



CVUSD

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

**2024-2025
DISCIPLINE
POLICIES
AND PROCEDURES**

www.conejousd.org

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INTRODUCTION

We look forward to having you as a Conejo Valley Unified School District community member for the 2024-2025 school year. We care about the students attending our public schools and want them to receive the finest educational opportunities possible.

Your Board of Education supports learning to achieve academic excellence in a disciplined and safe environment. With guidance and support, students in public schools should progress from being adult-guided to being self-directed, thus requiring minimal application of disciplinary measures. We are proud of all of our students. They have proven to be good citizens and scholars in the classroom and the community.

Our goal in this "Discipline Policies and Procedures Manual" is to provide parents with tools to help their children understand the importance of conducting themselves in a manner that results in success for them and those around them, resulting in a positive and productive school year. Ultimately, we want your child to enjoy a rich, safe, and inspiring learning experience in the Conejo Valley Unified School District. We look forward to supporting all of our students in that endeavor.

Nondiscrimination Statement

The Conejo Valley Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

For questions or complaints, contact Equity Compliance Officer: Kenneth Loo, Assistant Superintendent of Instructional Services, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511; Title IX Coordinator: Kenneth Loo, Assistant Superintendent of Instructional Services, kloo@conejousd.org, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511; and/or Section 504 Coordinator: Christina Harrison, Director of Student Support Services, 1400 East Janss Road, Thousand Oaks, CA, (805) 497-9511.

CONDUCT

GENERAL CONDUCT

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

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Board Policy 5131, Conduct, and Ed Code 48900

PROHIBITED STUDENT CONDUCT

Prohibited student conduct includes, but is not limited to:

1. conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats.
2. discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.
3. conduct that disrupts the orderly classroom or school environment.
4. willful defiance of staff's authority.
5. damage to or theft of property belonging to students, staff, or the district.

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

6. obscene acts or use of profane, vulgar, or abusive language.
7. possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.
8. possession or use of a laser pointer, unless for a valid instructional or other school-related purpose.

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. use of a cellular/digital telephone, or other mobile communications device during instructional time.

Mobile communication devices shall be turned off and/or on silent mode during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances:

- a. in the case of an emergency, or in response to a perceived threat of danger
- b. when a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
- c. when a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
- d. when the possession or use is required by the student's individualized education program

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing 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 purposes related to the student's health.

10. plagiarism or dishonesty on schoolwork or tests.
11. inappropriate attire (not in line with dress code policy). (BP 5132).
12. tardiness or unexcused absence from school.
13. failure to remain on school premises in accordance with school rules.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, they shall refer the matter to their supervisor or an administrator for further investigation.

When a school official has a reasonable suspicion that a search of a student or their belongings 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.

When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time to return device to student or parent.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a Student Success Team, referral to counseling services, and/or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Board Policy 5131, Conduct, and Ed Code 48900

AREAS OF RESPONSIBILITY

PARENT/GUARDIAN

The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

The Board believes that the education of the district's students is a shared responsibility. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive, engaging, and effective learning environment that enables all students to meet the academic expectations of the school.

Parents/guardians shall have the opportunity to collaborate with schools in a mutually supportive and respectful partnership and to help their children succeed in school.

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

The Parent/Guardian shall:

1. adhere to existing laws governing the conduct and education of their children.
2. comply with Compulsory Education Laws (EC 48200, 48400, 48450, and 48454) which state that:
 - a. a person between the ages of 6 and 18 years, not exempted, is subject to compulsory full-time education.
 - b. a person between the ages of 16 and 18 years shall attend school in an approved program unless they have received a high school diploma or its equivalent.
3. be liable for any misconduct resulting in injury or death to any student, or to any persons employed by or volunteering for the School District. The liability of the parent or guardian shall not exceed \$25,000 (EC 48904(a), Civil Code 1714.1)
4. be liable for any defacement or injury to any real or personal property belonging to the school district or any school employee. The liability of the parent or guardian shall not exceed \$25,000. (EC 48904(a), Civil Code 1714.1)
5. be liable for all property belonging to the school district which is loaned to the student and not returned upon demand of an employee of the District. The liability of the parent or guardian shall not exceed \$10,000. (EC 48904(a), Civil Code 1714.1)
6. ensure compliance with the Vehicle Code regarding bicycle and automobile regulations in the vicinity of and on school property.

Board Policy 5020, Parents Rights and Responsibilities, Ed Code 48200, 48400, 48450, 48454, 48904(a), and Civil Code 1714.1

STUDENTS

Every student shall:

1. attend school punctually and consistently.
2. abide by the regulations of the school.
3. follow promptly all the directions of their teacher and others in authority.
4. observe good order.
5. be diligent in study.
6. be respectful to their teacher and others in authority.
7. be kind and courteous to schoolmates.
8. refrain entirely from the use of profane and vulgar, harassing, discriminatory and/or racist language.
9. comply with all safety rules and regulations (e.g. use of bicycle helmets). (Title 5, Section 300)

Board Policy 5000, Students

BOARD OF EDUCATION

The Board of Education shall:

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

Board Policy 9000, Role of Board of Education

ADMINISTRATORS

The Superintendent shall:

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

The School Administrator shall:

1. initiate and enforce a set of school rules to facilitate effective learning and promote attitudes and habits of good citizenship.
2. communicate the expectations for student discipline to the continuing students at the beginning of the fall semester, and to transfer students at the time of their enrollment. (EC 35291)
3. support the classroom teacher in their efforts to promote improved and acceptable behavior of students.
4. by conference, telephone, or written communication, notify parents/guardians of student offenses considered serious by the administrator.
5. involve parents/guardians, community organizations and other government agencies in obtaining the best behavioral outcomes possible by students.
6. maintain documented records of student behavior as a means of helping in the guidance of the students, as a record for parental conferences, as reference for authorized agencies and for supporting evidence where suspension or expulsion may become necessary.
7. cooperate with law enforcement personnel.
8. always remain cognizant of their legal and professional responsibilities to the school district and to the students.
9. be responsible for the administration, management, instructional program, and operation of the school.
10. identify and refer students who have or are suspected to have a disability and may be in need of special education and/or related services.

