



DISCIPLINE

POLICY AND PROCEDURES

2017-2018

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Conejo Valley Unified School District
Instructional Services
1400 E. Janss Road
Thousand Oaks, CA 91360

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DISCIPLINE POLICY AND PROCEDURES
2017-2018

Welcome to the 2017-2018 school year!

School districts in California are required annually to notify students, parents, guardians and staff of specific information that will contribute to the overall functioning of the school district and the provision of a quality and safe educational program for our youth. This section contains specific District policies and procedures regarding the general conduct and responsibilities expected of each student. This section should be reviewed carefully with each student as preparation for their knowing what will be expected of them during the school year.

Sincerely,

Robert Iezza

Deputy Superintendent

Discipline Policy and Procedures **2017 - 2018**

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Conejo Valley Unified School District
1400 E. Janss Road
Thousand Oaks, California 91362

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Discipline Policy and Procedures

INTRODUCTION

We look forward to having you as a member of the Conejo Valley Unified School District community for the 2017-2018 school year. We care about the students attending our public schools and want them to receive the finest educational opportunities possible.

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

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

I GENERAL CONDUCT

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

- A. Students shall show by their conduct consideration for the rights and privileges of others and will demonstrate cooperation with all members of the school community.
- B. Students shall evidence respect for constituted authority by following rules and regulations of the school, by attending regularly, and by complying with those provisions of civil and criminal law that apply to the conduct of juveniles or minors.
- C. Students should assume the responsibility for diligent work in order to profit from the educational experiences provided.
- D. Students shall be helped in all ways possible to enable them to take advantage of their educational activities.
- E. Parents, community organizations, and other governmental agencies will be involved in obtaining the best behavioral performances possible by students.

Bd. Pol. 5131 Conduct

II PROHIBITED STUDENT CONDUCT

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

- A. Obstructing or disrupting any authorized activity conducted under the authority of the Board of Education or its employees, such as:
1. performing activities that indicate intent to conflict with school-sponsored events or with the proper functioning of the regular school program,
 2. preventing a student, teacher or other school authorities from attending a class,
 3. obstructing or disrupting the orderly functioning of the classroom or school environment,
 4. using force, violence, threat, intimidation, extortion or coercion to obstruct any school officials in the performance of their duties, or
 5. failing to comply with the direction of police or any other law enforcement officers while they are acting in the performance of their duties on the school grounds;
- B. Engaging in any conduct that endangers students, staff, or others such as
1. conspiring to engage in harassment of students or staff, such as bullying, cyber-bullying, hazing or initiation activity, ridicule, extortion, or any verbal, written, or physical conduct that causes or threatens to injure, degrade, or disgrace, or tends to injure, degrade, or disgrace any fellow student or staff member (E.C.32051);
 2. engaging in any form of sexual harassment;
 3. selling, buying, igniting or possessing fireworks of any kind while under the jurisdiction of the school;
 4. possessing, selling, or furnishing any firearm, knife, explosive or other dangerous object;
 5. possessing or using of a laser pointer, without permission being given;
 6. smoking, possessing or selling of tobacco products, including e-cigarettes, on or within any school or district property;
 7. use of electronic nicotine delivery systems (ENDS) e.g. e-cigarettes, hookah pens, or other vapor-emitting devices, with /without nicotine content, or mimic use of tobacco;
 8. unlawfully possessing, using, selling, or giving away or otherwise furnishing to another or be under the influence of any controlled substance, as defined in Section 11007, Health and Safety Code, or of any alcoholic beverage or intoxicant of any kind;
 9. use of a cellular/digital telephone, pager, or other mobile communication device during instructional time;
- C. Engaging in conduct such as:
1. using profane, vulgar, or abusive language,
 2. using copying, plagiarism or dishonesty in schoolwork or on tests,
 3. being inappropriately dressed,
 4. being tardy or unexcused from school,
 5. failing to remain on school premises in accordance with school rules,
 6. entering or using in any unauthorized manner any school facilities, including, buildings, grounds and equipment, or
 7. engaging in damage to or theft of property belonging to students, staff, or the district.

III

AREAS OF RESPONSIBILITY

A. PARENT/ GUARDIAN

The 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 ALL parents/guardians 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 site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

The Superintendent or designee shall ensure that parents/guardians, school staff and students receive notification regarding their rights in accordance with law, including but not limited to the following items.

