

PARENT & STUDENT HANDBOOK

2021 - 2022



FOLLOW US, LIKE US, WATCH
US! @ELKGROVEUNIFIED



E G U S D

An equal opportunity employer

ENGAGING | GROWING | UNIFYING | SCHOLARLY | DIVERSE



TABLE OF CONTENTS

PART I

WELCOME TO THE ELK GROVE UNIFIED SCHOOL DISTRICT

Message from the Superintendent	1
Meet Our Board of Trustees	2
Confirmation of a Safe and Positive Learning Environment for All	4
Elk Grove Unified Code of Conduct and Community	6
School, Staff and District Responsibilities.....	7
Parent/Guardian Responsibilities	8
Student Responsibilities, Expectations and Rights.....	9
Safe School Facilities and Environments	20
Report Crimes and Incidents.....	23
Student in Crisis: What to Do.....	22
Non-Discrimination, Harassment, Intimidation and Bullying Policies.....	25
How to File A Complaint	28

PART II

ENROLLING IN ELK GROVE UNIFIED AND TEACHING AND LEARNING

Student Enrollment and Transfers	39
Teaching and Learning	52
Curriculum	53
Promotion, Retention and Graduation	59
Student Records.....	62
College and University Information	67
District Student Programs	69
School Communications, Internet and E-Device Use	75
Transportation.....	80

PART III

OUR MULTI-TIERED SYSTEMS OF SUPPORT AND STUDENT WELLNESS

Health and Wellness	83
Food and Nutrition.....	87
Prevention.....	88
Social and Emotional Learning	91
Student Behavior Support	92
Progressive Discipline and Disciplinary Practices	95



PART VI

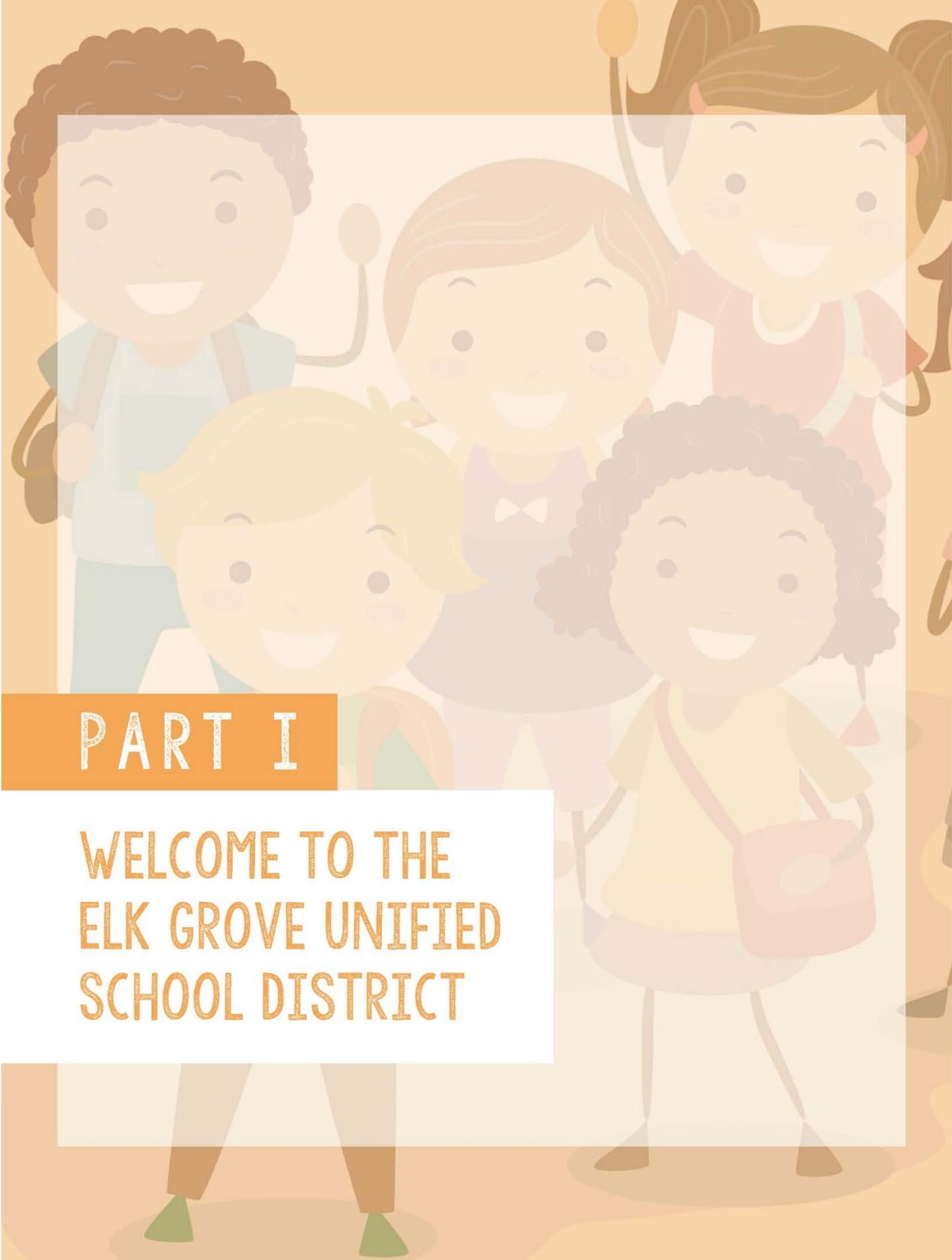
OUR ASSESSMENT, SCHOOL ACCOUNTABILITY AND PROGRAM EVALUATION

California Dashboard.....	129
School Accountability Report Cards.....	129
Assessments	130