Board Policy 2000, Concepts and Roles/Administration, and Ed Code 35291

TEACHERS

The Teacher shall:

1. conduct a well-planned and effective classroom program.
2. teach, review, monitor and enforce a set of classroom expectations that facilitate effective and engaging learning.
3. cooperate with administrators and other classroom teachers in enforcing general school rules and campus behavior that promotes safe, supportive and engaging learning environments.
4. follow procedures outlined in each school's handbook in handling discipline incidents for which they are directly responsible.
5. make prompt referrals when a student's conduct and record indicate that more than routine supports are needed.
6. remove any student whose behavior seriously disrupts the learning atmosphere of the class, and cooperate with the administrator in their effort to promote improved and acceptable behavior of students.
7. identify and refer students who have, or are suspected to have, a disability and may be in need of special education and/or related services.

Board Policy 4100, Concepts and Roles/Teachers

CLASSIFIED PERSONNEL

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

Board Policy 4200, Concepts and Roles/Classified Personnel

LAW ENFORCEMENT PERSONNEL

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

ADMINISTRATIVE PROCEDURES

The Board of Education recognizes that each student is an individual and that control and correction of student misconduct must be handled on an individual basis. The following examples are procedures that may be used for disciplinary purposes.

Board Policy 5131, Conduct, and 5144, Discipline

CONFERENCES

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

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

STUDENT SUCCESS TEAM

Misconduct of a continuing nature indicates the need for a comprehensive look at the student's behavior to determine possible causes, probable corrective measures and needed supports. The Student Success Team which may include some or all of the following: Student, teachers, school

psychologist, counselors, attendance officer, school administrator, parents/guardians, and District Office personnel. The team will review the student's behavior and develop and monitor an assistance plan if appropriate.

CORRECTIVE STRATEGIES

Staff shall use corrective strategies that keep students in school and participating in the instructional program except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is mandated by law. Corrective strategies may include, but are not limited to:

- referral of the student to the school counselor or other school support service personnel for case management and counseling
- discussion or conference with parents/guardians
- convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
- when applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
- enrollment in a program for teaching prosocial behavior or anger management
- participation in a restorative justice program
- a positive behavior support approach with tiered interventions that occur during the school day on campus
- participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
- participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavior health needs, and addresses those needs in a proactive manner
- after-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
- recess restriction if the student's participation poses an immediate threat to the student's physical safety or to the physical safety of the student's peers
- detention before, during, or after school hours
- community service
- reassignment to an alternative educational environment
- removal from the class in accordance with Board policy, administrative regulation and law
- in accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
- suspension and expulsion in accordance with law, Board policy, and administrative regulation

Administrative Regulation 5144, Discipline

BEHAVIORAL CONTRACT

A behavioral contract may be written before or after disciplinary action for any act of misconduct, behavioral, academic, or co-curricular purposes. Parent(s)/guardians will be provided with a copy of the contract when this action is taken.

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

DETENTION

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

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

Title 5, Sections 352-353

RESTORATIVE PRACTICES

Restorative practices focus on resolving conflict, repairing harm, and healing relationships. The approach focuses on the relationships of people and the community. Restorative practices can be informal or formal and the range of practices are both proactive and responsive. Restorative practices further support students in their development of important social-emotional competencies, including self-management, social awareness, relationship skills, self-awareness, and responsible decision-making.

Ed Code 48900.5

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Positive behavior interventions and support is an approach that promotes school safety and positive behavior. As part of this, all students learn behavior expectations for the classroom and school setting. Some students are provided with specific interventions to support them in their development of positive behaviors. Further, additional support and intervention is provided to students who are in need of an individualized approach.

Ed Code 48900.5

SATURDAY SCHOOL PROGRAM

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

Description of the program:

1. Each parent/guardian whose student is assigned to the program is contacted and a written contract is sent home. The reason for the assignment and the extent of the tasks (both study time and work time) are explained to the parent.
2. The student reports to school at 8:00 a.m. and works on assigned tasks until 12:00 p.m.
3. An evaluation of the work accomplished by each student is made by the supervising teacher. If the work is not satisfactory, no credit is given, and the student will be required to make up the

time. If at any time during the work period a student engages in inappropriate behavior, the parent will be contacted and the student will be sent home. If this occurs, no credit will be given and progressive discipline may follow.

TRUANCY

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

Ed Code 48260, Definition of a Truant

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed to be a chronic truant.

Ed Code 48263.6, Definition of a Chronic Truant

Upon a pupil's initial classification as a truant, the school district shall notify* the student's parent or guardian, by the most cost-effective method possible, which may include electronic mail or a telephone call:

1. that the pupil is a truant.
2. that the parent or guardian is obligated to compel the attendance of the pupil at school.
3. that parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290).
4. that alternative educational programs are available in the district.
5. that the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
6. that the pupil may be subject to prosecution under Section EC 48264.
7. that it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

**Letters of notification are available at each school site and from the office of Student Support Services.*

Board Policy 5113.1, Truancy, and Ed Code 48260.5, Notice to Parent or Guardian

LEAVING SCHOOL GROUNDS

High School

In order to give students the opportunity to demonstrate responsibility, independent judgment, and positive citizenship, the Governing Board establishes an open campus at all comprehensive high schools in which students can earn the privilege of leaving campus during lunch. Because the Board believes that leaving campus for lunch is a privilege to be earned, the conditions of satisfactory citizenship, academic standing, and attendance must exist. Further, neither the school district nor any officer or employee thereof shall be liable for the conduct nor safety of any pupil during such time as the pupil has left the school grounds pursuant to this section. (EC 44808.5) Thus:

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

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- b. at the end of the Spring semester each 10th grade class will apply to the principal for the off-campus lunch privilege for the following year. Attendance and citizenship as 9th and 10th graders will be taken into consideration as a basis for approval.
 - c. individual eligibility will be determined by having: 1) at least a 2.0 GPA in the previous semester and 2) no more than three (3) class periods and no full-day trancies during the previous semester.
 - d. no disciplinary issues that result in a suspension as outlined in Education Code Section 48900 Suspension or Expulsion.
 - e. abuse of the lunch pass privilege will be the removal of the off-campus pass for the rest of the semester.
 - f. any student not meeting the criteria each semester will lose eligibility for the following semester.

Students shall not leave school grounds at any other time during the school day without written permission (unauthorized departure) of their parents/guardians and school authorities. Students who leave school (unauthorized departure) or who fail to return following lunch without authorization shall be considered to have an unexcused absence and be subject to disciplinary action.

