended.

Directory Information, which is information that is generally not considered harmful or an invasion of privacy if released, can 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, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with students' names, addresses, and telephone listings, unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

The Superintendent or designee may release student directory information to representatives of the news media or nonprofit organizations in accordance with Board policy and administrative regulation. The Superintendent or designee may limit or deny the release of specific categories of directory information to any public private nonprofit organization based on the determination of the best interests of district students.

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 other factor that only the authorized user knows. Your child's social security number will not be used for this purpose.

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Campbell Union School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records.

The district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary by submitting a **Directory Information "Opt-Out" Request Form**. The form is available from the school office staff.

Directory information shall not be released regarding any student whose parent/guardian notifies the district in writing that such information not be disclosed without the parent/guardian's prior consent. (Education Code 49073; 20 USC 1232g, 7908)

Please see also the section on General Media/Photo Release and BP 1112

(Board Policy and Regulation 5125.1; Education Code 49061, 49063, 49073)

Sexual Harassment Policy

Campbell Union School District is committed to maintaining a learning and working environment that is free from harassment and discrimination.

Campbell Union School District's policy is to provide a working and learning environment free of all forms of unlawful discrimination, including sexual harassment.

The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, and other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender in the educational setting, under any of the following conditions: (**Education Code 212.5**; **5 CCR 4916**).

Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s academic status, or progress. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual. The conduct has the purpose or effect of having a negative impact upon the individual’s academic performance, or of creating an intimidating, hostile, or offensive learning environment. 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 any district program or activity.

The district promptly investigates all complaints of sexual harassment and takes immediate remedial action. If a student engages in sexual harassment, remedial action may include discipline, up to and including expulsion. For more information, please contact the Assistant Superintendent for Human Resources at 364-4200 extension 6213.

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and federal law include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body or overly personal conversation.

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer generated images of a sexual nature.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Massaging, grabbing, fondling, stroking, or brushing the body.
8. Touching an individual's body or clothes in a sexual way.
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex.
10. Displaying sexually suggestive objects.
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communication containing comments, words, or images described above.

For the purposes of this policy, and according to Education Code section 48900.2, the conduct described in section 212.5 must be considered, by a reasonable person of the same gender as the victim, to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This policy shall apply to students in all grades.

(Board Policy 5145.7, Education Code §48900.2)

Sexual Harassment – Students

Regarding unlawful sexual harassment of students by any other student, employee, or other person at school or at school-sponsored or school-related activity

The Governing Board is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits the unlawful sexual harassment of students by any other student, employee, or other person at school or at school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the district complaint process.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when: (Education Code 212.5; 5 CCR 4916)

"Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, or progress. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or

offensive learning environment.

“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.”

For the purposes of this policy, and according to Education Code section 48900.2, the conduct described in section 212.5 must be considered, by a reasonable person of the same gender as the victim, to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This policy shall apply to students in all grades.

(Board Policy 5145.7, Education Code §48900.2)

Sexual Harassment: Reporting

Any student who feels subjected to sexual harassment on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact the teacher or any other employee. A school employee to whom a complaint is made shall, within one school day of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

A complaint of sexual harassment of a student by a district employee must also include a report of such allegations to the Superintendent/designee for appropriate investigation and action. When the complaint constitutes an allegation of child abuse or the Principal/designee taking the complaint suspects that child abuse may have occurred, a report must be filed with the appropriate law enforcement/child protective agency as well.

Follow up on reports is conducted through the office of the Director of Student Services, Pablo Viramontes, 408-341-7285.

Sexual Harassment: Investigation of Reports

The principal or designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Superintendent or designee, in accordance with the district’s uniform complaint procedures.

Sexual Harassment: Confidentiality Requirement

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Information related to a complaint of sexual harassment shall be confidential, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

Disciplinary action

Students who have been found to have sexually harassed other student(s) shall be subject to the following disciplinary consequences including, but not limited to:

- Disciplinary conferencing with the student and/or parent,
- Suspension and referral for counseling,
- Recommendation for expulsion for repeated violations.
- Suspension and expulsion as a disciplinary consequence for sexual harassment shall not apply to pupils enrolled in transitional kindergarten and grades 1 through 3, inclusive, per Education Code 48900.2.

Resources to Stop Smoking/Using Tobacco Products

Tobacco Cessation Services

HOTLINES & ONLINE HELP

The California Smokers' Helpline provides a number of services to help smokers and other tobacco users quit. All services are free. Call 1-800-NO-BUTTS today! Counselors are available weekdays, 7 a.m. to 9 p.m., and Saturday, 9 a.m. to 5 p.m. Or sign up 24/7 online.

- English: 1-800-NO-BUTTS (1-800-662-8887)
- Chinese: 1-800-838-8917
- Korean: 1-800-556-5564
- Spanish: 1-800-45-NO-FUME (1-800-456-6386)
- Vietnamese: 1-800-778-8440
- Tobacco Chewers: 1-800-844-CHEW (1-800-844-2439)
- Support through text-messaging, self-help materials, online and referral programs available.

American Cancer Society How to Quit Smoking or Smokeless Tobacco: https://www.cancer.org/healthy/stay-away-from-tobacco/guide-quitting-smoking.html

American Heart Association

- Kids & Teens: https://www.heart.org/en/healthy-living/healthy-lifestyle/quit-smoking-tobacco/how-to-keep-kids-and-teens-from-smoking-and-vaping
- 5 Steps to Quit Smoking: https://www.heart.org/en/healthy-living/healthy-lifestyle/quit-smoking-tobacco/5-steps-to-quit-smoking

American Lung Association

- Freedom from Smoking Program: http://freedomfromsmoking.org/
- Free Freedom From Smoking Guide: Call 1-800-LUNGUSA

Become a Smokefree Teen https://teen.smokefree.gov/

How to Quit Smoking https://www.lung.org/stop-smoking/i-want-to-quit/

National Institute of Cancer- LiveHelp Online Chat: Information and advice about quitting smoking through a confidential online text chat with an information specialist from NCI's Cancer Information Service. Monday-Friday, 9am to 9pm, Eastern Time. https://livehelp.cancer.gov/app/chat/chat_launch

Partnership for Drug Free Kids: https://drugfree.org/email-helpline-specialist/

- Call 1-855-378-4373
- Send an Email:https://drugfree.org/email-helpline-specialist/
- Text a Message to 55753

Quit For Life: https://www.cancer.org/healthy/stay-away-from-tobacco/smoke-free-communities/create-smoke-free-workplace/quit-for-life.html

This is Quitting: The youth e-cigarette use epidemic created an urgent need for resources to help young people quit vaping. We filled that need by developing a first-of-its-kind program called This is Quitting. The free quit-vaping and quit-smoking mobile program is one of the few resources available designed specifically for teens and young adults. Schools, youth-serving organizations and state and local governments have partnered with This is Quitting to customize it for their unique populations.

Tobacco Free Kids https://www.tobaccofreekids.org/

SANTA CLARA COUNTY LOCAL RESOURCES

Adolescent Counseling Services: Since 1991, ACS' Adolescent Substance Abuse Treatment Program (ASAT) has been providing professional assessment and outpatient treatment services specifically designed for youth struggling with substance abuse and/or addiction. ASAT is a harm reduction intensive outpatient treatment program for adolescents that addresses the underlying causes of use/abuse, along with encouraging abstinence and healthy lifestyles. Services are provided in English and other languages, based on counselor availability.
Intake Coordinator: (650) 424-0852 x108. Website: http://www.acs-teens.org/what-we-do/treatment/

Asian American Recovery Services (AARS): Services include outpatient treatment for adults and adolescents. Services also in multiple languages. (408) 271-3900.
https://www.healthright360.org/agency/asian-american-recovery-services

Breathe California of the Bay Area: Type of service: Ash Kickers Smoking Cessation, 6-week session group support program. 408-998-5865. Location. 1469 Park Ave. San Jose, CA 95126. Website: http://www.acs-teens.org/what-we-do/treatment/

Tobacco Use Prevention and Education (TUPE): Tobacco Use Prevention Education (TUPE) is a comprehensive evidence-based tobacco use prevention, youth development, intervention, and cessation program. The purpose of the TUPE program is to reduce youth tobacco use by helping students make healthy decisions through tobacco-specific educational instruction and activities that build knowledge as well as social skills and youth development assets. Website: https://www.sccoe.org/tupe/Pages/default.aspx

SUPPORT GROUPS

BecomeAnEx: A support group for parents, sign up here https://www.becomeanex.org/

Partnership for Drug Free Kids: Parent coaching - get support from another parent who's dealt with a child's addiction. https://drugfree.org/article/parent-coaching/

Teen Corner (Alateen): https://al-anon.org/newcomers/teen-corner-alateen/
To find a meeting: https://al-anon.org/al-anon-meetings/find-an-alateen-meeting/

Video Surveillance at School

Relating to use of video surveillance cameras in public areas on District property, buses, and at school related activities.

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance

cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Unless otherwise indicated, any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Video cameras may be used by school officials in public areas on District property, on buses, or at school related activities. Video cameras shall not be used in areas in which persons have a reasonable expectation of privacy, including locker rooms or restrooms.