PART V

FAMILY ENGAGEMENT IN STUDENT LEARNING AND HOW TO VOLUNTEER

Tips for Helping Your Child Succeed.....	135
Meetings with Teachers or Other School Staff and School Budget Development	136
General Parent Communication and Emergency Mass Notifications.....	137
Child Care and Child Development Options.....	139
How to Volunteer	142
Traffic Safety and Safety Reminders.....	144



PART I

WELCOME TO THE
ELK GROVE UNIFIED
SCHOOL DISTRICT

MESSAGE FROM THE SUPERINTENDENT

Welcome to the Elk Grove Unified School District. We are committed to the social emotional and educational needs of our students and value the wellbeing of every child. Our focus on high quality instruction inspires curiosity, creativity and engagement and we strive to work together as a team to support students in making healthy choices. Our commitment to continuous improvement reinforces our promise to measure our impact and make necessary adjustments to programs and services.

In Elk Grove Unified, we use the lens of educational equity to ensure decisions, policies and practices in our schools and district are culturally sensitive and provide all students with access, opportunity, support and resources. Our mission is to interrupt systems of inequity so that individual identities do not predict outcomes by transforming policies, practices and mindsets that marginalize historically underserved students and families. This includes closing the achievement, opportunity, relationship and expectation gaps of priority subgroups by transforming the conditions creating those gaps. Our focus on equity also resides in student-centered support, family and community engagement and definitely in our recruitment and retention of talented and dedicated educators, leaders and staff, who reflect and identify with our diverse student population. During the school year, you will see us bring greater awareness about our diversity and celebrate achievements. We will create a strong sense of belonging and unity across every group for the benefit of our students and enrichment of our lives.

This Parent and Student Handbook contains important information about laws related to public schools and the rights and responsibilities of students and parents. It outlines our expectations for students and our professionals and provides information to help you understand and navigate our District policies and procedures and contains useful information to help parents guide their child's education.

Complementing this handbook is our District's website, which in many cases will be able to provide more in-depth and detailed information about the many programs and services we offer to students and their families. In our efforts to be more environmentally friendly, parents can acknowledge receipt of a printed, downloaded or digital copy of this book online through ParentVUE.

Throughout the year, to help keep you informed and engaged, please expect regular communications from me, my staff, your school and many programs via newsletters, flyers, mass notifications by phone, email and/ or text, as well as through social media and on YouTube. I invite you to get to know the staff at your school site and I wish every family an excellent educational experience.

Sincerely,

Christopher R. Hoffman
Superintendent

MEET OUR BOARD OF TRUSTEES

The Elk Grove Unified School District is governed by an elected seven-member Board of Education. The board members represent seven geographic areas and are elected at large for four-year terms.