Board Policy 5112.5, Open/Closed Campus,

Ed Code 44808.5

EXCLUSION FROM ATTENDANCE

The Board of Education may exclude from attendance in regular school classes any child whose attendance is determined to be inimical to the welfare of other students. Ed Code Sections 48213 and 48216 and Health and Safety Code 120230 set forth the following reasons for exclusions:

1. for lack of proper immunization.
2. when a student has a contagious or infectious disease.
3. when a student resides where any contagious, infectious, or communicable disease subject to quarantine exists or has recently existed and who is subject to strict isolation or quarantine of contacts, unless written permission of the health officer is provided.
4. when a principal determines that the continued presence of the child would constitute a clear and present danger to the life, safety, or health of pupils or school personnel.

Board Policy 5112.1, Exclusion from Attendance,

Ed Code 48213 and 48216, and Health and Safety Code 120230

BREAKTHROUGH PROGRAM

The district-wide Student Assistant Program, *Breakthrough*, offers additional educational services, support and counseling referrals to all K-12 students/families. The goal is to offer respectful, confidential services; coordinate prevention, intervention and support programs; and remove all barriers to positive academic and personal achievement in safe and drug-free schools. These services include individualized student/family appointments and are especially helpful with both normal developmental challenges and serious problems like violence, gangs, tobacco, alcohol, other drug use or any other serious problem that creates a barrier to learning. Referrals may be made by site administrators, counselors, other staff, and parents/guardians to this program and can assist the student/family in obtaining information about how to use these services. Participation begins with a student/family interview with the *Breakthrough* staff at the District Office where an Intervention Plan is developed. Both students and parents/guardians participate in writing and signing the plan.

Students who are assigned suspensions (see below) in the following areas shall be required to participate in the *Breakthrough Program*:

1. alcohol and other drugs (c), (d), (j), (p)
2. violence-related suspensions (a), (b), (m), (n), (o), (r) and E.C. 48900 (.2), (.3), (.4), (.7)
3. tobacco-related suspensions (h)

Failure to comply with the district policy of completing the *Breakthrough Program Plan* will result in a referral to the principal with consequences which may include a School Discipline Hearing Panel.

Board Policy 5131.6, Alcohol and Other Drugs

LEGALLY REQUIRED OTHER MEANS OF CORRECTION – CA ED CODE 48900.5

- (a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A School district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069.7. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.
- (b) Other means of correction include, but are not limited to, the following:
 - (1) a conference between school personnel, the pupil's parent or guardian, and the pupil.
 - (2) referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
 - (3) study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents.
 - (4) referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
 - (5) enrollment in a program for teaching prosocial behavior or anger management.
 - (6) participation in a restorative justice program.
 - (7) a positive behavior support approach with tiered interventions that occur during the schoolday on campus.
 - (8) after school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
 - (9) any of the alternatives described in Section 48900.6

Recent State Laws on Suspension

Recent legislation was enacted to prevent students from losing learning opportunities for disciplinary reasons.

- **Ending Suspensions for Willful Defiance in Grades Kindergarten through Eight:** In 2013, the Legislature approved Assembly Bill 420, which prohibited suspensions on willful defiance or disruption grounds for students in grades kindergarten through three. According to data collected by the California Department of Education (CDE), suspensions for willful defiance significantly decreased upon passage of this measure. In 2019, the Legislature extended this

prohibition to students in grades four through eight through Senate Bill 419 (https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB419).

Research indicates that students of color; students with disabilities; and lesbian, gay, bisexual, transgender, queer, intersex, and asexual students are more likely to be suspended for low-level subjective offenses such as willful defiance. We support the goals of this legislation and have included the resources below to support implementation of school-wide and district-/county-wide policies to better support students facing social-emotional and academic struggles.

- Homework for Students Suspended for Two or More Days: Assembly Bill 982 (https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB982), also enacted in 2019, requires local educational agencies (LEAs), including charters to provide homework assignments to students upon the request of the parent, guardian, or student during a suspension of two or more school days.

In recent years there have been other statutory provisions designed to limit the use of suspensions and promote alternatives to suspension. These provisions aim to address the root causes of the student's behavior and improve academic outcomes:

- Minimize Suspension for Attendance Issues: California Education Code (EC) Section 48900(w)(1) states that it is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
- Instead of Suspension, Support: EC Section 48900(v) provides that a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age-appropriate and designed to address and correct the pupil's specific misbehavior as specified in EC Section 48900.5.
- EC Section 48900(w)(2) adds that the MTSS, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.
- Suspension as a Last Resort: And finally, EC Section 48900.5 provides that, except for specified exceptions, suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct, and then continues to provide an extensive list of suggested positive, non-exclusionary alternative practices. Other means of correction may include additional academic supports, to ensure, for example, that instruction is academically appropriate, culturally relevant, and engaging for students at different academic levels and with diverse backgrounds.

California Department of Education, California Department of Education, Letter (<https://www.cde.ca.gov/nr/el/le/yr21ltr0819.asp>) from State Superintendent of Public Instruction - August 19, 2021.

SUSPENSION

Definition (EC 48925)

"Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean any of the following:

1. reassignment to another education program or class at the same school where the pupil will receive continuing instruction for the length of day prescribed by the governing board for pupils of the same grade level.

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2. referral to a certificated employee designated by the principal to advise pupils.
 3. removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal's designee as provided in Section 48910. Removal from a particular class shall not occur more than once every five school days.
 4. it is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma- informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Suspension Reasons (Board Policy 5131 & EC 48900, 48900.2, 48900.3, 48900.4, 48900.5, 48900.7, and 48901.5)

EC 48900

- a. (1) Causes, attempted to cause, or threatened to cause physical injury to another person, or
(2) Willfully used force or violence on the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, use, sold or other furnished, or been under the influence of, any controlled substance as defined in Section 11007 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any substance, as listed in Chapter 2, commencing with Section 11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and

those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- (3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
- (4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
- (5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

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

- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, which is defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened or intimidated a pupil who is a complaining witness or eyewitness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

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- (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
 - (C) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
 - (D) Cause a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image.
 - (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (iii) (I) An act of cyber sexual bullying.
 - (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

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- (3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.
- s. A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
 - 1. While on school grounds.
 - 2. While going to or coming from school.
 - 3. During the lunch period whether on or off the campus.
 - 4. During, or while going to or coming from, a school-sponsored activity.
 - t. A pupil who aides or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but no expulsion, pursuant to the provisions of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision 48900(a).
 - u. As used in this section, “school property” includes, but is not limited to, electronic files and databases.
 - v. For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
 - w. (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

EC 48900.2

Committed sexual harassment sufficiently severe or pervasive to have negative impact on the victim’s academic performance, or to create an intimidating, hostile, or offensive educational environment. (This section does not apply to students in kindergarten through third grade.) Information regarding report procedures and available remedies may be obtained from the Assistant Superintendent, Instructional Services.