The Parent/Guardian shall:

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

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

B. STUDENTS

Every student shall:

1. attend school punctually and regularly.
2. conform to the regulations of the school.
3. obey promptly all the directions of his/her teacher and others in authority.
4. observe good order and propriety of deportment.
5. be diligent in study.
6. be respectful to his/her teacher and others in authority.
7. be kind and courteous to schoolmates.
8. refrain entirely from the use of profane and vulgar language.
9. comply with all safety rules and regulations (e.g. use of bicycle helmets). (Title 5, Section 300)

**Bd. Pol. 5000 Students
and Title 5, Section 300**

C. BOARD OF EDUCATION

The Board of Education shall:

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

Bd. Pol. 9000 Role of Board of Education

D. ADMINISTRATORS

The Superintendent shall:

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

The School Administrator shall:

1. initiate and enforce a set of school rules to facilitate effective learning and promote attitudes and habits of good citizenship.
2. communicate the rules for student discipline to the continuing students at the beginning of the fall semester, and to transfer students at the time of their enrollment. (E. C. 35291)
3. support the classroom teacher in his/her efforts to promote improved and acceptable behavior of students.
4. by telephone, letter or personnel conference, notify parents/guardians of student offenses considered serious by the administrator.
5. involve parents, community organizations and other government agencies in obtaining the best behavioral performances possible by students.

6. maintain documented records of deviant student behavior as a means of helping in the guidance of the students, as a record for parental conferences, as reference for authorized agencies and for supporting evidence where suspension or expulsion may become necessary.
7. cooperate with law enforcement personnel.
8. always remain cognizant of his legal and professional responsibilities to the District and to the students.
9. be responsible for the administration, management, instructional program, and operation of the school.

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

E. TEACHERS

The Teacher shall:

1. conduct a well-planned and effective classroom program.
2. initiate and enforce a set of classroom regulations that facilitate effective learning.
3. cooperate with administrators and other classroom teachers in enforcing general school rules and appropriate campus behavior.
4. follow procedures outlined in each school's handbook in handling discipline problems for which he/she is directly responsible.
5. make prompt referrals when a student's conduct and record indicate that more than routine controls are needed.
6. remove any student whose behavior seriously disrupts the learning atmosphere of the class, and cooperate with the administrator in his/her effort to promote improved and acceptable behavior of students.

Bd. Pol. 4100 Concepts and Roles/Teachers

F. CLASSIFIED PERSONNEL

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

Bd. Pol. 4200 Concepts and Roles/ Classified Personnel

G. LAW ENFORCEMENT PERSONNEL

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

IV
ADMINISTRATIVE PROCEDURES

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

Bd. Policies 5131 Conduct and 5144 Discipline

A. CONFERENCES

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

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

B. STUDENT STUDY TEAM

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

C. BEHAVIORAL CONTRACT

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

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

D. REMOVAL FROM CLASS

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

E. PROBATION

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

F. DETENTION

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

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

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

Education Code 44807.5 and Title 5, Sections 352-353

G. SATURDAY SCHOOL PROGRAM

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

Description of the program:

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

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

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

Bd. Policy 5131.9 Academic Honesty

I. TRUANCY

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without 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.

E.C. 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.

E.C. 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, of the following:

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

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

Bd. Pol. 5113.1 Truancy

E.C. 48260.5 Notice to Parent or Guardian

J. LEAVING SCHOOL GROUNDS

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

1. Elementary and Middle School

With the approval of the principal, pupils may go home for lunch during the scheduled lunch period if there is parent permission on file in the school office.

2. High School

The Board of Education has granted approval for a lunch permit program allowing 11th and 12th grade students to leave and return to campus during each student's lunch period. Because the Board believes that leaving campus for lunch is a privilege to be earned, the conditions of satisfactory citizenship, academic standing, and attendance must exist. Further, *neither the school district nor any officer or employee thereof shall be liable for the conduct nor safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.* (E.C. 44808.5) Thus:

- a. Pupils in grades 11 and 12 may participate in the school's lunch permit program providing they have applied and met the criteria established by the district.
- b. At the end of the Spring semester each 10th grade class will apply to the principal for the off-campus lunch privilege for the following year. Attendance and

citizenship as 9th and 10th graders will be taken into consideration as a basis for approval.

- c. Individual eligibility will be determined by having: 1) at least a 2.0 GPA in the previous semester and 2) no more than three (3) class periods and no full-day trancies during the previous semester. Any student not meeting the criteria each semester will lose eligibility for the following semester.
- d. Abuse of the lunch pass privilege will be the removal of the off-campus pass for the rest of the semester.