Beth Albiani,
Trustee Area 5



Nancy Chaires Espinoza
Trustee Area 6



Carmine S. Forcina
Trustee Area 7



Gina Jamerson
Trustee Area 4



Dr. Crystal Martinez-Alire
Trustee Area 2



Anthony "Tony" Perez
Trustee Area 1



Sean J. Yang
Trustee Area 3

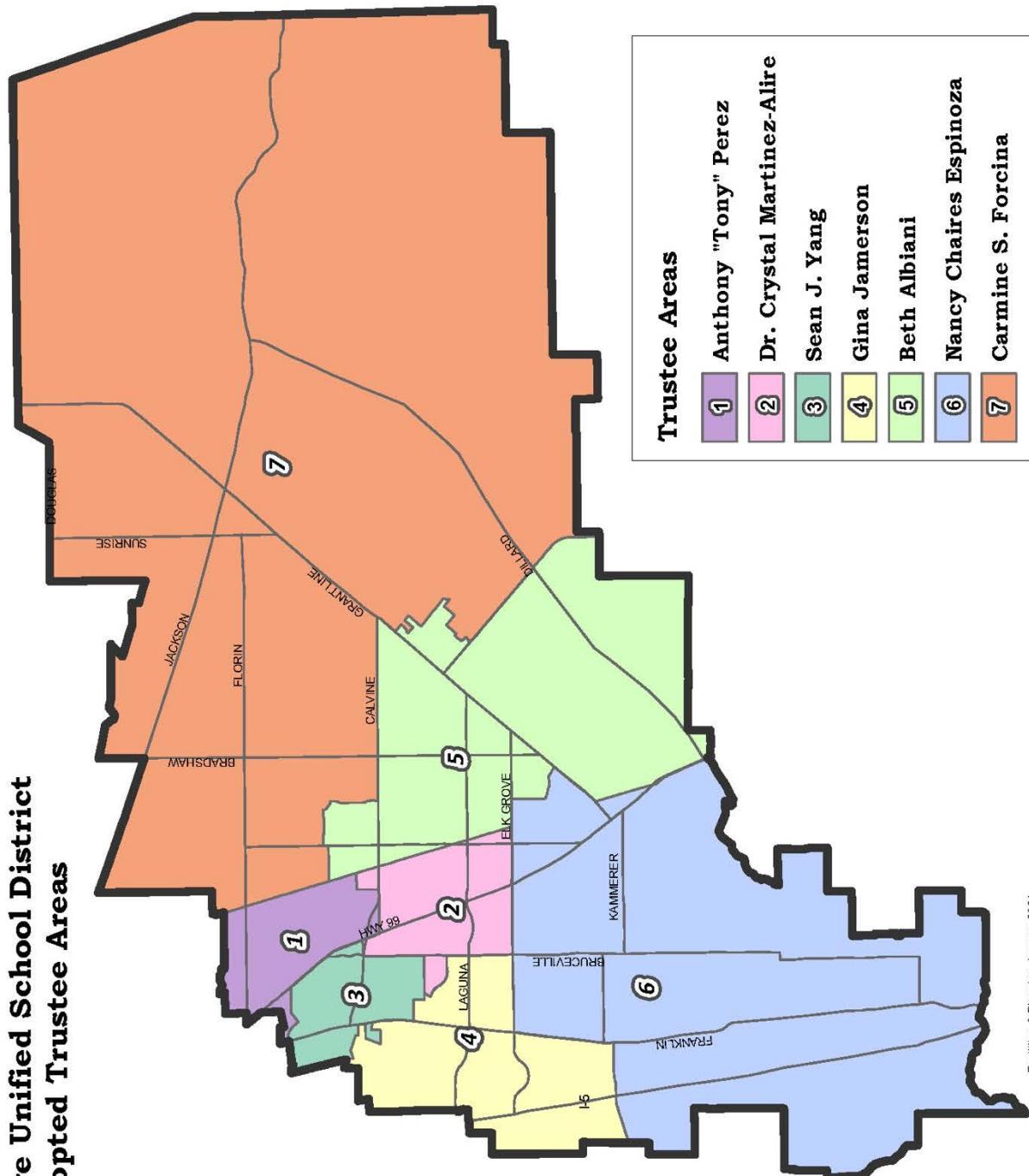
ABOUT OUR GOVERNING BOARD

The Board of Education is responsible for approving District policy and the District's annual budget. Together, board members and district staff work hard to ensure that the District's mission and core values are fulfilled in all classrooms. The public is welcome to attend board meetings the first and third Tuesday of each month beginning at 6 p.m. The schedule can vary during

the summer and holidays. Please check the District's website for meeting changes at www.egusd.net. Meetings are held at the Robert L. Trigg Education Center, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624. For more information about board meetings, call (916) 686-7700.



Elk Grove Unified School District Adopted Trustee Areas



Facilities & Planning January 2021

CONFIRMATION OF A SAFE AND POSITIVE LEARNING ENVIRONMENT FOR ALL

WHEREAS: The U.S. Supreme Court has held, in *Plyler v. Doe*, 457 U.S. 202 (1982), that local school districts have a constitutional mandate to educate all students residing within their jurisdictional boundaries, regardless of their immigration status;

WHEREAS: All students have a right to attend school free of bullying, intimidation and discrimination;

WHEREAS: The Elk Grove Unified School District (EGUSD) is the fifth largest district in the state of California and celebrates the rich diversity of our students and communities irrespective of their immigration status or citizenship and ensures that every school site is a welcoming place for all students and their families;

WHEREAS: The Governing Board reaffirms that Elk Grove Unified School District schools are welcoming, safe places for learning and teaching for all students, regardless of immigration status, reaffirms federal regulations and state law that prohibit educational agencies from disclosing personally identifiable student information to anyone, including law enforcement, without consent of a parent or guardian, or a court order or lawful subpoena or in the case of a health emergency;

WHEREAS: The Governing Board concurs with the California Department of Education (CDE) recommendation that local educational agencies do not collect or maintain documents that may be related to immigration status including, but not limited to, passports, visas and social security numbers, as they are not needed by school districts, and place student privacy at an unnecessary risk;

WHEREAS: The U.S. Immigration and Customs Enforcement (ICE) 2011 policy states that immigration enforcement activity will not be conducted at any "sensitive" location, which includes schools, without special permission by specific federal law enforcement officials, unless exigent circumstances exist that are related to national security, terrorism, public safety or where there is imminent risk of the destruction of evidence material to an ongoing criminal case; and

WHEREAS: ICE activities in and around schools and school facilities would be a severe disruption to the learning environment and educational setting for students;

NOW, THEREFORE, BE IT RESOLVED: The Governing Board reaffirms that pursuant to federal and state law, every student has the right to attend school regardless of the child's immigration status;

BE IT FURTHER RESOLVED: That the Governing Board confirms that all District students who are eligible to receive school services, including free or reduced price lunch and breakfast, transportation and educational services, regardless of their immigration status, are entitled to receive those school services, and that staff shall not take any steps that would deny students access to education or the services provided based on their immigration status;



BE IT FURTHER RESOLVED: In order to provide a public education, regardless of a child's or family's immigration status, absent any applicable federal, state, local law or regulation, local ordinance or court decision that may lawfully provide otherwise, the District shall act consistent with the following practices:

- District personnel shall not treat students differently for residency determination purposes on the basis of their actual or perceived immigration status and shall treat all students equitably in the receipt of all school services for which they are eligible.
- District personnel shall not inquire about a student's immigration status or require documentation of a student's legal status.
- District personnel shall review the list of documents that are currently used to establish residency and shall ensure that any required documents would not unlawfully bar or discourage a student who is undocumented or whose parents are undocumented from enrolling in or attending school.
- District personnel shall neither require students to apply for Social Security numbers nor require students to provide a Social Security number, passport or visa.
- District personnel shall not allow any immigration enforcement officer or agent to enter a school site without first signing in with the school administration and making a request to enter campus, and shall forward any request by immigration enforcement agents to enter a school site (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.) to the Superintendent's office for review, in consultation with District legal counsel.
- District personnel shall immediately send all requests by immigration enforcement agents for information or documents to the Superintendent, who in consultation with District legal counsel, shall consider all legally permissible actions that may be taken to respond to such requests to protect the privacy rights of students and their families. Outside of exigent circumstances, or the service of a warrant or subpoena, immigration agents or officers shall not be allowed onto a school campus prior to the approval of the Superintendent.
- District personnel shall not enter into any agreement with ICE to enforce federal immigration law and shall not participate in any ICE or Border Patrol enforcement actions.
- District personnel, as designated by the Superintendent, along with District legal counsel, shall review the impact of any changes in federal immigration laws, state laws and policies or programs that may impact students, and develop solutions aimed at preventing and/or mitigating the impact on both students and employees that may arise from the collection of, storage of or access to any personally identifiable information for immigration enforcement purposes.

- District personnel shall take all reasonable measures so that after-school program providers and other service providers that have access to student or family information will also follow the actions described herein.
- The Superintendent shall ensure EGUSD staff and parents are informed about the content of this Resolution and copies of the Resolution will be distributed to all schools of the District.

ELK GROVE UNIFIED CODE OF CONDUCT AND COMMUNITY

We believe everyone (student, staff and parents) deserves to be treated with care and respect. We serve many multilingual, multiracial and multicultural students and their families and we strive to ensure that everyone feels welcome in our schools. The school district will not tolerate behavior by students, staff or visitors that insults, degrades or stereotypes any race, gender, disability, physical characteristic, ethnic group, sexual preference, age, national origin or religion.

Appropriate consequences for violating the District's Human Dignity Policy are specified in this handbook. In addition, any person who comes onto a school campus or other school facility, and there is reasonable cause to believe that their conduct has willfully disrupted the orderly operation of such campus/ facility, is subject to having their permission to remain withdrawn by the chief administrator and/or may be subject to arrest. [Penal Code 626.4, 626.8]

Recognizing the role of parents in developing civic values and ethical behavior in their children, to support and assist parents, we are committed to providing instructional programs that help students develop civic values and good behaviors so that they will grow into responsible citizens, family members and workers. We teach civic values and ethics that focus on honesty, respect, responsibility and morality (understanding and doing what is right, both legally and ethically). Parents identified these principles as "common core civic values" that they wanted taught in school. Parents also support the teaching of human dignity, empathy, justice, civility, courage and community (concern for the common good). These standards are part of everyday lessons appropriate for each grade level. Furthermore, we encourage community service by all students so that they learn the importance of giving back to their community.

SCHOOL, STAFF AND DISTRICT RESPONSIBILITIES

STAFF AND PROFESSIONAL STANDARDS

We have adopted a districtwide standard of professional conduct for all district employees to maintain the highest ethical standards, to follow district policies and regulations, and to abide by state and national laws. Employee conduct should enhance the integrity of the district and the goals of the educational program and student unity.

Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill their responsibilities and should focus on their contribution to the learning and achievement of district students. The Board of Trustees encourages all employees to accept as guiding principles codes of ethics published by professional associations to which they may belong.

Our teachers and administrators are responsible for demonstrating appropriate school and classroom behavior in their attitudes and in their communication with students and parents. Each school is expected to:

- Adopt a comprehensive school safety plan and disaster preparedness procedures;
- Establish an environment in which students can meet their academic standards;
- Communicate regularly with students and their families about their child's academic progress and behavior;
- Involve students in an ongoing process of self-evaluation;
- Communicate district standards of behavior;
- Enforce district policy and school rules fairly and consistently; and
- Communicate absences to parents.

SCHOOL SAFETY PLAN

Each year schools are required by law to update a school safety plan by March 1. The plan includes earthquake emergency procedures and a disaster policy for buildings with a capacity of 50 or more people. Schools must report on the status of the safety plan to numerous community leaders. In addition, a description of the safety

plan's key elements must be detailed in the school accountability report card.
[E.C. 32286, 32288]

To assist law enforcement officers and public safety personnel, each school site is equipped with a "Crisis Response Box" that includes site emergency plans.



SCHOOL AND DISTRICT LIABILITY

The District assumes no liability for accidents to students at school [E.C. 49472, 49471, 48980] and the District does not provide medical insurance for individual students. However, if you are interested in purchasing Student Accident Insurance, you can contact your family insurance provider for policies available to you, or you can visit the following website for information and a link to a company that issues such coverage:

www.egusd.net/about/divisions-departments/business-services-and-facilities/finance-and-school-support/risk-management/.