EC 48900.3

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233.

EC 48900.4

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

EC 48900.5

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to person.

EC 48900.7

- (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or their immediate family.

EC 48901.5

Possessed or used any electronic signaling device in violation of Regulation 457.

Appeal of Suspension (Board Policy 5144.1 and EC 48914)

1. If suspension is ordered by a principal, or their designee pursuant to Board Policy 5144.1, the pupil or parent/guardian shall have the right to request a meeting for review of the suspension with the Superintendent or designee as outlined below.
2. To ensure a timely resolution of suspension appeals, it is necessary to establish a clear timeline.
 - a. The Request for Review must be made within five (5) school days of suspension.
 - b. An appeal of a one or two-day suspension will be made to the site principal as the Superintendent's designee.
 - c. An appeal of three days or more will be made to the Director, Elementary Education, the Director, Middle School, or the Director, High School as the Superintendent's designee.

- d. If the Superintendent or designee needs more than two (2) school days to complete the investigation, they shall inform the appellant in the most expedient manner and establish a date on which the decision will be rendered.
- e. If the Superintendent or designee determines that the violation occurred and the penalty was appropriate, their decision is final.

Board Policy 5144.1 and Ed Code 48914

Suspension by Board (EC 48912)

1. The Board may suspend a pupil from school for acts listed in EC 48900 for any number of school days within the limits prescribed by Section 48903. (EC 48912)
2. The Board shall meet in closed session to consider suspension, or any other disciplinary action against a pupil unless the parent, guardian, or adult pupil has given written notice of the desire to have the hearing be public. Notice must be given to the clerk or secretary of the Board within 48 hours after being notified of the Board's intent to call a closed session. Even if a public meeting is held, any discussion which might conflict with any other pupil's right to privacy shall be held in closed session. (EC 35146 and 48912)
3. Before meeting to consider suspension or other disciplinary action against a pupil, the Board shall notify the pupil's parent, guardian, or adult pupil of the intent to call a closed session. The notice shall be sent registered or certified mail, or by personal service. (EC 35146 and 48912)

Parent/Guardian Responsibility

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

In lieu of, or in addition to suspension, CVUSD may facilitate Restorative Practices, per CVUSD Administrative Regulation 5144 "Discipline", between and among students and staff as a means to build systems that address behaviors in a way that strengthens relationships and repairs harm.

Board Policy 5144.1, Suspension and Expulsion/Due Process, and Ed Codes 48900, 48900.1 - 48900.4, 48900.7, 48901, 48901.5, 48902, 48906, 48912, 48914, 48915(b), 48925

EXPULSION

Definition (EC 46300, 48915, 48917 and 48925)

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

Recommendations of Expulsion by Principal or Superintendent (EC 48915)

- (a) (1) Except as provided in subdivisions (c) and (e) the principal or the Superintendent of Schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct. (EC 48900)
 - (A) Causing serious physical injury to another person, except in self-defense.
 - (B) Possession of any knife or other dangerous object of no reasonable use to the student.
 - (C) Unlawful possession of any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense of possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

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- (ii) The possession of over-the –counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - (D) Robbery or extortion.
 - (E) Assault or battery, as defined by Penal Code 240 and 242, on any school employee.
- (2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), they are encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- (b) The principal or the Superintendent of Schools may recommend expulsion of any pupil for any act listed in paragraph (1) of subdivision (a) above or in subdivision a, b, c, d, or e of (EC 48900). A decision to expel shall be based on a finding of one or both of the following:
- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that they determine has committed any of the following acts at school or at a school activity off school grounds:
- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or principal’s designee. This subdivision applies to an act of possessing a firearm only if possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
 - (2) Brandishing a knife as defined by Ed Code 48915(g), at another person.
 - (3) Unlawful sale of any controlled substance as listed in Chapter 2 (commencing with Section 11053) of Division 103 of the Health and Safety Code.
 - (4) Committing or attempting to commit a sexual assault or sexual battery as defined in EC 48900(n).
 - (5) Possession of an explosive which means “destructive device” as described in Section 921 of Title 18 of the United States Code. (EC 48915(h))

Expulsion by Board

- (d) The Governing Board order shall order a pupil expelled upon finding that the pupil committed an act described in (c), (1), (2), (3), (4), and (e), immediately above. Upon expulsion, the Board shall refer the student to a County Community School Program. The Board shall refer the pupil to an alternative program of study that is appropriately prepared to accommodate students who exhibit discipline problems. The alternative program shall not be provided at a comprehensive elementary, middle, or high school, or the school attended by the student at the time of the suspension period.

Pupils expelled for committing acts described immediately above as (c), (1), (2), (3), (4), and (e) shall not be eligible to apply for readmission until one year from the date the expulsion occurred.

- (e) The governing board may also expel a pupil upon the recommendation of the Superintendent, principal, hearing officer, or administrative panel upon finding that the pupil, at school or at a school activity off of school grounds, violated any subdivision of Education Code 48900 (f), (g), (h), (i), (j) (k), (l), or (m); 48900.2; 48900.3; 48900.4; 48900.5 or 48900.7, and
 - (1) That other means of correction are not feasible, or have repeatedly failed to bring about proper conduct; **or**
 - (2) Due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The Board may expel a pupil who is currently enrolled in a special education program only if the Individual Educational Program Team has determined that the misconduct was not caused by, or a direct manifestation of, the pupil's identified handicap or inappropriate placement at the time the misconduct occurred. The IEP Team's determination shall be based upon a pre-expulsion educational assessment conducted in accordance with the guidelines of Section 104.35 of Title 34 of the Code of Federal Regulations and shall include a review of the pupil's health and discipline records. (EC 48915.5)
- (g) The Board may recommend a plan of rehabilitation for the pupil which may include, but not be limited to:
 - (1) periodic review
 - (2) assessment at the time of reapplication for admission
 - (3) counseling
 - (4) employment
 - (5) community service
 - (6) other rehabilitative programs
- (h) The Board may, after voting to expel a pupil, suspend the enforcement of the expulsion as follows:
 - (1) The suspended expulsion may be ordered for up to one calendar year.
 - (2) As a condition of the suspended expulsion, the Board may order the pupil assigned to any school, class, or program deemed appropriate for rehabilitation of the pupil.
 - (3) The student shall be considered to be on probationary status.
 - (4) The suspension of expulsion may be revoked by the Board upon the commission of any acts enumerated in Ed Code 48900 or any violation of the district's rules and regulations governing student conduct. (EC 48917)

Duration and Conditions of Expulsion (EC 48916)

An expulsion order shall remain in effect until such time as the governing board may order the readmission of a student. At the time an expulsion of a student is ordered, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the student may apply for readmission to a school maintained by the school district.