Cameras shall not be placed in classrooms without consent of the teacher and principal.

Cameras shall not have audio recordings without providing necessary notice. The resulting videotapes may be used to establish the misconduct of students at school or school-sponsored activities. Videotaping may include digital recording and use of other electronic devices.

For other uses of video at school, not related to security and surveillance, please refer to the section “Photograph/Video Students” in this handbook.

(Board Policy BP 3515)

Visitors at School

The Governing Board encourages parents/guardians and interested members of the community to visit the schools and view the educational programs there.

To ensure minimum interruption of the instructional program, the Superintendent has established procedures for visits during regular school days.

- To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session.
- Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.
- Visits to classrooms and/or appointments with staff during school hours must be **pre-arranged** with the teacher or the principal or designee. If a conference is desired, an appointment should be set with the teacher during non-instructional time.
- For purposes of safety and security, the principal or designee may design a visible means of identification for visitors while on school premises. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher’s and principal’s permission.

(Education Code Sections 32210 et. seq., Board Policy BP1250)

Complaint Procedures

Procedures to promote prompt and fair resolution of a complaint against an employee.

To promote prompt and fair resolution, the following procedures shall govern the resolution of a complaint against an employee:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Parents/guardians are encouraged to attempt to orally resolve concerns with the involved staff member personally. (If the complaint regards another student, the complaint should be brought to the attention of the classroom teacher for a classroom concern or to the principal if it is outside of the classroom.)
2. If a complainant is unable or unwilling to resolve the complaint directly with the person involved, the individual may submit an oral or written complaint to the employee's immediate supervisor or the school principal.
3. When a written complaint is received about an employee, the employee shall be notified in accordance with collective bargaining agreements.

(Board Policy AR 1312.1)

The District is primarily responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. At the beginning of the school year, and during the year as new students arrive, the District provides notice to all families of enrolled students and to District employees that describes procedures for filing complaints.

Board Policy and Administrative Regulation 1312.3 outline the Uniform Complaint Procedures that Campbell Union School District will follow when complaints alleging unlawful discrimination or failure to comply with state or federal laws, including Title IX, are received.

Uniform Complaint Procedures (UCP)

Uniform Complaint Procedures are followed when complaints are received alleging unlawful discrimination or failure to comply with state or federal laws, including Title IX.

Reference Board Policy 1312.3.

The complete Uniform Complaint Procedures policy and regulations, in English and Spanish, are available to employees, parents, and the public from the District Superintendent's office and online at www.campbellusd.org/policy. (http://www.campbellusd.org/policy.)

Every effort should be made to resolve a complaint at the earliest possible stage. Parents/guardians are encouraged to attempt to resolve the complaint directly with the employee's immediate supervisor or the school principal. A complaint about the school principal should be directed to the District Office.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging failure to comply with district violation of applicable state and or federal laws in collection of student fees, consolidated categorical aid programs, child care and development programs, After School Education and Safety programs, early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, child nutrition programs, compensatory education, special education programs, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Prevention Education programs, and any other district-implemented program which is listed in Education Code 64000(a)
2. Any complaint alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220, Penal Code 422.55, or Government Code 11135, including age, marital status, pregnancy or parental status, actual or perceived sex, sexual orientation, gender, gender identity, gender expression, or genetic information, immigration status, ethnic group identification, race, ancestry, national origin, religion, color, physical or mental disability; 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 that receives or benefits from state financial assistance.
3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)
4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610) (cf. 3260 - Fees and Charges) (cf. 3320 - Claims and Actions Against the District)
5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075 (cf. 0460 - Local Control and Accountability Plan)
6. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223) (cf. 6142.7 - Physical Education and Activity)
7. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
8. The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

Continued in the next section.

Uniform Complaint Procedures (continued)

Reference Board Policy 1312.3 (continued from previous section)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The following complaints are not subject to the district's UCP (5 CCR 4611) but shall be referred to the specified agency:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator. (cf. 5141.4 - Child Abuse Prevention and Reporting)
3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment.
5. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in Board Policy AR 1312.4 - Williams Uniform Complaint Procedures.(Education Code 35186)

Contact Compliance Officer: The District's Assistant Superintendent of Human Resources, Dr. Melissa Theide, serves as Compliance Officer. Complaints may be filed by calling the office of the student's school or the Compliance Officer, at 408-341-7213.

Persons filing a complaint ("complainants") shall be advised of any civil law remedies that may be available to the parent/guardian under state or federal discrimination laws, if applicable. Complainants have the right to appeal the District's decisions to the California Department of Education by filing a written appeal within 15 days of receiving the District's decision.

Pursuant to California Education Code Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take

home.

2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or mis-assignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.
4. Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
5. Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

A complaint form may be obtained at the school office, district office, or downloaded from the district's Web site at www.campbellusd.org. Information also is available on the California Department of Education web site.

Enrollment and Transfers

Registering students for elementary and middle school or requesting placement at a particular school.

For general information about enrolling a child into one of our schools, please visit our Enrollment web page.

Class Placement

At the beginning of each school year, students are assigned to classes. **These assignments remain tentative until enrollment stabilizes**, a process that often takes many weeks. Parents may provide information regarding the learning needs of their students for consideration.

Enrollment: Transfer Schools Within the District

Information about Open Enrollment Requests for School Placement

Open Enrollment

An Open Enrollment period is held prior to the end of February of each year. Only during this period, parents/guardians of students entering certain grades, and who reside within district boundaries, may

apply to enroll their child in district schools outside their designated attendance area.

In compliance with Education Code 35160.5, Campbell Union School District has established rules and regulations regarding an open enrollment policy within the district for residents of the district.

As required under this section, the policy includes the following elements:

(A) Parents or guardians of a student who is entering transitional kindergarten (TK), kindergarten (K), or sixth grade at Monroe or Rolling Hills Middle Schools, and is a resident in the district, may request the school that they wish the child to attend, irrespective of the particular location of the pupil's residence within the district.

(B) A selection policy for any school that receives requests for admission in excess of the capacity of the school that ensures that selection of students to enroll in the school is made through a random, unbiased process that prohibits an evaluation of whether any student should be enrolled based upon his or her academic or athletic performance. For purposes of this subdivision, the school district governing board shall determine the capacity of the schools in its district.

(C) No student who currently resides in the attendance area of a school shall be displaced by students transferring from outside the attendance area. According to Board Policy 5116.1, if no space is available at the requested school, the district will assign the child to another site. Space limitations and placement priorities apply.*

NOTE: Special procedures also exist for students enrolled in a school that is on California's Open Enrollment Act list. (cf 5118)

School Transfers Within the District (Intradistrict Transfers)

Within-district transfers shall be done through the Open Enrollment process, with the following exceptions:

1. Families who move into another CUSD school's attendance area. Proof of residence within the new attendance area shall be provided to district administration (e.g. phone bill; escrow papers).
2. If a parent/guardian or site administrator feels an alternate placement to a different CUSD school would be in the best interest of the student, including involuntary transfers under Board Policy 5116.2, a written request shall be made, Attn: Student Information Department.

Note: Open Enrollment for the 2026-27 school year is for students entering TK or sixth grade at Monroe and Rolling Hills, and for students enrolled in schools on the California Open Enrollment Act list, with the following exceptions:

- Open Enrollment for Village School is for students entering kindergarten through fifth grade.

- Open Enrollment for Sherman Oaks is for students entering transitional kindergarten, kindergarten and first grade.
- Open enrollment for Campbell School of Innovation is for students entering grades Kindergarten and up. (Refer to the Open Enrollment section above.**

For transfers with special circumstances, the superintendent or designee shall consider transfers on a case-by-case basis, only if space is available in the student's grade level. (*See also the section on Bullying in this handbook*.)

Transportation shall not be provided for students requesting within-district transfers.

(Education Code 35160.5, Board Policy 5116.1, 5116.2, AR 5116.1, cf 5118)

Enrollment: Transfer Between Districts

School Transfers Between Districts (Interdistrict Transfers)

Campbell Union School District sometimes serves students who reside outside the district boundaries. Interdistrict transfer agreements (IDA) will be approved depending upon school capacity and space in the grade level requested. Students who attend district schools on an interdistrict transfer must make satisfactory progress towards meeting academic standards, attend school regularly and arrive on time for school/class, and exhibit appropriate school behavior. Interdistrict transfers may occur when class enrollments in the district will permit the addition of non-resident students. Continuing IDA transfer students must reapply each year to attend the following year. Annual renewal of IDA requests begins in the spring of the school year for the next school year, allowing administrators an opportunity to review each applicant’s record for attendance, disruptions of the educational program, or failure to make progress toward meeting district standards, before determining eligibility for renewing the interdistrict attendance request.

Invitations to renew are sent to parents/guardians before the end of the school year. Notification of placement occurs before the start of the new school year. Because students residing within the Campbell Union School District have first-priority placement, inter-district students may be displaced if no space is available. Transportation shall not be provided for students attending on an interdistrict agreement. A student's interdistrict agreement may be denied or revoked because of falsified information on the application, unsatisfactory attendance, disruption of the educational program, or failure to progress towards meeting district standards.