The coverage you purchase should provide coverage for your child while on school grounds or in school buildings during the time your child is required to be there during a regular school day; while being transported by the District to and from school or other place of instruction; or while at any other place as an incident to school sponsored activities and while being transported to, from and between such places.

PARENT/GUARDIAN RESPONSIBILITIES

Every member of the school community shares the responsibility for maintaining a safe and productive environment at your child's school. As a parent or guardian of a child in our school district, you share in this responsibility when you:

- Accept the rights and authority of the school and the Board of Education to maintain standards of behavior for all students;
- Review the District's Parent & Student Handbook with your family and understand the rules;
- Understand that punctuality and good attendance are family responsibilities and make every effort to get your student(s) to school on time every day;
- Know that children rely on their parents to make certain they arrive at school on time and ready to learn;
- Know that parents have a great influence on the study habits of their children and encourage and provide a suitable time, place and routine for study at home; and
- Understand that children learn more when somebody monitors their progress and you keep track of your child's academic achievement.

As a parent or guardian, you have a right to:

- Have information about your children's achievement, behavior in school and attendance.
- A safe environment that is non-threatening and allows your children to achieve.
- Information about all school rules, regulations and expectations.



PARENT/GUARDIAN LIABILITY

Parents or guardians are liable for all damages caused by the willful misconduct of their minor children, which result in death or injury to other students, school personnel or damage to school property. Also, the District will not be responsible for damage caused by any student to any item of personal property which another student brings to school.

Parents are also liable for any school property loaned to the student that is willfully not returned. Parents' or guardians' liability may be as much as \$20,900 in damages and another maximum of \$20,300 for payment of a reward, if any. These amounts are expected to be indexed and rise annually.

The District may withhold the grades, diploma or transcript of the student responsible until such damages are paid, the property returned or until completion of a voluntary work program in lieu of payment of money.

If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. [E.C. 48900.1, 48904, 48914; Civil Code 1714.1]

STUDENT RESPONSIBILITIES

To encourage a consistent, firm and fair culture of discipline that affirms positive behavior, we have adopted a districtwide standard of conduct that includes the rights and responsibilities of students, student expectations, interventions for specific disruptive behaviors and appropriate consequences. Schools may personalize campus rules, but must be consistent with districtwide standards.

STUDENT EXPECTATIONS

Students are expected to be good citizens and:

- Follow rules and laws;
- Avoid mutual combat situations and any activity that has the potential to cause a verbal or physical conflict;
- Respect authority, property and the rights of others;
- Display acts of tolerance in promoting human dignity that are characterized through respect, sensitivity and care exhibited in the interaction of staff and students regardless of race, gender, disability, physical characteristics, ethnic group, language, sexual orientation, age, national origin or religion.
- Maintain standards of integrity and responsibility.
- Every student shares the responsibility for maintaining a safe and productive environment at school.

As a student, you make an important contribution to your school when you:

- Respect the authority of teachers, principals and all school staff members;
- Comply with the standards of conduct of your school and the District;
- Follow the rules of the classroom and your school;
- Inform an adult authority of any situation that would pose a danger to yourself or others;
- Attend school every day;
- Arrive at class on time and prepared to work. Bring necessary books and materials;
- Pay attention in class;
- Complete class work and homework on time; and
- Keep track of your own progress.

STUDENT RIGHTS

Students have a right to a safe learning environment. Both the U.S. Constitution and California state law protect this right. All students and staff of public elementary, middle and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful. If you feel your school is not providing a safe environment, please discuss this with your teacher or principal.

IMMIGRATION ENFORCEMENT—"KNOW YOUR RIGHTS"

All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the resources at www.ebusd.net/about/divisions-departments/educational-services/student-support-and-health-services/immigration-protection/.

STUDENT RIGHTS PURSUANT TO E.C. SECTION 221.8

In addition to federal law, the California Education code similarly prohibits schools from discriminating against its students on the basis of sex. Education Code section 221.8 provides as follows:

The following list of rights, which are based on the relevant provisions of the federal regulations implementing Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), may be used by the department for purposes of Section 221.6:

- a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.

- c) You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
- d) You have the right to apply for athletic scholarships.
- e) You have the right to receive equitable treatment and benefits in the provision of all the following:
 - 1. Equipment and supplies.
 - 2. Scheduling of games and practices.
 - 3. Transportation and daily allowances.
 - 4. Access to tutoring.
 - 5. Coaching.
 - 6. Locker rooms.
 - 7. Practice and competitive facilities.
 - 8. Medical and training facilities and services.
 - 9. Publicity.
- f) You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
- g) You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
- h) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or the state Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- i) You have the right to pursue civil remedies if you have been discriminated against.
- j) You have the right to be protected against retaliation if you file a discrimination complaint.

STUDENT RIGHTS UNDER TITLE IX

Federal Title IX of the Education Amendments of 1972 ("Title IX"), implemented at 34 C.F.R. § 106.31, subd. (a), provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives federal financial assistance.

Relevant here, Title IX requires that school districts take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to one of the Elk Grove Unified School District ("District") Title IX Coordinators, listed below, and/or the Assistant Secretary for Civil Rights from the United States Department of Education.