Students expelled for committing acts described in Board Policy 5144.1 under “Recommendation by Principal or Superintendent” shall be expelled for one year.

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

Procedures for Expulsion and Readmission

Specific procedures for expulsion and readmission may be obtained from the Office of the Director of Student Support Services.

*Board Policy 5144.1, Suspension and Expulsion/Due Process,
and Ed Code 46300, 48915 - 48917, and 48925*

STUDENT GUIDE TO UNDERSTANDING AND AVOIDING HARASSMENT

Information from the Student Guide to Understanding and Avoiding Harassment (Student Handout) is presented to all students/families in grades 4 and 5. It addresses providing an equal opportunity for all pupils to experience a harassment free environment while in school. Specifically, EC 45(a) states: All pupils have the right to participate fully in the educational process, free from discrimination and harassment. A definition of harassment is the unwanted and unwelcome behavior from other students or staff members that interferes with another individual’s life. When it is sexual in nature, then it is considered to be “sexual harassment”. When it is racial in nature, then it is considered to be “hate-motivated behavior” or sometimes a “hate crime”. Regardless, the District will not tolerate any form of harassment in the schools or at the workplace. Disciplinary action will be taken promptly against any student engaging in unlawful acts of sexual harassment or hate violence. Examples of actions that interfere with a person’s education that are prohibited for both students and staff include:

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

The district designates the following individual(s) as responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 – Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 – Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Kenneth Loo
Assistant Superintendent, Instructional Services
1400 E Janss Rd.
Thousand Oaks, CA 91362
(805) 497-9511

*Board Policy 5145.3, Nondiscrimination/Harassment, and 5145.7, Sexual Harassment
and Ed Code 45231.5*

RULES AND REGULATIONS

ACADEMIC HONESTY

Philosophy (Board Policy 5131.9)

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

- A. Parents/guardians should emphasize that the most important measure of an education is what is learned and that the grades a student receives should reflect actual learning.
- B. Students should realize that the final value of an education is what is learned, that there is real value in integrity, and that the grades received should be the result of honest effort.
- C. Teachers must be cognizant that academic dishonesty can be controlled, that guidelines can be implemented, and that grades mean little when dishonesty is accepted and learning is thereby devalued.
- D. Parents/guardians, teachers, and students need to understand that allowing others to be dishonest without doing something about it is the same as endorsing it and that doing work for or giving answers to others is a form of dishonesty.

Definition

Academic Dishonesty is a deliberate attempt to disrupt the learning process by misrepresenting another's work as one's own. Dishonesty can occur within traditional paper/pencil activities and through the use of technology such as online assignments, labs, quiz, projects, and tests. Dishonesty during tests includes unauthorized communicating, copying materials, or allowing another student to copy, using prohibited notes or devices, obtaining prior knowledge of test content, and/or removing or distributing all or part of any test. Copying another person's assignment, plagiarism, or submitting a paper or project which is not one's own work, and submitting falsified information for grading purposes are also examples of dishonesty.

Preventive Measures

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

- A. Students will be informed of evaluation procedures and practices, as well as consequences of dishonesty. Permissible cooperative learning activities will be explained.
- B. Effective classroom procedures to discourage dishonesty will be consistently implemented by teachers.
- C. Uniform administrative regulations to encourage honest work will be in place.
- D. Students will be informed of responsible and acceptable use of technology through the District's AUP training.

Consequences

In order for consequences to be enforced for violations of academic honesty, the teacher must document their observation or supply evidence that dishonesty has occurred.

Grades K-5

Teachers in elementary school, especially in the primary grades, should take every opportunity to introduce and reinforce the philosophy of academic honesty and to define clearly what constitutes dishonesty.

A. Primary Grades (K-3):

1. When the teacher becomes aware of a child's dishonesty, the teacher will take corrective measures.
2. Parents/guardians must be notified on the second offense.

B. Upper Grades (4 and 5):

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

Grades 6-8

A. First Infraction

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

B. Second Infraction in the Same or Any Other Class

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

Grades 9-12

A. First Infraction

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

B. Second Infraction in Same or Any Other Class

1. The teacher will send a referral to the appropriate administrator and counselor noting the infraction.
2. Within five school days the parent/guardian will be notified and the student will be removed from the course and placed in a Study Hall with a grade of Fail for the semester.

Other

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

Appeal of Decision

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

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

Time Limits for Academic Honesty Consequences

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

Board Policy 5131.9, Academic Honesty

CO-CURRICULAR

Eligibility Requirements

To be eligible to participate in extracurricular and co-curricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including but not limited to:

- A. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled courses.
- B. Maintenance of minimum progress toward meeting high school graduation requirements.

Student Grade Point Requirement

A “C” grade point average is the minimum required for participation in co-curricular activities with the following contingencies:

- A. The grade point average is to be based upon the previous grading period and will include grades in all classes completed. A student must pass at least four (4) classes in the previous quarter to be eligible regardless of GPA.
- B. The controlling purpose of this requirement is to affect those activities that might demand time outside of school hours.
- C. Students who have an extenuating circumstance that precludes a “C” grade point average in the previous quarter may petition for an exemption utilizing the co-curricular petition procedure.

If granted, the exception will be for a maximum of one quarter. A student who does not achieve a “C” average during the exemption period will not be allowed to participate in co-curricular activities for the following quarter.

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

The grade point average (GPA) used to determine eligibility for extracurricular and co-curricular activities shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. If a student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s).