Bd. Pol. 5112.5 and EC 44808.5

K. EXCLUSION FROM ATTENDANCE

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

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

Bd. Pol. 5112.2 Exclusion from Attendance and E.C. 48210-48216

L. 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 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 receive 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.

Bd. Pol. 5131.6 Alcohol and Other Drugs

M. SUSPENSION

Definition (E.C. 48925)

"Suspension" means removal of a pupil from ongoing instruction for adjustment purposes.

However, "suspension" does not mean any of the following:

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

Appeal of Suspension (Bd. Pol. 5144.1 and E.C. 48914)

1. If suspension is ordered by a principal, or his/her 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. (5144.1)
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 or the Director, Secondary Education 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.

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

Suspension by Board (E.C. 48912)

1. The Board may suspend a pupil from school for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal, or Principal's Designee" above for any number of schooldays within the limits prescribed by Section 48903. (E.C. 48912)
2. The Board shall meet in closed session to consider suspension, or any other disciplinary action against a pupil unless the parent, guardian, or adult pupil has given written notice of the desire to have the hearing be public. Notice must be given to the clerk or secretary of the Board within 48 hours after being notified of the Board's intent to call a closed session. Even if a public meeting is held, any discussion which might conflict with any other pupil's right to privacy shall be held in closed session. (E.C. 35146, 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. (E.C. 35146, 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.

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

N. EXPULSION

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

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

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

- (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. (E.C. 48900)
 - (A) Causing serious physical injury to another person, except in self-defense.
 - (B) Possession of any knife or other dangerous object of no reasonable use to the student.
 - (C) Unlawful possession of any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense of possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - (D) Robbery or extortion.
 - (E) Assault or battery, as defined 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), he or she is 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 an act listed in paragraph (1) of subdivision (a) above or in subdivision a, b, c, d, or e of (E.C. 48900). A decision to expel shall be based on a finding of one or both of the following:
 - (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
 - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the

principal or 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 E.C. 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 to any 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. (E.C. 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. (E.C. 48917)

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

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

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

Procedures for Expulsion and Readmission

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

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

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

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

Bd. Pol. 5131 Recommended Disciplinary Action (See Appendix A-1)

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

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

will be taken promptly against any student engaging in unlawful acts of sexual harassment or hate violence. Examples of actions that interfere with a person's education that are prohibited for both students and staff include:

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

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

V

RULES AND REGULATIONS

A. ACADEMIC HONESTY

Philosophy Bd. Pol. 5131.9

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

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

Definition

Academic Dishonesty is a deliberate attempt to disrupt the learning process by misrepresenting another's work as one's own. Dishonesty during tests or classwork 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 or providing homework/classwork for another student to replicate, plagiarism, or submitting a paper or project which is not one's own work, and submitting falsified information for grading purposes are also examples of dishonesty.

Preventive Measures

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

- A. Students will be informed of evaluation procedures and practices, as well as consequences of dishonesty. Permissible cooperative learning activities will be explained.
- B. Effective classroom procedures to discourage dishonesty will be consistently implemented by teachers.
- C. Uniform administrative regulations to encourage honest work will be in place.

Consequences

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

Grades K-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 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 will be notified by the teacher or principal.

3. Third Infraction

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

Grades 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.
3. A referral will be sent to the assistant principal and counselor.

B. Second Infraction in the Same or Any Other Class

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

Grades 9-12

A. First Infraction

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

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

Other

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

Appeal of Decision

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

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

Time Limits for Academic Honesty Consequences

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

Bd. Pol. 5131.9 Academic Honesty

B. CO-CURRICULAR PARTICIPATION

Student Grade Point Requirement

A "C" grade point average is the minimum required for participation in co-curricular activities with the following contingencies (effective September 1983):