(Governing Board Policy and Administrative Regulation 5117)

District Residency

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. (BP 5111.1)

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. (BP 5111) A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record.

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

When establishing a student's residency for enrollment purposes, the Superintendent or designee shall not inquire into a student's citizenship or immigration status.

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, the Superintendent or designee may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2

The Superintendent or designee may assign appropriate district employees to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, the Superintendent or designee shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

(see also BP 5116 - School Attendance Boundaries)

Health and Special Needs Notifications

Official notices related to the general health of students and services for students with special needs.

Administration of Medication to Student During Regular School Hours

Any student who is required to take prescribed and over-the-counter medication during the regular school day may be assisted by the school nurse or other designated school personnel if both of the following conditions are met: (CCR, 600)

1. The student's authorized health care provider executes a written statement specifying, at a minimum, the medication the student is to take, the dosage, and the period of time during which the medication is to be taken, as well as otherwise detailing (as may be necessary) the method, amount, and time schedule by which the medication is to be taken.
2. The student's parent or legal guardian provides a written statement initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication in accordance with the authorized health care provider's written statement.

With the approval of the student's authorized health care provider and the approval of the student's parent or legal guardian, the school district may allow a student to carry emergency medication and self-administer the medication. In order for a student to carry and self administer medication, the school district shall obtain a written statement from the authorized health care provider detailing the name of the medication, method, amount and time schedules by which the medication is to be taken and confirming that the pupil is able to self-administer the medication. In addition, the school district shall obtain a written statement from the parent or legal guardian consenting to the student carrying and self administering the medication, providing for a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from civil liability if the self-administering student suffers an adverse reaction by taking the medication. The student may be subject to disciplinary action if the student uses the medication in a manner other than as prescribed.

When a student is carrying a medication that does not meet the conditions specified above, school officials will confiscate the medication and secure it in the school office until the appropriate paperwork is obtained from the parent and authorized health care provider. Epipens are on school sites, for emergency purposes only, in compliance with SB1266, and staff volunteers have been trained in their use.

Parents or legal guardians are responsible for delivery of the medication to the school site, and they are responsible for picking up the medication at the school at the end of the school year.

(AR 5141.21, Education Code Section 49423, California Code of Regulations 611)

Non-episodic Condition, Notice to School

Regarding students on a continuing medication regimen for a non-episodic condition

The parent or legal guardian of any public school student on a continuing medication regimen for a non-episodic condition shall 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 the consent of the parent or legal guardian of the student, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. The superintendent of each school district shall be responsible for informing parents of all students of the requirements of this section.

(Education Code Section 49480)

Children and Youth Behavioral Health Initiative (CYBHI)

California has a new program called the Children and Youth Behavioral Health Initiative (CYBHI) to help young people get mental health support. Because of this, schools can now bill your insurance for mental health services provided to your child at school. These services are free for you. State law makes sure you will not have any charges, co-pays, or changes to your existing insurance benefits.

- Services Provided: These service categories include psychoeducation, screenings and assessments, treatment, and case management or care coordination.
- Cost and Benefits: Billing insurance providers allow us to sustain and expand mental health programs. Your private benefits remain unchanged, and there are no out-of-pocket costs.
- Privacy: Services are confidential. Exceptions are made only in cases of suspected abuse, court orders, or safety threats, as required by law.
- Coordination: Staff may share limited information with teachers or administrators only as necessary to coordinate care (e.g., excusing a student for an appointment).
- Consent: Your permission is voluntary, valid for one year, and can be withdrawn in writing at any time.

Confidential Medical Services, Release of Student to Obtain

Students in grade 7-8 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. District policy and practice is that

students will only be released from school to people who have written consent from the parent or guardian.

(Education Code Section 46010.1)

Health Assessments

Diabetes, Type 1

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated. It usually develops in children and young adults but can occur at any age.

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Type 1 diabetes affects insulin production.

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

Complete information about Type 1 Diabetes, its risk factors, screening tests and treatments is available online from the Centers for Disease Control or from the school health clerk.

BP 5145.3, Education Code 49452.6

Oral Health Assessment

California law requires that children have an oral health assessment prior to beginning kindergarten/transitional kindergarten or first grade, whichever is the child's first year of attendance in public school.

The law specifies that a licensed dentist or other licensed or registered dental health professional must perform the assessment. Oral health assessments that have happened within 12 months prior to the date of the child's initial enrollment also meet the requirement. Parents have the opportunity for their child to receive the topical application of fluoride, including fluoride varnish, or other decay-inhibiting

agent to the teeth during the school year. The parent/guardian may consent to the treatment or indicate that the student shall not receive treatment because the pupil has received the treatment from a dentist or the treatment is not desired.

(Education Code 49452.8, AR 5141.6, Health and Safety Code 104830, 104850, 104855)

Physical Exam Exemption

Relating to non-consent for a student to be exempt from any physical examination

A parent or guardian having control or charge of any child enrolled in the public schools may file annually with the principal of the school in which the child is enrolled a written statement, signed by the parent or guardian, stating that parent/guardian will not consent to a physical examination of the child. Thereupon, the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the student shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

(BP 5141.3, Education Code Section 49451)

HPV Notification (Cancer Prevention Act)

Public schools in California are mandated by the California Education Code to inform parents and families about human papillomavirus (HPV), a common virus that can lead to cancer.

HPV causes approximately 37,000 cancer cases annually in the U.S., including cervical cancer, which can be detected early with a Pap test. HPV vaccination is highly effective, preventing over 90% of HPV-related cancers. The vaccine is recommended for children aged 9 to 12, with two doses recommended before 8th grade. Vaccination is also endorsed by various medical organizations and California's Cancer Prevention Act. Ask your healthcare provider, pharmacist, or local health department to learn more about HPV vaccine and where you can get it. The vaccine is typically covered by insurance or available through programs like the Vaccines for Children (VFC) Program. Additional information can be found through healthcare providers or the Centers for Disease Control and Prevention. (CA EdCode: Title 2, Division 4, Part 30, Chapter 5, Article 2, Section 51938)

Immunizations; Communicable Disease Control

Information about cooperating with the local health officer in measures necessary for the prevention and control of communicable diseases in school-age children.

Anything to the contrary notwithstanding, the governing board of any school district shall cooperate with the local health officer in measures necessary for the prevention and control of communicable

diseases in school-age children. To protect our students and staff from the spread of communicable disease, we ask that you do not send your child to school with any of the following symptoms:

- Productive cough with yellow or green nasal discharge
- Fever of 100 degrees or more. Child should be fever free for 24 hours without the use of fever controlling medicine before returning to school
- Eyes that are red, swollen, crusting or draining
- Acute, severe earache or drainage from ear
- Diarrhea
- Nausea accompanied by vomiting
- Severe sore throat
- Rash of unknown origin
- Pain that does not subside after resting
- Severe toothache
- Parents of students exhibiting any of the above symptoms at school will be notified to pick their child up from the school office.

Please notify the school of your child's absence as soon as possible.

The California Department of Health offers this Guidance for Common Signs and Symptoms to help families determine when to keep an ill student home and when the student may attend school.

Immunizations

California Health and Safety Code requires that students entering school provide a written immunization record upon admission to school. All immunizations must be up-to-date before a student may enroll. Any student admitted conditionally who fails to obtain the required immunizations within the time limits allowed by the California Department of Health Services will receive a notice of inadequate immunizations. Parents must present evidence of the required immunization within 10 days or the child will be excluded from school attendance (H&SC 120325).

Immunization schedules for students entering grades TK/K-8 are available in the school office or at www.shotsforschool.org. Please note that there are additional immunization requirements for students entering 7th grade.

Beginning January 1, 2021 all new medical exemptions for school and child care entry must be issued through the California Immunization Registry - Medical Exemption website (CAIR-ME). Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria.

Parents can create an account in CAIR-ME and apply for an exemption. They will receive an exemption application number to give to their child’s physician. The physician can register for an account in CAIR-ME and log in to issue the medical exemption. Once the medical exemption is issued, the physician prints the form and provides a copy to the parents to give to their child’s school or child care facility.

A medical exemption filed at a pre-kindergarten facility or school remains valid until the earliest of:

- When the child enrolls in the next grade span (TK/K–6th grade, 7th–12th grade)
- The expiration date specified in a temporary medical exemption
- Revocation of the exemption (PDF) because the issuing physician has been subject to disciplinary action from the physician’s licensing entity.

Students with medical exemptions may be excluded from school attendance if there is an outbreak of a vaccine-preventable disease at the school (CCR 6051).

Insurance

Relating to accident insurance or liability insurance for injuries to students

The governing board may provide, or make available, medical or hospital service, or both, through nonprofit membership corporations defraying the cost of medical service or hospital service, or both, or through group, blanket or individual policies of accident insurance or through policies of liability insurance from authorized insurers, for injuries to students of the district or districts arising out of accidents occurring while in or on buildings and other premises of the district or districts during the time such students are required to be therein or thereon by reason of their attendance upon a regular day school of such district or districts or while being transported by the district or districts to and from school or other place of instruction, or while at any other place as an incident to school-sponsored activities and while being transported to, from and between such places. No student shall be compelled to accept such service without his or her consent, or if a minor without the consent of his or her parent or guardian.