When a student becomes ineligible to participate in extracurricular or co-curricular activities in the upcoming grading period, or when they are subject to probation, the principal or designee shall provide written notice to the student and their parent/guardian.

A student may petition for exemption from the regular “C” grade point average requirement in the case of an extenuating circumstance that precluded a satisfactory grade point average in the previous grading period. Each co-curricular petition will be considered individually and carefully deliberated upon by a petition committee. The petition committee will consist of two (2) appropriate co-curricular advisors appointed by the principal and an assistant principal designated by the principal. The petition committee will make a recommendation to the principal who will make the final decision.

Board Policy 6145, Co-Curricular Participation, and Ed Code 35160.5

DRESS CODE

Conejo Valley Unified School District's student dress code supports equitable educational access and it is written in a manner that does not reinforce stereotypes and that does not facilitate marginalization or discrimination oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. It also creates an environment for students to feel comfortable with themselves while learning in a safe and respectful academic environment.

(*cf.* 4119.22/4219.22/4319.22 – *Dress and Grooming*)

Attire and Grooming Policy (EC 35183 and Title 5, Section 302)

The dress and grooming of students shall not interfere with the instructional program or create a health or safety hazard.

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

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

To reference the CVUSD dress code regulations and protocols, students, parents/guardians, and district staff can view the school district's dress code policy and administrative regulations by accessing BP/AR 5132 – <https://www.conejousd.org/domain/119>.

Should a student or family need support in obtaining toiletries, clean clothing, or shoes, they will be directly connected to the Student Support Services Department at (805) 497-9511 ext. 3320 for assistance.

Board Policy 5132, Dress and Grooming, and Ed Code 35183

BICYCLE RULES

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

BUS CONDUCT

District School Bus Conduct Policy

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

The driver or any passenger shall report any violation of the district's bus rules to the principal or designee. The principal or designee shall notify the student's parent/guardian of the misbehavior, determine the severity of the misconduct, and act accordingly. In instances of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined appropriate by the principal or designee.

District School Bus Conduct Rules

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

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

Transportation Procedures

- A. Students must arrive at the bus stop no earlier than five minutes before the scheduled arrival time of the bus and wait on the sidewalk for the bus. They are not to step off the sidewalk until the bus has come to a complete stop and the driver opens the door.
- B. Students must follow instructions of the school bus driver during red light crossover procedures.
- C. Students may not have a friend ride the bus to their house. Only students assigned to a bus may ride that bus.
- D. Middle and High School students are required to show their bus pass each time they board the bus.

District Procedures for Improper Conduct

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

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- C. Third Incident - Bus conduct report given to the student. Student denied transportation for three (3) days. Parent must sign the notice before the student may resume riding after the denial.
 - D. Fourth Incident - Bus conduct report given to student. Student denied transportation for one (1) week. Notice must be signed by parent/guardian and returned to the driver.
 - E. Fifth Incident - Bus conduct report given to student. Student denied transportation. Transportation Department will contact the parent/guardian to inform them as to the length of denial.
 - F. Severe Disruption - The following inappropriate behavior will result in automatic suspension of transportation privileges (as well as other school disciplinary measures which may be in order):
 - 1. Physical harm to another student.
 - 2. Physical harm or threat of physical harm to the driver.
 - 3. Property damage/graffiti.
 - 4. Disruption to the point of interfering with the safe operation of the bus.
 - 5. Failure to give a correct name resulting in a bus conduct citation to be issued.

Board Policy and Administrative Regulations 5131.1, Bus Conduct and Rules

STUDENT USE OF TECHNOLOGY

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

- A. Students are expected to utilize the CVUSD LAN, WAN, and internet in a manner consistent with CVUSD student behavior expectations. Student behavior expectations for using the LAN, WAN, and internet are communicated in the following ways:
 - 1. Through the Student Acceptable Use Policy that parents and students receive a copy of each year.
 - 2. Consistent with the Children’s Internet Privacy Act (CIPA), digital citizenship lessons are taught each year to students in grades TK-12. These lessons include topics in internet safety, avoiding instances of cyberbullying, and maintaining personal data privacy/positive digital footprint.
- B. To assure the appropriate use of District resources for electronic communication, the following requirements shall apply to all CVUSD staff and students.
 - 1. All use must be in support of the educational mission, goals, objectives, and/or curriculum grade level content standards adopted by the Board of Education.
 - 2. All use must be consistent with the rules of any network being accessed.
 - 3. Unauthorized use of copyrighted materials is prohibited.
 - 4. Distribution of material protected by trade secret is prohibited.
 - 5. Threatening or obscene material is prohibited.

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6. Use for commercial activities is prohibited.
 7. Use for product advertisement or political lobbying is prohibited.
- C. All staff and students using the District LAN, WAN or Internet access shall sign an Acceptable Use Agreement acknowledging their agreement to abide by this Policy and any related regulations.
- D. Violations of this policy will result in appropriate disciplinary action which may include loss of access, the full range of disciplinary consequences allowed by the Education Code, and criminal prosecution.

Board Policy 6163.4, Student Use of Technology

ELECTRONIC SIGNALING DEVICES

The Governing Board recognizes that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being but could be disruptive of the instructional program in some circumstances. The Board permits limited use of mobile communication devices on campus in accordance with law and the following policy.

Students may use cell phones, smart watches, pagers, or other mobile communication devices on campus during non-instructional time as long as the device is utilized in accordance with law and any rules that individual school sites may impose.

Mobile communication devices shall be turned off and/or on silent mode during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances:

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

Smartphones and other mobile communication devices shall not be used in any manner that infringes on the privacy rights of any other person.

When a school administrator reasonably suspects that a search of a student's mobile communication 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.

Any search of a student, their property, or district property under their control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device that poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication device that is brought on campus or to a school activity and is lost, stolen, or damaged.