- A. The grade point average is to be based upon the previous grading period and will include grades in all classes completed. A student must pass at least four (4) classes in the previous quarter to be eligible regardless of GPA.
- B. The controlling purpose of this requirement is to affect those activities that might demand time outside of school hours. In-class activities would not be affected. The activities to be included are:
 - Athletics (including support group students)
 - Marching band and auxiliary units
 - Cheerleaders
 - Student Government
 - Class officers
 - Club officers
 - Drama productions
 - Choral productions
 - Competitive speech
 - Newspaper
 - Yearbook
- C. Students who have an extenuating circumstance that precludes a “C” grade point average in the previous quarter may petition for an exemption utilizing the co-curricular petition procedure.
If granted, the exception will be for a maximum of one quarter. A student who does not achieve a “C” average during the exemption period will not be allowed to participate in co-curricular activities for the following quarter.
- D. Special Education students will be eligible if they are making satisfactory progress in their Individual Education Program (IEP) as determined by the school administration and teachers.
- E. For eighth grade students interested in qualifying for high school co-curricular activities, the requirements of this policy shall apply to the eighth grade spring semester grades.
- F. These requirements do not apply to any grading period prior to high school enrollment.
- G. These requirements do not apply to students enrolled at the continuation high school who participate in that school’s activities.

Bd. Pol. 6145 Co-Curricular Participation

C. ATTIRE AND GROOMING

Attire and Grooming Policy (E.C. 35183 and Title 5, Section 302)

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

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

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

Attire and Grooming Regulations

To implement the District's policy on attire and grooming, the following regulations shall apply:

- A. The appearance of students, or attire worn by students, disruptive to the educational process will be grounds for exclusion from classes. This provision shall include, but not be limited to, wearing of a color, style, or item of clothing, a particular hair style or jewelry, and symbols of identification associated with organizations not connected to or sponsored by the school.
- B. Students shall not be permitted to wear attire which names, advertises, or promotes products that are illegal for minors, including items related to drugs, alcohol, and tobacco.
- C. Students shall not be permitted to wear attire which features offensive and/or vulgar words, pictures, or drawings, including naming advertising, or promoting sexually related products or activities.
- D. Students shall not be permitted to wear attire which includes words, phrases, or pictures that are derogatory regarding a person's ethnic background, national origin, religious beliefs, gender, or disability.
- E. Students shall not be permitted to wear attire which is unduly revealing, or attire which distracts from the educational mission of the school.
- F. For reasons of safety, students will not be permitted to attend school in bare feet and must wear shoes or sandals.
- G. For reasons of safety and health, students shall be allowed for outdoor use during the school day, to wear articles of sun-protective clothing, including, but not limited to, hats. Further, students may use sunscreen, not an over-the-counter medication, during the school day, without a physician's note or prescription. Each school site may 1) determine the type of sun-protective clothing, including, but not limited to, hats, that pupils will be allowed to use outdoors and 2) set a policy related to the use of sunscreen by pupils during the school day. Specific clothing and hats determined by the school district or school site to be gang-related or inappropriate apparel may be prohibited.
- H. For reasons of safety, students must wear protective glasses while working at or in the vicinity of machinery or power-driven equipment. Students must wear clothing deemed appropriate and safe by the shop instructor, and students with long hair must wear hair covering.
- I. For reasons of health and cleanliness, students' hair shall be neat, clean, and well-groomed while they are working in cafeterias or around food.
- J. The principal and staff of each school may establish reasonable additional regulations regarding student appearance and attire to be required of students who voluntarily engage in extracurricular or other special school activities.
- K. School Site Councils may establish a school wide dress code that prohibits pupils from wearing "gang-related apparel". In establishing this dress code, the Council shall define gang-related apparel, and shall limit such apparel that reasonably could be determined to threaten the health and safety of the school environment if such apparel were worn or displayed on a school campus.

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

D. BICYCLE RULES

- A. A student may not bring his/her bicycle to school before the third grade.
- B. For safety: The bicycle must be walked on and off the campus.

- C. For security: The bicycle must be locked while on campus.
- D. A student under the age of 18 must wear a bicycle helmet.

E. BUS CONDUCT

District School Bus Conduct Policy

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

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

District School Bus Conduct Rules

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

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

Transportation Procedures

- A. Students must arrive at the bus stop no earlier than five minutes before the scheduled arrival time of the bus and wait on the sidewalk for the bus. They are not to step off the sidewalk until the bus has come to a complete stop and the driver opens the door.
- B. Students must follow instructions of the school bus driver during red light crossover procedures.

- C. Students may not have a friend ride the bus to their house. Only students assigned to a bus may ride that bus.
- D. Middle and High School students are required to show their bus pass each time they board the bus.