The cost of the insurance or membership may be paid, from the funds of the district or districts, or by the insured student, his or her parent/guardian. A listing of low-cost medical, dental and vision services are available in the school office.

If your child does not have health insurance, please ask your school's office staff for information on low cost or no cost medical, dental and vision care insurance. To apply for Medical, call Santa Clara County Social Services Agency at 877-962-3633 or 408-758-3800.

If your child needs accident insurance, the following company is one of many that specialize in student accident insurance:

Myers-Stevens & Toohey & Co., Inc.
26101 Marguerite Pkwy
Mission Viejo, CA 92692 Tel: 800-827-4695

(Administrative Regulation 5143, Education Code Section 49472)

Sexual Health and HIV/AIDS Prevention Education

California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act; Notice and Parental Excuse

The parents or guardians of a pupil have the right to excuse their child from all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education:

(a) At the beginning of each school year, or, for a pupil who enrolls in a school after the beginning of the school year, at the time of that pupil's enrollment, each school district shall notify the parent or guardian of each pupil about instruction in comprehensive sexual health education and HIV/AIDS prevention education and research on pupil health behaviors and risks planned for the coming year.

The notice shall include all of the following:

(1) Advise the parent or guardian that educational materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for review.

(2) Advise the parent or guardian whether the comprehensive sexual health education or HIV/AIDS prevention education will be taught by school district personnel or by outside consultants.

(3) Information explaining the parent's or guardians’ right to request a copy of this chapter or unit

(4) Advise the parent/guardian that the parent/guardian may request in writing that his or her child not receive comprehensive sexual health education or HIV/AIDS prevention education.

(b) Notwithstanding Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions about the pupil's attitudes concerning or practices relating to sex may be administered to any pupil in grades 7 and 8, inclusive, if the parent/guardian is notified in writing that this test, questionnaire, or survey is to be administered and the pupil's parent/guardian is given the opportunity to review the test, questionnaire, or survey and to request in writing that the child not participate.

(Education Code Section 51938)

Exemptions from Instruction - Health, Family Life, Sex Ed. and Content That "Substantially Interferes" with Their Sincerely-Held Religious Beliefs

Relating to instruction in health, family life education, and sex education. As well as the California Fair, Accurate, Inclusive, and Respectful (FAIR) Education Act (SB 48).

If any part of the instruction in health, family life education, sex education and/or the California FAIR Education Act (SB 48) conflicts with the religious training and beliefs of the parent or guardian of any student, the student, on written request of the parent or guardian, shall be excused from the part of the instruction that conflicts with the religious training and beliefs. As used in this section, "religious training and beliefs" includes personal moral convictions. **All opt-out requests need to be made with the school site administrator to ensure protocols and procedures are followed.**

(Education Code Sections 51240 and 51501)

Campbell USD is Committed to Upholding Inclusive Education (FAIR Act & Other California Laws)

All Anti-Discrimination laws remain in effect for all students and staff.

California Fair, Accurate, Inclusive, and Respectful (FAIR) Education Act (SB 48)

California Healthy Youth Act

The District maintains a culture of respect and belonging for all; upholding every student's dignity.

The District does not censor books on shelves or restrict students' rights to discuss LGBTQ+ issues or form related clubs.

Implementing Opt-Out Procedures for Elementary Settings (Mahmoud v. Taylor Ruling)

The procedures only apply to TK-5 and *solely to instruction provided by the teacher* in which fictional content has LGBTQ+ themes or characters as central elements of the story.

- **Exclusions from Opt-Out:** Nonfiction materials (e.g., LGBTQ+ historical figures) and self-selected library books are *not* covered by this opt-out guidance.

Parents may opt out if the content "substantially interferes" with their sincerely-held religious beliefs and practices **and** poses a "very real threat of undermining" the religious development of their children.

The following procedures must be followed for parental notification and accommodation of these specific religious opt-outs. This includes:

- Parents/Guardians may submit a request with the school site to preview their student’s curricula materials.
- Parents/Guardians may request the opt-out form which then initiates a meeting with school site administration and the parent/guardian.
- Parents/Guardians would note the areas in the content which substantially interfere with their sincerely held religious beliefs.
- School sites will accommodate students whose parents have opted them out of specific instruction with alternative assignments and/or supervised alternative activities.

Campbell Union School District: Commitment to Inclusive Education and Parental Rights

Campbell Union School District (CUSD) is dedicated to fostering an inclusive educational environment that upholds the dignity of all students and staff, in accordance with the California Fair, Accurate, Inclusive, and Respectful (FAIR) Education Act (SB 48) and the California Healthy Youth Act. The District enforces all anti-discrimination laws and promotes a culture of respect and belonging. CUSD does not censor books or restrict students' rights to discuss LGBTQ+ issues or form related clubs.

Parental Notification and Accommodation Procedures:

To request an opt-out based on sincerely-held religious beliefs, parents/guardians must follow these steps:

1. **Request to Preview Materials:** Parents/guardians may submit a request to the school site to preview their student's curricula materials.
2. **Request Opt-Out Form and Meeting:** Parents/guardians may request an opt-out form, which will initiate a meeting with school site administration and the parent/guardian.
3. **Identify Specific Content:** Parents/guardians must identify the specific areas in the content that substantially interfere with their sincerely held religious beliefs.
4. **Accommodation:** School sites will provide alternative assignments and/or supervised alternative activities for students whose parents have opted them out of specific instruction.

Special Education (Individuals with Disabilities Education Act)

Students identified with special needs are provided a free and appropriate public education (FAPE)

The District ensures that all students identified with special needs are provided a free and appropriate public education (FAPE) in the least restrictive environment (LRE) per their Individual Education Plan (IEP). Students who qualify for special education receive services based on individual student needs, in accordance with the federal Individuals with Disabilities Education Act (IDEA).

Students have the right to a free public education regardless of immigration status or religious beliefs, per Education Code 234.7.

The IEP Team develops the plan based on the student's unique needs.

Our District is a member of the North West Santa Clara County Special Education Local Plan Area (SELPA), which provides regional support for district special education services. Through SELPA, we participate in the Special Education Community Advisory Committee (CAC), which consists of parents of children with exceptional needs, educators, and representatives from community agencies.

Special Education, Identification and Assessment

Providing for identification and assessment of individual's exceptional needs and instruction

Each school district, special education local plan area, or county office shall provide for the identification and assessment of an individual's exceptional needs, and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the regular instructional program.

The CA Department of Education has adopted the Multi-Tiered System of Support (MTSS), an integrated, comprehensive framework that focuses on **Common Core State Standards (CCSS)**, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Therefore, except in instances of a low incidence disability, such as deaf and hard of hearing, visual impairment, etc., the district will implement an intervention model to support students' area of struggle prior to an assessment for special education services. This is an effort to provide support to students at the point of struggle and to serve students in the Least Restrictive Environment (LRE) to the extent possible. When the consistent, targeted general education intervention and support does not demonstrate the student is making progress, the process for a special education referral will be implemented. Regular school attendance is an integral part of ensuring students receive consistent access to core content. Excessive absences may prevent a student from being assessed for special education.

(Education Code Section 56302)

“Child Find” System Policies and Procedures

Regarding procedure for initiating a referral for assessment to identify individuals with exceptional needs

Policies and Procedures for “Child Find” System (Education Code Section 56301) Each school district, special education local plan area, or county office shall establish written policies and procedures for a

continuous child-find system, which addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs. Please notify the local school or the Special Education office of any child who may need help. Rights pertinent to special education are available from the Special Education office (408-364-4200 ext. 6219).

Synthetic Drugs, Dangers of

Existing law requires school districts and charter schools to inform parents or guardians, at the beginning of the regular school term, of the dangers associated with using synthetic drugs and the possibility that dangerous synthetic drugs can be found in counterfeit pills.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

We ask parents/guardians to speak with your children about the danger of taking any pill or medication that does not come from a health care provider or pharmacist, as it can contain fentanyl and can be deadly.

While we hope to never need to use it, we plan for the worst case scenario and hope it never comes to that. Our District schools have a supply of Naloxone, a medication that when administered rapidly enough can reverse an opioid overdose, and key district and school-based staff are trained to administer it. *(See information from the California Department of Public Health.)*

Temporary Disability

Notwithstanding Section 48200, 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. For further information, parents or guardians should contact the office staff at their child’s school.

(Residency) (BP 6183, Education Code Section 48207)

Hearing and Sight Tests

Providing for the testing of sight and hearing of each student enrolled in the district's schools

The governing board of any school district shall, subject to Section 49451, provide for the testing of sight and hearing of each student enrolled in the district's schools. Unless a parent/guardian files an annual written statement with the principal of the school stating parent/guardian will not consent to a physical examination of a child, duly authorized employees of the district will provide vision and hearing screenings according to California health mandate regulations.