MARRIED/PREGNANT/PARENTING STUDENTS

We apply no rule concerning a student's actual or potential parental, family or marital status that treats students differently on the basis of sex. [5 CCR § 4950; 34 CFR §106.40(a)] We do not exclude or deny any student from any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom. [5 CCR § 4950(a); 34 CFR § 106.40(b)(1)] Pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs. [5 CCR § 4950(c); 34 CFR § 106.40(b)(1)] Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities and courses equal to the regular program. [5 CCR § 4950(c); 34 CFR § 106.40(b)(3)]

We treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability. [5 CCR § 4950(d); 34 CFR § 106.40(b)(4)] The District may require any student to obtain the certification of a physician or nurse practitioner that the student is physically and emotionally able to continue participation in the regular education program or activity. [E.C. 221.51]

Pregnant or parenting students are entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The student, if the student is 18 years of age or older, or, if the student is under 18 years of age, the person holding the right to make educational decisions for the student, shall notify the school of the student's intent to exercise this right. Failure to notify the school shall not reduce these rights. [E.C. 46015]

A pregnant or parenting student who does not wish to take all or part of the parental leave to which they are entitled shall not be required to do so. A pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician. When a student takes parental leave, the supervisor of attendance shall ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program. [E.C. 46015]

During parental leave, a local educational agency shall not require a pregnant or parenting student to complete academic work or other school requirements. A pregnant or parenting student may return to the school and the course of study in which he or she was enrolled before taking parental leave. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. [E.C. 46015]



Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the school in which the student was previously enrolled when it is necessary in order for the student to be able to complete state and any local graduation requirements, unless the local educational agency makes a finding that the student is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school. [E.C. 46015]

A student who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the local educational agency. [E.C. 46015] A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program. A student shall not incur an academic penalty as a result of his or her use of these accommodations.

[E.C. 46015] A complaint of noncompliance with these requirements may be filed with the District under its Uniform Complaint Procedures.

LACTATION ACCOMMODATION FOR STUDENTS

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

1. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.
4. Access to a place to store expressed breast milk safely.
5. A lactating pupil on a school campus shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.

A school subject to this section may use an existing facility to meet the requirements.

A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.

A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations. A local educational agency shall respond to a complaint filed pursuant to paragraph (1) in accordance with Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations. A complainant not satisfied with the decision of a local educational agency may appeal the decision to the department pursuant to Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations and shall receive a written decision regarding the appeal within 60 days of the department's receipt of the appeal. If a local educational agency finds merit in a complaint, or if the Superintendent finds merit in an appeal, the local educational agency shall provide a remedy to the affected pupil.

The Elk Grove Unified School District fully supports the requirements mandated in Education Code Section 222 and will take all necessary steps to provide reasonable accommodations to lactating students. Any questions regarding the foregoing should be directed the Secondary Education Department at (916) 686-7706.

FOSTER YOUTH SERVICES

Our Foster Youth Services (FYS) Program strives to address the unique educational needs of youth in foster care by working collaboratively with youth, caregivers, schools, placement agencies, and other service providers. Youth in foster care are likely to suffer interruptions and gaps in education primarily because of abuse or neglect that resulted from complex family, social, and environmental conditions out of their control. Foster youth often experience multiple changes in home placements and interruptions in school.

To address the needs of students in foster care, our FYS program provides:

- Assistance with immediate enrollment and timely transfer of school records;
- Academic support and tutorial services, as funding permits;
- Educational case management services;
- Independent living skills workshops, resources, field trips, and transitional support;
- A single point of contact for families, agencies, and schools working with students in foster care.

For more information about the EGUSD Foster Youth Services Program, please contact the FYS Program Specialist at (916) 686-7568 or fys@egusd.net.

Since 2004, California legislation has enacted educational provisions that promote school stability and success for children and youth in foster care. As a guiding principle, all educational and school placement decisions for foster youth shall be made to ensure that each student:

- Has the opportunity to meet the same academic achievement standards to which all pupils are held;
- Is placed in the least restrictive educational programs;

The following is a summary of California Education Code related to students in foster care:

1. Right to remain in "school of origin" [E.C. 48853.5]
 - Students have the right to stay in the same school after they move to a new foster care home. The "school of origin" can be:
 - The school attended when you first entered foster care,
 - The school most recently attended, or
 - Any school attended in the last 15 months that the student feels connected.
 - If transitioning from elementary school to middle school or from middle school to high school, students have the right to transition to the same school as their classmates. If there is any disagreement about which school the student will attend, they have the right to stay in their school of origin until the disagreement is resolved.
2. Right to immediate enrollment in school [E.C. 48853.5] Students have the right to immediately enroll in school and begin attending classes, even if they do not have the paperwork normally required for enrollment (such as birth certificate, transcript, or IEP) or did not check-out from their previous school. Education records must be sent within two business days to the new school after receiving a school records transfer request.
3. Right to partial credits for high school students [E.C. 51225.2]
 - If the student changes schools during the school year, they have a right to partial credits in all classes that they are passing.
 - The new school must accept the partial credits issued by the previous school.
 - After changing schools, students have the right to enroll in the same or similar classes at their last school.
 - Schools cannot require a student to retake a class or part of a class that they have already completed with a passing grade, if it would make them off-track for high school graduation.