Board Policy 5131.8, Mobile Communication Devices

INTERNET SAFETY

A national concern is the inappropriate use of the Internet by students. While the district has and will continue to ensure the safety of each student and continue to monitor student use of technology, the ongoing development of more sophisticated means of accessing the Internet is very apparent. Unfortunately, some websites are being used by child predators, "cyber bullies", and con artists. In some cases, adults pose as youths and gain access to student chat rooms. Some of these contacts have led to tragedy as some students post personal information, such as addresses and telephone numbers that predators can use to locate students. Therefore, it is recommended that as a student, if you decide to use one of these free, public Web sites, that you:

1. Avoid using personal information by which you can be physically located
2. Report any unusual requests or participation to your parent(s)/guardian(s) and School Resource Officer or police
3. Discuss your involvement with your parent(s)/guardian(s)

Internet Safety Practices and Expectations:

In compliance with the Children's Internet Protection Act (CIPA), CVUSD uses a filtering system to track and monitor all computer and Internet use on the District's network. The system is designed to prevent access to educationally inappropriate sites. It is important to understand that no filtering system is perfect. Due to the nature of the Internet and evolving technology, even with supervision, the District cannot guarantee that students will not reach an inappropriate site. Student behavior expectations include, but are not limited to:

1. Students are to follow all school and district rules when utilizing technology at school and when using district-issued devices.
2. If a student reaches any inappropriate website while utilizing a district device or internet, they should report it to their teacher.
3. Use all technology devices, peripherals, and resources in a responsible manner so as not to damage school and district equipment.
4. Participate each year in digital citizenship and internet safety lessons delivered as part of the regular instructional day.
5. Academic honesty is expected per CVUSD Board Policy and CVUSD Administrative Regulation 5131.9. Students are to complete their own work, referencing sources as required.
6. Students are responsible for their CVUSD accounts, and are not to access another individual's account. Students are not to impersonate, spoof, or otherwise pretend to be someone else online.

Use of Zoom for Educational Purposes:

The use of Zoom or other video conferencing has proven a valuable tool for maintaining effective communication and day-to-day instruction. Students are expected to utilize the Zoom platform in accordance with district student behavior expectations, which include but are not limited to:

1. Students are to utilize their given or preferred name, as listed in Q, as their display name. The use of names that attempt to impersonate others or hide the student's identity are not permitted. Students who choose to do so may include their personal pronouns in their Zoom display name.
2. Teachers and staff will utilize the Zoom, Waiting Room feature and any students utilizing a fake name will not be admitted to the Zoom meeting.
3. Students are to follow all classroom and school rules while participating in school and district-sponsored Zoom meetings.

"TOP TEN TIPS FOR TEENS": PREVENTING AND RESPONDING TO CYBERBULLYING AND TECHNOLOGY SAFETY

After much research and study in the use of technology, Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D. developed the "Top Ten Tips for Teens" for:

1. Preventing and Responding to Cyberbullying
2. Technology Safety (See "Annual Notice of Parents' Rights & Responsibilities – Student Acceptable Use of Technology Policy")

It is recommended that all students and parents become familiar with and implement these "tips" to ensure increased personal safety and the avoidance of problems that can be created.

HOMEWORK POLICY

In August 2002, the Board of Education adopted a homework policy based on current research. The policy was reviewed in 2011 based on current research. The following are highlights of that policy.

Purpose

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

Guidelines for Quality and Type of Homework

Grade Level	Cumulative Minutes/School Day	Type of Homework
Kinder	0 – 10	Study skills/Habits
1-2	10 – 20	Study skills/Habits Practice/Review
3-5	30 – 50	Study skills/Habits Practice/ Review Preparation Skill integration
6-8	60 – 90	Practice/Review Preparation Skill integration Extension
9-12	90 – 120	practice/Review Preparation Skill integration Extension

Use of Homework for Grading

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

Responsibilities

1. Teacher

There is substantial evidence that the quality of the homework assigned and teacher response to homework enhance its value in improving student success. While it is not practical or necessary to give in-depth feedback on every homework assignment, teachers should use strategies that will maximize the effectiveness of homework assignments. Therefore, teachers must:

- a. design the homework for one of the appropriate purposes noted above.
- b. assign the homework so that it can be accomplished by the child independent of direct support from others.
- c. clearly communicate to the student the purpose, directions, and expectations for all homework assignments.
- d. clearly establish and communicate to parents the general purpose and expectations for homework and encourage feedback regarding quantity and difficulty of homework.
- e. provide timely and appropriate feedback to students and parents using strategies that will:
 - 1) acknowledge receipt of homework
 - 2) monitor for completion and accuracy
 - 3) give timely feedback on key assignments
 - 4) give significant feedback on assignments based on extension, or skill integration

The Board strongly encourages:

- a. teachers to utilize emerging technologies to improve parent/teacher communication.
- b. teachers to avoid assigning homework over long weekends, holidays, and summer break (with the exception of AP/IB coursework).

2. Student

There is strong evidence that students who complete appropriate homework assignments will demonstrate significant improvement in academic achievement. Therefore, students have a responsibility to develop the discipline and study skills necessary to complete homework on a regular basis: Students must:

- a. have a system for recording homework assignments on a daily basis.
- b. have a clear understanding of the homework assignment before leaving school.
- c. have the books and materials necessary to complete the assigned homework
- d. allocate an appropriate amount of time daily for the completion of homework.
- e. turn in homework assignments when requested.

3. Parent/Guardian

Research strongly suggests that parents/guardians have an important role to play in providing an opportunity for students to complete homework. However, the research is also clear that parents/guardians should not assume responsibility for the actual completion of the student's homework. Therefore, to the extent possible, it is recommended that parents are responsible for providing the following:

- a. time for students to complete homework.
- b. a place for students to complete homework.
- c. the basic materials needed.

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- d. the expectation for homework to be completed.
 - e. the necessary supervision to ensure successful completion of homework.
 - f. information to the teacher about homework questions or concerns, and feedback regarding the quantity and difficulty of homework.

Board Policy 6154, Homework/Makeup Work Definition

PARTICIPATION IN GRADUATION EXERCISES AND PROMOTIONAL ACTIVITIES

HIGH SCHOOL

Students in good standing and who have successfully completed the requirements of the Board of Education may participate in the graduation exercises at comprehensive high schools. Students may be excluded from participation in senior activities if found in violation of the senior or prom contracts. Graduates at the high school level are required to wear caps and gowns during graduation exercises. Any graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at their option, wear their military dress uniform at the ceremony (EC 35183.3)

Students shall be permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment to the customary ceremonial attire, as long as the adornment does not cause a substantial disruption of, or material interference with, the graduation ceremony. (Education Code 35183.1)

Students who desire to wear such adornments shall notify the school principal at least 14 days before the graduation ceremony.