Students suspected of having a hearing defect, along with all kindergarten/transitional kindergarten, second, fifth and eighth grade students will be assessed. Students in those same grades who are suspected of having a vision deficit will be assessed for visual acuity.

1. All first-grade boys’ color vision will be assessed.
2. All kindergarten/transitional kindergarten, second, fifth and eighth grade students’ hearing will be assessed.
3. Dates of mandated health screenings vary year to year. Parents may check school calendar for exact dates of screenings. Parents will be notified by mail of any vision or hearing defect found during the above screenings.

(Education Code Section 49452, California Code of Regulations 17, 2951)

Eye Examinations For The Purpose Of Eyeglasses

In addition to the vision appraisals described above, the district may enter into a memorandum of understanding with a nonprofit eye examination provider, including a mobile provider, to provide noninvasive eye examinations at a district school exclusively for the purpose of providing eyeglasses.

Prior to any eye examination, the school shall notify parents/guardians of the upcoming eye examination and include a form that allows them to opt their child out of the examination. Parents/guardians who have submitted a general opt-out written statement in accordance with Education Code 49451 are deemed to have opted out. Parents/guardians whose child receives an eye examination shall be provided a report by the provider in accordance with Education Code 49456.

Education Code 49455.5

Special Education, Individualized Education Program (IEP)

The IEP is a written plan comprising goals and objectives to meet a particular student's needs developed by a team including parent(s), teacher, special education staff, administrator, and child (if appropriate).

An Individualized Education Plan (IEP) must include:

1. The student's present levels of academic performance
2. Annual goals for the student
3. Short-term instructional objectives related to the annual goals
4. Special education and related services that will be provided and the extent to which the child will participate in regular education programs
5. Plans for starting the services and the anticipated duration of services
6. Appropriate plans for evaluating, at least annually, whether the goals and objectives are being achieved
7. Plans for the transition of older students
8. Testing accommodations/modifications

An IEP meeting must be held within 60 calendar days after the date of written consent to an assessment (excluding school breaks over 5 consecutive days) for eligible children.

The IEP is developed by a team including the parents, an administrator, the teacher, the person(s) who conducted the assessment(s), at least one general education teacher if your child is or may be participating in the general education classroom, and other individuals as needed and appropriate.

Parents should consider whether to have their child attend the IEP team meeting. Older students are encouraged to attend and to take an active part in the IEP process. Younger students can attend when appropriate, perhaps just for a portion of the meeting. Parents may also bring a relative, friend, or neighbor to the meeting as a support.

The parent is always a necessary, welcome and equal member at meetings to plan special education placement and services.

To qualify for an IEP, students must be eligible under at least one of the thirteen federally defined disabling conditions and require Specialized Academic Instruction (SAI):

- Autism (AUT)
- Deaf-blindness
- Deafness (DEAF)
- Emotional Disability (ED)

- Speech or Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Intellectual Disability (ID)
- Multiple Disabilities (MD)
- Orthopedic Impairment (OI)
- Other Health Impaired (OHI)
- Specific Learning Disability (SLD)

Instruction: Legal Notices and Information

Legal notices and excerpts from California Law and Board policies relating to the rights of parents or guardians of minor students

Animals — Student's Right to Refrain

Right to Refrain from the Harmful or Destructive Use of Animals

Except as otherwise provided in Section 32255.6, any student with a moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, shall notify his or her teacher regarding this objection, upon notification by the school of his or her rights pursuant to Section 32255.4. An alternate educational project will be developed.

A student's objection to participating in an educational project pursuant to this section shall be substantiated by a note from his or her parent or guardian.

(Education Code Section 32255)

Extra-Curricular and Co-Curricular Activities

Eligibility for students in grades 5 through 8 to participate

In order to participate in extra/co-curricular activities, students must demonstrate satisfactory educational progress. Students must earn a minimum 2.0 or “C” grade point average on a 4.0 scale, with no “F” earned during the period of participation. The Superintendent or designee may revoke a student's eligibility for participation in extra/co-curricular activities when a student's poor citizenship is serious enough to warrant loss of this privilege.

For specific requirements, see Governing Board Policy 6145 online or by request.

Independent Study - Short Term

Information about how parents/guardians may request Independent Study for a student.

The district recognizes that there may be occasions during the regular school year when families choose to have their children accompany them on trips, or be absent from school for reasons other than the traditionally excused absences such as illness, doctor's appointments, or bereavement. When a student will be out of school for a minimum of 3 consecutive school days and no more than 15 school days, parents may request a short-term independent study.

A short-term independent study will be considered, based upon the following factors: positive attendance, evidence of grade level achievement and positive discipline.

Requests for a short-term independent study can be made at your child's school of attendance. Requests must be received in writing and 10 school days in advance of the requested absence. All student work shall be submitted upon return to receive academic and attendance credit.

Please refer to the detailed list of criteria for requesting approval for a short term independent study found in Board Policy Regulation AR 6158.

Educational opportunities offered through independent study may include, but are not limited to:

1. Continuing and special study during travel for short term independent study.
2. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine pursuant to local or state public health guidance.
3. Individualized study for a transitional placement for students who are unable to be on a comprehensive school campus.

BP 6158, Ed. Code 51745

Multi-Tiered System of Supports (MTSS)

Academic and Behavioral Interventions to Support Student Success

To ensure that students master grade level standards, the varying strengths and needs of students are taken into account when providing instruction. When necessary, additional support and interventions (academic, behavioral, attendance) are provided. These supports are determined through the Student Improvement Process (SIP), Individual Education Plan (IEP), and/or identified disabilities.*

* Additional academic and behavioral interventions may be available at the child’s school site. Contact the school principal for details.

Behavioral Interventions

Support for student success.

Behavioral Interventions strategies reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior. Counselors work in conjunction with the Administrator and staff to develop, implement, and monitor tiered interventions for students.

The following list provides examples of the interventions that may be provided:

- Check in Check Out
- Social Skills Group
- Visual Schedule
- Class meetings
- Verbal prompts and re-corrections
- Proximity
- Sensory tools
- Preferential Seating
- Behavior Support Plan
- Individual counseling
- Self management strategies
- Quiet work area
- Buddy Teacher
- Acknowledgement programs

NOTE: Generally, any student identified as a student with a disability is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of the pupil's disability. (Board Policy 0430)

Mental Health Services and Support

The mental health of our students is a priority of the Campbell Union School District. Staff are provided with resources and training to be able to support their own social emotional well being as well as their students’. This work is not done in isolation and is intended to be integrated throughout the school day. School based counseling services from our partner agencies are available for individual or group counseling in conjunction with support from our school counselors, school psychologists and licensed marriage and family therapists.

To inquire about support for your student, please speak with your child's teacher and/or with the site school administrator. Referrals for counseling services are accepted throughout the school year. Services are prioritized based on the clinician's caseload. (Education Code 49428) Digital information is available on the district's Supporting Learning web page (https://www.campbellusd.org/supportlearning).

For behavioral health services within Santa Clara County, you can access more information at https://bhsd.sccgov.org/home or call 1-800-704-0900.

If you have a child in crisis, call the Mobile Crisis Program's 24-hour crisis hotline at (408) 379-9085 or toll-free 1-877-41-CRISIS.

Positive Behavior Intervention Support (PBIS)

PBIS improves social, emotional and academic outcomes for all students.

PBIS is a tiered framework of intervention practices that supports academic and behavior outcomes for all students. This framework is used to create and establish systems of support within the classroom and throughout the common areas of the school, such as the playground. Data is collected, reviewed by the school site's designated PBIS team and presented to all staff on a regular basis. The use of data is used to assist schools with selecting the appropriate strategies and interventions that teach students the desired behaviors.

Section 504 of the Federal Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that prohibits discrimination against individuals with disabilities. This statute provides for the referral, evaluation, and reasonable accommodation of students who may not be eligible for special education services under the Individuals with Disabilities Act (IDEA), but who are otherwise disabled students under Section 504.

A student may be eligible to receive Section 504 accommodations if that student has a physical or mental impairment, and the impairment substantially limits one or more major life activities. This process is a general education function.

Student Success Team (SST)

The SST process, also referred to as the Student Improvement Plan (SIP) process, is a general education function designed to address the social, emotional and academic needs of all students. The classroom teacher and/or another staff member can refer students for an SST meeting.

Through a leveled process, the classroom teacher, parents, other staff members and site administrator(s) create an action plan based on the student's strengths and challenges. The plan identifies strategies and interventions that will best address the student's needs. In addition, the action plan includes input and participation by the parent, the classroom teacher and all appropriate staff

members who have knowledge of the student and their work. The plan, once completed, is implemented immediately.

Professional Qualifications Requests

Qualifications of classroom teacher and instructional aides

Parents may request information about the professional qualifications of their child's classroom teachers and instructional aides. Requests should be made in writing and directed to the attention of the district's Assistant Superintendent of Human Resources. Parents will receive a written response informing them of the following:

- The type of state credential or license that the teacher holds;
- If an instructional aide provides services to your child, you may request information about his or her qualifications.