- Students have the right to take or retake any class that they need to go to a California State University or University of California.
 - Grades cannot be lowered because of absences related to a court hearing, placement change, or a court-related activity.
4. Graduation rights [E.C. 51225.1]
- Students have the right to stay in high school for a fifth year to complete district graduation requirements, even if they are over 18.
 - If a student is behind on credits, and they transferred schools after 10th grade, they may be eligible to graduate under AB 167/216 by completing only the state graduation requirements instead of the school district's requirements.
 - If the student is determined eligible, the decision of whether to graduate under AB 167/216 is made by the student's education rights holder.
5. School discipline rights [E.C. 48853.5]
- The student's attorney and social worker must be invited to a meeting before a suspension can be extended beyond 5 days.
 - If the student is in special education, the student's attorney and social worker must be invited to a manifestation determination meeting to decide whether the behavior was related to the student's disability.
 - If the student is facing a possible expulsion, the student's attorney and social worker must be notified.
 - At a formal hearing, the student has the right to be represented by an attorney before being expelled.
6. Right to school records [E.C. 49076]
- The student's social worker/probation officer and education rights holder can access school records.
 - The student's Foster Family Agency, Short-Term Residential Treatment Program, or caregiver who has direct responsibility for the care of the student can access school records.

HOMELESS EDUCATION PROGRAM

Children and youth who are experiencing homelessness are entitled to equal access to the same free and appropriate public education provided to all children and youth. The District serves students identified as homeless under the federal McKinney-Vento Homeless Assistance Act through the EGUSD Student Support Centers. Students may be eligible for special assistance and services if they lack a fixed, regular, and adequate nighttime residence, such as staying in a hotel/motel or shelter; sharing a house or apartment with others due to loss of housing, economic hardship, or a similar

reason; or living in a car, campground or recreational vehicle. This includes students who are unaccompanied youth not in the care or custody of a parent or guardian and runaways.

In order to remove barriers and reduce the hardships students who are experiencing homelessness face, Student Support Center staff may provide or assist with the following:

- Enrollment assistance—determine school of residence and school of origin; assist with gathering and transferring records; make appropriate placements and mediate disputes regarding enrollment of homeless students.
- Direct services—provide backpacks, school supplies, hygiene items, and clothing.
- Case management—serve as liaison with schools and other service providers; provide information on educational options and community resources, including shelters, housing programs, food closets, public assistance, health and mental health care, and other programs and services based on the unique needs of students and families.
- Academic support—notify counselors of students eligible for a Graduation Exemption determination and/ or FAFSA homeless verification letter, expedite assessments, and refer to available tutoring and counseling services.
- Transportation—homeless students whose nighttime residence is outside the attendance area of their school of origin may be provided with transportation to and from school. Such transportation may include bus passes or mileage reimbursement.

If, during the school year, a student becomes homeless, the student may continue in the school of origin for the remainder of the school year and through the duration of their homelessness.

Additional State Laws Regarding Homeless Students California State Law AB 1806 contains mandates with regards to partial credit, expulsions, and modified graduation requirements under certain circumstances for youth experiencing homelessness. This bill requires a school district to exempt a homeless student from coursework and other requirements that are in addition to statewide requirements when a student changes schools due to homelessness after their second year of high and cannot reasonably complete the District requirements by the end of their fourth year as determined by the district. A student who is eligible for the graduation exemption and their educational rights holder must:

- Attend a Graduation Exemption Determination Meeting with the school counselor and obtain the signatures of the student, educational rights holder, school counselor, principal, and the District's homeless liaison on the Graduation Exemption Determination form, indicating all who have signed agree to the alternative graduation plan and documenting the student and educational rights holder have been informed of how the alternative plan will affect admission to postsecondary schools.

- Be informed of the option to remain in school for a 5th year, and how staying the 5th year will affect postsecondary school admission.

California State Law SB 177 requires the immediate enrollment of homeless children and youth, deems homeless students to meet residency requirements for interscholastic sports immediately upon enrollment and requires public notice of the educational rights of homeless children and youth are distributed in schools.

California State Law AB 1068 gives unaccompanied youth age 14 and over the right to access and consent to disclose their school records and extends these rights to caregivers who enroll students in school using California's caregiver authorization affidavit. In addition, AB 1068 prevents schools from releasing directory information of students experiencing homelessness, unless a parent/guardian expressly consents.

California State Law SB 445 permits students whose homeless status changes during the school year so that they are no longer homeless to remain at their school of origin for a specified time: high school students may continue in their school of origin through graduation and students in grades kindergarten and 1-8 may continue in their school of origin through the duration of the academic year.

California State Law AB 309 pertains to the CalFresh Supplemental Nutrition Assistance Program (SNAP) and clarifies that there is no minimum age requirement for unaccompanied homeless youth to apply.

California State Law AB 652 clarifies that a child/youth who is homeless or an unaccompanied minor, is not, in and of itself, a sufficient basis for reporting child abuse or neglect, as defined by the McKinney-Vento Act.

These laws and the District's programs serving homeless children and youth focus on student support, safety, school stability, academic progress and graduation.