CONTINUATION HIGH SCHOOL

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

MIDDLE SCHOOL

Students in good standing and who have successfully completed the requirements of the Board of Education and of the school may participate in promotional activities at the middle schools. They may be excluded from promotional activities otherwise.

ELEMENTARY SCHOOL

5th grade students participate in culmination ceremonies.

Board Policy 5127, Graduation Ceremonies and Activities

SCHOOL SAFETY AWARENESS: RECOGNITION OF EARLY WARNING SIGNS

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

Protocols that school sites follow when there is a safety concern or potential incident involving a threat:

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1. Once a concern is identified the school site conducts a risk/threat assessment immediately.
 2. School resource officer or other law enforcement contacted.
 3. Parent(s) contacted after assessment is completed and informed of next steps.
 4. Community partners involved as needed to support concerned parties.
 5. Other steps as necessary to support the level of risk presented.

If you become aware of a threat situation, you must report it to one of the following places:

1. Thousand Oaks Police
2. School Resource Officer
3. Principal, Assistant Principal, or Dean of Students
4. School Counselor
5. Teacher

Serious threats related to the safety of students, staff, and members of the community should immediately be reported to the Thousand Oaks Police (805) 654-9511.

AT SCHOOL

Early Warning Signs at School (students and staff):

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

Reporting Procedures at School: Report concerns, ask questions if you are not sure about something to:

1. Principal/Assistant Principal/Dean of Students
2. School Resource Officer
3. Schools Counselor
- 4, Thousand Oaks Police

Crisis Procedures at School:

- * Should a crisis arise follow the general procedures for safety as outlined in the Disaster Preparedness procedures
- * Be calm
- * Avoid confronting any assailant – don't be a hero
- * Call 911 if necessary

Confidential Incident Reporting

- The CVUSD is committed to providing a safe and caring learning environment for all students. In alignment with this commitment, an enhanced partnership with WeTip is now available districtwide.
- WeTip is available 24/7 and can be used to report crimes, unsafe conduct, or concerns about people who may harm themselves or others. **Through WeTip members of our CVUSD community can easily and confidentially submit reports in three different ways:**
 1. **Through this Online Form (<https://mobile.catapultems.com/conejo-valley-usd/Sites>)**
 2. **Via text message to 844.805.3649**
 3. **By phone call to 844.805.3649**
 4. **Using the “WeTip: Submit an Anonymous Report” link of each school’s website or on the CVUSD website.**

Individuals can submit reports for: *bullying, concern for self or others, discrimination or harassment, physical abuse & misconduct, threat to school or students, general tip, or vandalism*. The individual can report anonymously or leave contact information (text or email) to allow for confidential communication between the school staff and the reporting individual. Reports received will be investigated with school officials and in partnership with local law enforcement, as appropriate.

If you have, or know someone who has, experienced an incident of racism, discrimination, harassment or bullying and you wish to remain anonymous, please complete the “Confidential Incident Report Form” available in both English and Spanish.

We always encourage individuals to first communicate with adults at their school site. However, we recognize that for some individuals this is not a path that feels safe or sufficient and therefore the confidential incident report form is available. Designated central office staff within the Student Services Department receive the confidential reports and will reach out to you (if you provide contact information, though not required) and follow-up on the reports.

For assistance, please contact Amber Bowman, Coordinator of Student Support Services, at abowman@conejousd.org.

For Parents and Guardians

Recognizing Potential Problems Outside of School (parents and guardians):

1. Threats by or against your child or others
2. Suicidal thoughts or attempts by your child or another student
3. Missing or stolen weapons
4. Restraining orders that involve your child or where any District property is listed
5. Any other situation that may affect the safety of your child within our District.

Tips and Recommendations for Parents:

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

BULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

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.

Definition of Bullying (Includes E.C. 48900, 48900.2, 48900.3, and 48900.4)

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of one or more of the following:

1. Placing fear of harm to themselves or property.
2. Causing them to experience a substantially detrimental effect on their physical or mental health.
3. Causing them to experience substantial interference with their academic performance.
4. Causing the student to experience substantial interference with their ability to participate in or benefit from the services, activities, and privileges provided by a school.

Understanding the Scope of Bullying

Very often bullying and harassment begin as “low level acts of aggression” such as horseplay, rule violations, teasing, and name-calling. When these are not stopped at an early point, then bullying may be seen as acceptable behavior so that it is repeated and may even escalate in frequency and type of action taken by the bully. An act of bullying includes the one being bullied, the bully, and the “innocent” bystanders who seem to just watch. Bullying can be done by an individual or group of individuals who single out one or more persons to bully. It also includes authority figures that want students to speak up, such as the teachers, counselors, administrators and parents/guardians.

Examples of Bullying/Harassment Behaviors

<i>Physical</i>	<i>Verbal</i>	<i>Other</i>
Hitting	Taunting	Spreading rumors
Kicking	Malicious teasing	Manipulating social relations
Spitting	Name-calling	Promoting social exclusion
Pushing	Threatening comments	Extortion
Unwanted touching	Racial-specific comments	Intimidation
Physical threats	Gender-specific comments	Cyberbullying
Obscene gestures	Sexual innuendos	Inappropriate electronic act
Suggestive looks	Requests for sexual favors	
Indecent exposure	Threatening	
Damaging others' things		

Preventing and stopping bullying is the responsibility of everyone: the bullied, the bully, the bystander and the adults (administrators, teachers, counselors and parents). It should never be accepted as normal behavior. The following are essential to “stopping” bullying:

1. Report a BULLYING incident at school to an adult. School personnel are unable to take any action of correcting the situation unless they have been informed of an incident.
2. Do not be an “innocent” BYSTANDER by laughing, teasing, or otherwise engaging in supporting the individual or group of individuals who are doing the bullying. Disengage from the incident and report it to an adult and/or come to the support of the individual who is being bullied.
3. Reported incidences of bullying or possible bullying should not be treated as “it’s just part of growing up.” School personnel will investigate each incidence carefully and an appropriate intervention implemented, such as working with the involved students. It may also involve contacting and working with the parent(s)/guardian(s).

Individuals can also submit reports for: *bullying* via We Tip. The individual can report anonymously or leave contact information (text or email) to allow for confidential communication between the school staff and the reporting individual. Reports received will be investigated by school officials in partnership with local law enforcement, as appropriate. There is also a “WeTip: Submit an Anonymous Report” link/button on each school’s main webpage on the right-side tab section. This link will go directly to your school’s reporting page.