(Board Policy 4112.2, AR 4222)

(Education Code 45344.5, 45361.5, 45330)

Sexual Health and HIV/AIDS Prevention Education Act

California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act; Notice and Parental Excuse

The parents or guardians of a pupil have the right to excuse their child from all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education:

(a) At the beginning of each school year, or, for a pupil who enrolls in a school after the beginning of the school year, at the time of that pupil's enrollment, each school district shall notify the parent or guardian of each pupil about instruction in comprehensive sexual health education and HIV/AIDS prevention education and research on pupil health behaviors and risks planned for the coming year. The notice shall include all of the following:

(1) Advise the parent or guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.

(2) Advise the parent or guardian whether the comprehensive sexual health education or HIV/AIDS prevention education will be taught by school district personnel or by outside consultants.

(3) Information explaining the parent's or guardians’ right to request a copy of this chapter.

(4) Advise the parent or guardian that the parent or guardian may request in writing that his or her child not receive comprehensive sexual health education or HIV/AIDS prevention education.

(b) Notwithstanding Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions about the pupil's attitudes concerning or practices relating to sex may be administered to any pupil in grades 7 to 12, inclusive, if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the pupil's parent or guardian is given the opportunity to review the test, questionnaire, or survey and to request in writing that his or her child not participate.

Fees and Charges

The Governing Board furnishes books, materials and instructional equipment as needed for the educational program.

Because the needs of the district must be met with limited available funds, the Board may charge fees when specifically authorized by law.

For such authorized fees, the district shall consider the student and parent/guardian's ability to pay when establishing fee schedules and granting exceptions.

(Board Policy 3260)

Free Meals for All Students

Adequate nutrition is essential to the development, health, and learning of all students.

The Governing Board recognizes that adequate nutrition is essential to the development, health, and learning of all students and that some families may be unable to provide breakfast and lunch for their children. The Superintendent or designee shall facilitate and encourage the participation of students in the district's Child Nutrition (“food service”) program.

In accordance with law, Board policy, and administrative regulation, all students enrolled in the 2026-27 school year are able to receive free meals under the National School Lunch Program (NSLP). Free lunch and breakfast will be offered at all school sites. In addition to lunch and breakfast, a-la-carte food sales may be offered at middle school sites. There will be a charge for food sold in a-la-carte lines. A-la-carte lines will be cashless and pre-payments must be made to the student’s account prior to use of the a-la-carte program. Student a-la-carte food accounts will not be allowed to charge to a negative balance.

Payments to the student’s a-la-carte food account can be made online at www.campbellusd.org/food or in your student’s school office.

The district’s meal charge policy (AR 3551) is available from the school office or online.

It is imperative for the district to continue to collect free and reduced income information from families. Completing a School Meals Application is important because the data can bring benefits to your school and your family.

Benefits to your school:

- Providing increased funding through Local Control Funding Formulas (LCFF) Help support funding for computers and technology Help provide equipment grants to improve meal quality
- Increase funding to after school programs and counseling services

Benefits to qualifying families:

- Possible discounts to home utilities such as cable, phone, internet, etc.
- Possible enrollment for Expanded Learning Opportunity Program (ELOP)

The Board authorizes designated employees to use individual records pertaining to student eligibility for the following purposes: (Education Code 49558)

1. Disaggregation of academic achievement data (cf. 6162.51 - State Academic Achievement Tests)
2. Identification of students eligible for services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576.

Applications are available to be filled out online at www.campbellusd.org/food or paper forms are available at your school's front office or at the Child Nutrition Services office. Applications are accepted throughout the school year. Contact Child Nutrition Services at

tel:408-341-7210
or e-mail
mailto:food@campbellusd.or
g.

(Board Policy 3553; Education Code 49550, 49552, 49558)

Homework

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits.

Homework shall be assigned to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding. Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework as necessary to fulfill academic goals and

reinforce current instruction, not to introduce new learning.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians.

The Board believes homework should be purposeful, and also values learning opportunities that result from extra-curricular activities and time spent with families and friends. A general expectation is that homework should be about ten minutes per grade level, for instance in first grade, the student would have an average of ten minutes per night of homework, in third grade, they would have an average of thirty minutes per night and in eighth grade around eighty minutes per night. This time does not include the encouragement of daily reading.

Homework can provide a daily or frequent check-in to measure a student's grasp of concepts taught in class. Homework assignments are designed to extend and practice what has been learned in the classroom. Homework can be used to direct creative efforts and research projects that extend beyond the practical boundaries of the day-to-day classroom. Regular homework assignments encourage students to develop self-discipline, self- reliance and prioritization skills. In certain cases, homework provides parents with a useful way to monitor the academic progress and capabilities of their children.

Homework assignments will reflect the capabilities of the majority of students, and differentiation must be made wherever practical, i.e. for higher performers, Special Education students and English Language Learners. Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, and develop good personal study habits. It is noted that when a student is given ample class time to complete a class assignment and does not manage the time well and therefore needs to complete the assignment outside of class, that is not considered homework. (Board Policy AR 5121)

Students who are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Board Policy 6154)

For more details about the homework policy and guidelines, please contact the school principal, student handbook, or the district’s online policy manual.

Language Acquisition Program. Foreign Language Instruction

The Superintendent or designee shall recommend world languages to be taught in the district's educational program based on student interest, community needs, and available resources. The Superintendent shall also consider providing English Language Learners the opportunity to study their

heritage language, when such a course is available, in order to continue developing skills in that language. When offered, American Sign Language courses shall be open to all students regardless of hearing status.

The Governing Board intends to provide English learners with challenging curriculum and instruction that develop proficiency in English while facilitating student achievement in the district's regular course of study. The district identifies in its Local Control and Accountability Plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The LCAPs are available in school and district offices and online at www.campbellusd.org/lcap.

(Board Policy AR 6142.2, AR 6174)

Academic Interventions

The most important element to providing instruction that meets the needs of all learners is the focus on high quality first instruction in the classroom. The Governing Board has adopted state standards of proficiency in multiple content areas. Students are assessed for grade-level skills and receive interventions when needed. When it becomes necessary to supplement the instructional practices for struggling students, academic interventions are provided in various ways.

Following are some, but not all, of the interventions that may be provided:

- Use of a strategic Student Improvement Process to identify student strengths, to identify skills to develop, to provide small group instruction on targeted skills, or to provide additional skill-based learning opportunities.
- Targeted instructional lessons with Reading Intervention Teacher before or after school
- Additional support from Math Improvement Coaches, Continuous Improvement Coaches, Instructional Aides, and summer learning opportunities.

Photograph/Video of Students at School

Information about the use of photos or video footage showing students involved in classroom and school-related activities.

It is the district's desire to share the achievements and recognition earned by students with the broader community. This effort can be aided by the use of photos or video footage showing students involved in classroom and school-related activities.

Photos and videos of students add significantly to the communication value of district and school publications, video productions, social media, web sites, and community news organizations. With observance of the conditions listed below, Campbell Union School District allows photographs and video footage of students to be used in district-produced print and online publications and community news organizations.

To protect the privacy rights of students and their parents/guardians:

- Phone numbers, home addresses, and email addresses of students or their parents/guardians shall not be published on a district or school web page, without parent permission.
- Photograph(s) of a student shall not be published with the student's name or other personally identifiable information without the prior written consent of the student's parent/guardian.
- News organizations wishing to photograph or video students while at school must receive prior approval from the District Superintendent or designee.
- Photographs of groups of students, such as at a school event, may be published provided that students' names are not included.

To opt out or restrict use of photographs and video footage of their students, parents/guardians may request a General Media Release Opt-out Form from the school office staff.

(Board Policy 1100, 1112, 1113, 5022, 5125.1)

Promotion, Retention, and Acceleration of Students

The governing board expects students to progress through each grade within one school year.

To accomplish this, instruction should accommodate the varying interests and development of individual students and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting the State and District adopted grade level standards, and by completion of any any related learning projects.

As early as possible in the school year, and in the student's school attendance, the Superintendent or designee shall identify students who should be retained or who are at risk of being retained in accordance with law, Board policy, and administrative regulations. Using multiple measures of assessment, students shall be identified on the basis of District Performance Levels in reading/language arts and mathematics.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall (1) provide opportunities for supplemental instruction to assist the student in overcoming the academic deficiencies and (2) provide a process and timeline for parent

notification and appeal. Supplemental opportunities may include, but are not limited to, tutorial programs, after-school programs, summer school, and intervention programs.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher-grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student. Extended curriculum is available for students exceeding grade level standards.

Students who apply for admission to district schools will be placed according to age, or at the grade level they have reached elsewhere pending observation and evaluation of their academic, social and emotional performance by their teachers, guidance personnel and principal/designee.