District Procedures for Improper Conduct

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

Bd. Pol. 5131.1 and Regulations Bus Conduct and Rules

F. 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. Access to a District LAN, WAN, or the Internet is a privilege, not a right.
- B. To assure the appropriate use of District resources for electronic communication, the following requirements shall apply to all District staff and students.
 - 1. All use must be in support of the educational mission, goals, objectives, and/or curriculum grade level content standards adopted by the Board of Education.
 - 2. All use must be consistent with the rules of any network being accessed.
 - 3. Unauthorized use of copyrighted materials is prohibited.
 - 4. Distribution of material protected by trade secret is prohibited.
 - 5. Threatening or obscene material is prohibited.
 - 6. Use for commercial activities is prohibited.

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

Bd. Pol. 6163.4 Student Use of Technology

G. ELECTRONIC SIGNALING DEVICES

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

- A. Electronic signaling 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.
- B. 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.
- C. 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 (E.C. 48901.5)
- D. The District assumes no responsibility for the protection, loss, or damage to any electronic signaling device.

Bd. Pol. 5131 Electronic Signaling Devices

H. HOMEWORK POLICY

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

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

B. Guidelines for Quality and Type of Homework:

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

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

D. Responsibilities

1. Teacher There is substantial evidence that the quality of the homework assigned and teacher response to homework enhance its value in improving student success. While it is not practical 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. Design the homework so that it can be accomplished by the child independent of direct support from others.
 - c. Clearly communicate to the student the purpose, directions, and expectations for all homework assignments.
 - d. Clearly establish and communicate to parents the general purpose and expectations for homework, and encourage feedback regarding quantity and difficulty of homework.
 - e. Provide timely and appropriate feedback to students and parents using strategies that will:
 - 1) Acknowledge receipt of homework
 - 2) Monitor for completion and accuracy
 - 3) Give timely feedback on key assignments
 - 4) Give significant feedback on assignments based on extension, or skill integration

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

Bd. Policy 6154 Homework

I. PARTICIPATION IN GRADUATION EXERCISES AND PROMOTIONAL ACTIVITIES

- A. High School Students in good standing and who have successfully completed the requirements of the Board of Education may participate in the graduation exercises at the comprehensive high schools. 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.
- B. Continuation High School Students in good standing and who have successfully completed the requirements of the Board of Education for continuation high school or who are within their last fifteen (15) credits and have a student contract signed by student, parent or guardian and the principal may participate in the graduation exercises.
- C. Middle Students in good standing and who have successfully completed the requirements of the Board of Education and of the school may participate in promotional activities at the middle schools. They may be excluded from promotional activities otherwise.
- D. Elementary There will be no graduation exercises at the elementary school level.

Bd. Policy 5127 Participation in Graduation Exercises and Promotional Activities

J. INTERNET SAFETY

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 Web sites are being used by child predators, “cyber bullies”, and con artists. In some cases, adults pose as youths and gain access to student chat rooms. Some of these contacts have led to tragedy as some students post personal information, such as addresses and telephone numbers that predators can use to locate students. Therefore, it is recommended that as a student, if you decide to use one of these free, public Web sites, that you:

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

K. “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 following “*Top Ten Tips for Teens*”:

1. Preventing and Responding to Cyberbullying (See Appendix A-3 & A-4)
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.

L. SCHOOL SAFETY AWARENESS: RECOGNITION OF EARLY WARNING SIGNS

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

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

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

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, or 4) Thousand Oaks Police (805-654-9511)

Crisis Procedures at School

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

For Parents and Guardians

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

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

Tips and Recommendations for Parents:

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

M. BULLYING

Introduction:

The school district believes that every student has the right to learn in a safe and predictable environment without having to experience ongoing name-calling, unwanted touching, teasing and other forms of bullying. Regardless of whether a student is the one being bullied, the bully, or a bystander who seems to just watch, there are serious outcomes for each student's ability to participate in or benefit from the educational program and/or activities. Reported incidences will be investigated and appropriate follow-up actions taken by school personnel.

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

Bullying is repeated and systematic harassment and attacks to have power over another person. More specifically, "bullying" means any physical, nonverbal or verbal act or conduct, including communication made in writing or by means of using an electronic device. This includes one or more acts that are committed by a student or a group of students toward one or more students that are so severe and ongoing that the actions have or can be reasonably predicted to affect the student in one or more of the following ways by:

1. Placing fear of harm to himself/herself or property.
2. Causing him/her to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing him/her to experience substantial interference with his or her academic performance.

4. Causing the student to experience substantial interference with his or her 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.

Examples of Bullying /Harassment Behaviors

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

Preventing and stopping bullying is the responsibility of each individual: 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. Don’t 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 “its 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).