When a student transfers out of the district, a brief statement will be attached to the student's permanent record showing which basic proficiencies, if any, have been assessed and satisfactorily met according to the standards of this district. (Governing Board Policy 5123)

Transitional Kindergarten (TK): Students turning 4 years old by September 1st are eligible for a Transitional Kindergarten program, offered at elementary school sites. On a case-by-case basis, Education Code 48000 authorizes early entrance into kindergarten for children who reach age 5 later than the date specified below, provided the parent/guardian approves, the district determines it is in the child's best interests, and the district has provided the parent/guardian with information on the advantages and disadvantages of early admittance.

Authorization for acceleration from transitional kindergarten into kindergarten shall be subject to the following conditions and criteria:

- The student is at least five years of age at the date of acceleration (Education Code section 48000-48002).
- The parent or guardian and/or classroom teacher requests that the student be accelerated from transitional kindergarten to kindergarten during the school year.
- The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this acceleration.
- A student must meet the criteria for acceleration that has been established and can be found in Board Policy, or by request of the Director of Instructional Services, 408-341-6218.

(Board Policy 5123)

School Accountability Report Cards (SARC)

The Governing Board shall annually issue a school accountability report card (SARC) for each school site.

On or before February 1 of each year, the District makes the SARCs available on the Internet, at www.campbellusd.org/reports, and as paper copy, per Education Code 35256. The District publicizes the availability of the SARCs and notifies parents/guardians that a paper copy will be provided upon request from staff in the school office, the District administration office, or online at www.campbellusd.org/reports.

BP 0510

Shortened Days and/or Staff Development Days

Shortened days for parent conferences and/or staff development purposes.

Pursuant to Education Code and with Governing Board approval, local schools may schedule shortened days for parent conferences and/or staff development purposes. Local schools may also schedule student-free staff development days, the maximum number of which is determined by law. The school in which the child is enrolled annually distributes the school calendar that lists minimum days, shortened days, staff development days, and other school or district events. Contact the school for more information.

State Assessments, Student Participation/Exemption

The governing board encourages all students at the applicable grade levels to participate in state assessments in order to maximize the usefulness of the data and enable the district to meet participation levels required for state and federal accountability.

The Superintendent or designee shall notify students and parents/guardians about the importance of these assessments annually and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

A parent /guardian may annually submit to the school a detailed written request to excuse his/her child from any or all parts of the California Assessment of Student Performance and Progress (CAASPP) assessments for the school year, and such a request shall be granted by the Superintendent or designee. However, district employees shall not solicit or encourage any exemptions request on behalf of any student or group of students. If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent/guardian included in the student's records.

Parents/guardians may not opt out or excuse students from any English Language Proficiency Assessments for California (ELPAC) assessment.

For more details about state testing, please contact the district's assessment coordinator or the principal of your child's school.

(BP 6162.51, Education Code 60615)

Student Records, Access to

The parent or guardian has the right to examine all relevant school records pertaining to his or her child and request corrections.

The parent/guardian has the right to examine all relevant school records pertaining to the parent/guardian's child within (5) school days after each request has been made by the parent/guardian, either orally or in writing. The school shall charge a fee not to exceed the actual cost of furnishing copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student records. (Education Code 49065)

Student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation or administrative directive. (5 CCR 430)

Student records do not include directory information. **Directory information** means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. **Such student information includes: name, address, telephone number.**

Persons, agencies or organizations not afforded access rights pursuant to state law may be granted access only through written permission of the parent/guardian or adult student, or by judicial order. (Education Code 49075)

As part of California's efforts to make college-going a more streamlined experience for students, California Education Code Section 60900.5 authorizes data sharing between California School Districts and the California College Guidance Initiative (CCGI). The data shared will be used to provide pupils and families with direct access to online tools and resources and will enable a pupil to transmit information shared with the CCGI to both of the following:

- Postsecondary educational institutions for purposes of admissions and academic placement
- The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

The custodian of records shall be responsible for the security of student records and shall assure that access is limited to authorized persons. The site administrator shall determine the custodian of records at each school site. A log identifying those persons, agencies or organizations requesting or receiving

information from the records and the legitimate educational interest of the requester shall be kept at each school site. (Educational Code 49064)

School officials and employees who have access to student records are those whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.

The custodial parent/guardian of any student may submit to the Superintendent or designee a written request to correct or remove from their child's records any information concerning the child which the parent/guardian alleges to be any of the following: (Education Code 49070)

- Inaccurate.
- An unsubstantiated personal conclusion or inference.
- A conclusion or inference outside of the observer's area of competence.
- Not based on the personal observation of a named person with the time and place of the observation noted.
- Misleading.
- In violation of the privacy or other rights of the student.

When a student grade is challenged, the teacher who gave the grade shall be given an opportunity to state orally, in writing, or both, the reasons for which the grade was given. Insofar as practicable, the teacher shall be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith or incompetency, the student's grade as determined by the teacher shall be final. (Education Code 49066)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

For further information, contact your school principal or the Director of School Services, at 408-364-4200 extension 6285.

(Board Policy AR 5125, AR 5125.3)

Research and Student Surveys

The Superintendent or designee may authorize research projects within the district by outside groups or persons when such research coincides with district goals and is likely to benefit the district without disrupting the normal school program or making undue demands upon staff time. Requests for information and demonstration of district programs should not limit staff members' ability to fulfill their regular duties.

(Board Policy 6162.8)

Technology/Electronic Information – Student Use

The Campbell Union School District provides electronic information services, such as email and internet access, to students, teachers, volunteers, and other employees. These services are intended to support educational excellence by promoting resource sharing, innovation, and communication. The district is committed to protecting users from any misuse or abuse of these services. It is important to note that engaging in illegal activities through the district's electronic information services is strictly prohibited.

To ensure that these services are used responsibly, the district has established guidelines and expectations for employees, volunteers, and students. Before gaining access to the district's electronic resources, individuals are required to sign an acceptable use agreement, which must be on file with the district. For students, this agreement must be signed by both the student and their parent/guardian. You can find the agreement form in the "forms" section of the handbook.

The district also prioritizes training its staff, volunteers, and students on the appropriate use of electronic resources. By implementing these measures and promoting responsible use, the district aims to create a safe and conducive environment for learning and communication.

If you have any questions or concerns regarding the district's policies on electronic information services, please don't hesitate to reach out to the appropriate school personnel.

Technology Acceptable Use Agreement

CUSD schools are online and connected to the District's wide area network. This allows staff and students to access the Internet, the electronic information highway connecting millions of computers all over the world.

With access to people worldwide comes the potential availability of some material that may be inappropriate for children. CUSD believes that the benefits to students from access to the Internet far outweigh this disadvantage. In an attempt to protect CUSD students from inappropriate material, the district provides an Internet content filtering system. This system is designed to stop unwanted material from appearing on student computers, but the district cannot guarantee that all undesirable websites

will be filtered.

CUSD does not control information found on the Internet and cannot guarantee that students will not access inappropriate material. Teachers will, however, provide age-appropriate instruction to all students on the appropriate use of the network. Ultimately, parents/guardians of minors working in a partnership with the District are responsible for setting standards that their children should follow.

Please read and discuss with your child the Technology Acceptable Use Agreement included in the Parent/Guardian Agreements and Consent forms provided when your child started school in our district.

If you have questions about the use of our network, please contact the school principal.

(Board Policy 6163.4 and regulations) (Education Code Section 51006, 51007)

Technology Acceptable Use Agreement

The following information is included in the Parent/Guardian Agreements and Consent forms that are sent to each student's parent/guardian at the start of school. It is provided here as a reference. The school maintains a record of parental/guardian agreements.

STUDENT TECHNOLOGY ACCEPTABLE USE

Board Policy 6163.4

Campbell Union School District students are expected to demonstrate responsible behavior when using computers, tablets, computer networks, and other electronic devices. Whether at school or at home, the rules for student behavior apply whenever students engage with technology and digital communications.

Parents and guardians are responsible for making sure that their child understands appropriate use of these technologies in the same manner that they are responsible for making sure that their child understands school rules.

The district’s network and infrastructure is provided for students to research, communicate, and enhance their learning. Teachers will guide students in appropriate use of technology for research, communication and presentations. Site and district technology staff may review files and communication to maintain system integrity and ensure that students are using the system responsibly. Since communication on the network is public, users should not expect files stored on district servers to remain private.

Users of these technologies will comply with this Acceptable Use Agreement (AUA), district standards and rules of behavior, and will honor all copyright laws of the provided network services. Students are authorized to use district technology and equipment to access the Internet or online services in accordance with user obligations and responsibilities specified below unless the Student and parent or

guardian has chosen to opt-out of this Agreement by signing an Acceptable Use Agreement Opt-Out Form available in the school office.

Student Responsibilities

The following guidelines shall govern a student with regard to the district's computer network.

1. CUSD students who take home a district-issued device must sign the current year student pledge and agree to the terms of appropriate use. The student pledge is available in both English and Spanish. The pledge should be on file before a student begins the use of a district-issued device at home.
2. A student's access to the district's computer network is a privilege, not a right. Violation of this Acceptable Use Agreement may result in disciplinary action, including but not limited to:
   a. Loss of access to the district computer network, school computers and/or the Internet.
   b. Discipline, including suspension/expulsion, consistent with existing district policies and California law.
   c. Law enforcement agencies' involvement if there is illegal use of the Internet.
3. Students and parents should recognize that use of the district computer network extends outside of the school itself and into off-campus remote locations such as homes. The district's jurisdiction to enforce student behavior and discipline policies and rules may apply whether the misuse or violation is at school or not, if the district's computer network is used inappropriately.
4. If so issued, the student is responsible for the assigned network account and for its proper use at all times. Students shall keep usernames and passwords private and shall only use the account to which they have been assigned.
5. If students are issued a district email account, said account will be limited to communications with other students and district staff for academic/educational purposes. Students shall not attempt to interfere with other students' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.
6. Students shall report any inappropriate content, security problem, or misuse of services to the teacher or principal as soon as they become aware.

Unacceptable Uses

When using the district's computer network, students are prohibited from engaging in acts including, but not limited to:

- Any use that is in violation of federal, state, and copyright laws or school regulations.
- Any use other than academic/educational purposes.
- Releasing their own or others' personal information, such as addresses, phone numbers, photos, user account information, or other personal information.

- Writing or displaying offensive or obscene language or pictures.
- Any use that potentially or actually causes harm to another person or another's property.
- Any use that constitutes cyber bullying, including but not limited to the use of profanity and harassment of others, hate mail, discriminatory remarks, chain letters, writing or displaying offensive or obscene language or pictures, posting to or creating web site for the purpose of harassment, creating a credible impression of another student, and/or creating/using a false profile.
- Any use (including sending emails and/or attachments, viewing of or posting to websites, social networking pages or blogs) that can be reasonably construed as containing obscene, vulgar, or lewd material.
- Attempted access of other user's accounts or trespassing into files, folders, storage, or work created by other network users.
- Any use that disrupts the use of the computer by others or undermines the integrity of the network, and any destruction, modification, or abuse of district computer hardware or software.
- Any attempt to circumvent or disable district safety/security measures.

Personal Electronic Devices

When using personal electronic devices at any district school or location, students should be mindful of the following:

- Use of personal electronic devices while on district property is subject to the same policies and guidelines as all other district technology equipment.
- Access to the Internet is provided through the district's wired and wireless network with the intent that it be used for academic / educational purposes only, and not for personal, non-school related use.
- As stated in the section "**Cellular Phones/Electronic Signaling Devices, Possession of** [link]**: Electronic signaling devices shall be turned off and stored away during school hours and at any other time directed by a district employee.** Students' use of these devices is allowed before and after school.
  Note: A student may be permitted use of a device if a licensed physician or surgeon determines it to be essential for the student's health and the use of which is limited to health-related purposes.
- At campuses where a cell phone pouch is required, one locking cell phone pouch will be provided to each student. Students are responsible for the safe keeping of these pouches. Students may be held responsible for any pouch that is damaged, destroyed, lost or stolen.

Limitation of Liability:

The district shall not be responsible for any damages suffered by the student, including those arising from non-deliveries, misdeliveries, service interruptions, unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people. Use of any information obtained via the Internet or communications technologies is at the student's own risk.

The district specifically denies any responsibility for the accuracy or quality of information obtained through the Internet. The district assumes no liability for personal technology, including computers, smart phones, network access devices, or other electronic signaling devices, if such devices are damaged, lost or stolen. The student and parent/guardian shall indemnify and hold the district harmless from any losses sustained by parents/student, the district and/or other individuals/entities, as the result of use or misuse of the district's computer network by the student, and/or the loss or damage of personal technology.

Data Privacy

CUSD has joined the California Student Privacy Alliance (CSPA), an organization which has created an unified agreement for vendors and school districts to enter into to protect student data. If a vendor does not sign the CSPA unified agreement, the district will require vendors to sign a MOU (Memorandum of Understanding) to prohibit student data mining or targeted marketing while requiring industry standards for encryption and security. As new district-wide contracts are signed and old contracts are renewed, the CSPA or MOU process is put into place. The goal is to ensure that all vendors (including teacher-initiated classroom-based tools) are either subject to a negotiated contract or covered by new state or federal legislation regulating vendor practices.

PARENT/LEGAL GUARDIAN ACKNOWLEDGMENT

The Acceptable Use Agreement form, provided to parents/guardians when their students began school this year, requests that the they acknowledge the following:

- That the parent/guardian of a District student understands and agrees that the child must comply with the terms of this Acceptable Use Agreement in order to use District technology.
- That the parent/guardian gives permission for my child to use district technology and/or to access the school's computer network and the Internet.
- That the parent/guardian understands that, despite the District's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials.
- That the parent/guardian agrees to release from liability, indemnify, and hold harmless the school, District, and District personnel against all claims, damages, and costs that may result from the child's use of District technology or the failure of any technology protection measures used by the District.

- That the parent/guardian accepts full responsibility for supervision of the child's use of the assigned access account if and when such access is not in the school setting.
- That the parent/guardian understands that if not in agreement with the terms of this Acceptable Use Agreement, the parent/guardian must submit an Acceptable Use Agreement Opt-Out Form obtained from the school.

Parent/Family Involvement

The Governing Board recognizes that parents/guardians are their children’s first and most influential teachers and that continued involvement in the education of children contributes greatly to student achievement and positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

The district's Local Control and Accountability Plan (LCAP) includes goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities.

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

In addition to providing a copy of our Parent Involvement policy (BP 6020), school handbooks and websites delineate ways in which families may increase involvement with their child’s education. Examples include: reading and responding to messages from the teacher/principal, serving as volunteers in the school, attending student performances and meetings, and participating in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

(Board Policy 5020, BP6020, BP 6171; Education Code 11503)

Family Involvement

Family Involvement Makes the Difference in Student Success!

Research shows that involvement by parents and family members makes a big difference in a child’s success at school.

- Children with involved parents/guardians are more likely to be promoted, pass their classes and earn credits.
- Students with involved parents/guardians are more likely to have better social skills, show improved behavior, and adapt well to school.
- Children with involved parents/guardians are more likely to graduate and go on to post-secondary education.
- Students with involved parents/guardians are more likely to attend school regularly.

Source: National Education Association

The principal at your child's school has many ideas about how you can be involved in your child's education. Here are just a few:

Start with the basics … Then ... Go beyond the expected.

Make sure your child gets proper rest and nutrition… *Then* … Be your child's greatest cheerleader and advocate.

Make a place and time at home that is conducive to doing homework… *Then* … Help your child talk through the tougher problems.

Read/respond to notices from the teacher… *Then* … Ask the teacher for and use tips to help your child at home.

Talk about your job in positive ways at home… *Then* … Be a guest speaker on Career Day.

Read with children (at least 20 minutes a day)… *Then* … Be a guest reader for Read Across America Day or Project Cornerstone.

Chaperone a field trip… *Then* … Help raise money for the trip's expenses.

Volunteer to help with a class or school project… *Then* … Volunteer to coordinate a project, such as Garden Work Day or Exhibitions.

Attend a school assembly or recital… *Then* … Attend a parent workshop and share what you learned with family members.

Parent/Guardian Communication

Keep in touch. Stay informed. Access information online

There are many ways to give and receive information about how your child is doing in school, how to help from home, and how to support them at school.

For the 2026-27 school year, our schools and district will PRIMARILY use the following four communication tools (https://www.campbellusd.org/parentlogin):

ParentSquare: Nearly all notices from school & district (phone, email, text options available)

Download the app to manage contact preferences and limit "robo-calls" (https://www.campbellusd.org/files/parentsquare-tips-flyer.pdf).

SeeSaw (TK-5th) or Schoology (6th-8th): Receive messages from your student. Connect directly to your child's classroom learning, see samples of work. (Login information is provided by the school.)

PowerSchool Parent: This is our student information management system. Log in to the Parent Portal (https://ps.campbellusd.org/public/home.html) to see your student's grades, state test results, attendance, and more. (Login information is provided by the school.)

E-newsletters: All families are subscribed to receive weekly school news & flyers from the school and district sent to your email address every Thursday morning. Anyone may subscribe and/or unsubscribe. (https://www.campbellusd.org/newsletter)

We hope these mobile-friendly, online features will be a convenient way for you and your student to stay informed throughout the year.

We're also on social media. Facebook • Instagram • YouTube

Tuberculosis Screening

Students enrolling into a Santa Clara County school for the first time into kindergarten or upon transfer to any grade must undergo a one-time TB risk assessment. Each student needs to be evaluated by a provider who will assess TB exposure risks based on the Santa Clara County Public Health Department TB Risk Assessment for School Entry Form. If the provider identifies no risk factors and the child has no symptoms of TB disease, no further evaluation is needed. The family will need to provide the school with the questionnaire or an After Visit Summary or similar printout from the visit stating the risk assessment results. TB risk assessment documentation is valid for up to twelve months before registration for school. Students with a positive risk assessment should have a TB test (preferably Interferon Gamma Release Assay (IGRA) blood test, especially for children who have received the BCG vaccine). If a student has a negative TB test no further evaluation is needed. All children with a positive TB test should undergo a medical evaluation, symptom review, physical exam and Chest X-ray.