HOMELESS ENROLLMENT DISPUTE RESOLUTION PROCESS

Complaint forms are available at the school, but the form need not be used to make a complaint. Homeless students are to be maintained in their school of origin whenever feasible, unless the parent prefers the student attend their school of residence. If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. [42 U.S.C. 11432] If, after enrollment, it is determined that a student is not homeless as defined in the law, the student may be dis-enrolled and the District will follow policies in place to address fraud.

A written explanation of the school's decision regarding school selection or enrollment shall be provided by the school if a parent, guardian or unaccompanied youth disputes a school selection or enrollment decision, including the right to appeal. He/she shall also be referred to the District liaison. [42 U.S.C. 11432]

The District liaison shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. [42 U.S.C. 11432] The liaison shall provide the parent/guardian a copy of the District's decision, dispute form and a copy of the outcome of the dispute.

If a parent/guardian or unaccompanied youth disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent or designee. The Superintendent or designee shall make a determination within five working days. If the dispute remains unresolved at the District level or is appealed, then the District homeless liaison shall forward all written documentation and related paperwork to the homeless liaison at the Sacramento County Office of Education (SCOE).

SCOE's homeless liaison will review these materials and determine the school selection or enrollment decision within five working days of receipt of the materials and will notify the District and parent of the decision.

If the dispute remains unresolved or is appealed, the SCOE homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. Upon the review of the District, SCOE and parent information, the California Department of Education will notify the parent of the final school selection or enrollment decision within ten working days of receipt of materials.

For more information, please contact the nearest SAFE Center. See contact information below and in the Directory Information in the back of the handbook:

SAFE (STUDENT AND FAMILY ENGAGEMENT) CENTERS

Eastside SAFE Center
(all schools east of Hwy 99)

David Reese SAFE Center
(916) 392-9081

Westside SAFE Center
(schools west of Hwy 99)

Prairie SAFE Center (916) 422-1091
Valley SAFE Center (916) 681-7577

SCHOOL LEARNING ENVIRONMENT

MANAGEMENT PLAN FOR ASBESTOS-CONTAINING MATERIAL

The District has, available upon request, a complete and updated management plan for asbestos-containing material. [40 C.F.R. 763.93]

PESTICIDE USE

The District will provide for parents the names of all pesticide products expected to be applied at school facilities this school year. That identification includes the name and active ingredients. Only fully certified pesticides can be used on school grounds. The District maintains an integrated pest management plan which is utilized for applying certified pesticides and to ensure compliance with applicable laws and requirements. Staff, parents and guardians may view a copy of the district's integrated pest management plan either by request (by calling the number below) or in the school office or by visiting our website at: www.egusd.net/wp-content/uploads/2018/05/IPM-Plan-201819.pdf.

Signs are posted at the school, describing the pesticides or herbicides to be used, along with the active ingredients contained in the pesticide/herbicide, at least 24 hours prior to the application and such signs will remain posted at least 72 hours after the application. If you would also prefer to be notified by mail at least 72 hours prior to application at your child's school in the 2020-21 school year, please call the District's Maintenance and Operations Department at (916) 686-7745 to be placed on a notification list. In the event of an emergency condition, advance notification and prior sign-posting may not be feasible, but a warning sign will be posted immediately upon application.

Further information is available from the California Department of Pesticide Regulation, P.O. Box 4015, Sacramento, CA 95812-4015, www.cdpr.ca.gov. [E.C. 17612, 48980.3]

At this time, Elk Grove Unified School District is planning to use the following Pesticides:

565 XLO (Pyrethrins, Piperonyl Butoxide, MGK 264)	Advion Ant Bait Arena (Indoxacarb)	Advion Ant Gel Bait (Indoxacarb)
Advion Cockroach Gel Bait (Indoxacarb)	Advion Cockroach Roach Bait Arena (Indoxacarb)	Alpine Flea Insecticide with IGR (Dinotefuran, Pyriproxyfen)
Alpine WSG (Dinotefuran)	Archer IGR (Pyridine)	BP-100 (Pyrethrin)
Ditrac (Diphacinone)	Merit 75 WSP (Imidacloprid),	Gentrol IGR Concentrate (Hydroprene)
Insecticidal Soap (potassium salts of fatty acids, ethanol)	Maxforce FC Select (Fipronil)	MaxForce Quantum Ant Bait (Imidacloprid)
Merit 75 WSB (Imidacloprid)	Phantom (Chlorfenapyr)	Precor IGR Concentrate (Methoprene)
Premise 75 WP (N-Octyl bicycloheptane and petroleum distillate)	Rozol Pocket Gopher Bait (cholorphacinone)	Suspend Polyzone (Deltamethrin)
Suspend SC (Deltamethrin)	Talprid Mole Bait (Bromethalin)	Talstar Professional (Bifenthrin)
Tempirid SC (Imidacloprid, Cyfluthrin)	Tempo Ultra WSP (Cyfluthrin)	Termidor SC (Fipronil)
Vikane (Sulfuryl Fluoride)	Wisdom Lawn Granular (Bifenthrin)	Zenprox EC (Etonfenprox, Piperonyl Butoxide),
ZP Rodent Oat Bait (Zinc Phosphate)	Advion Insect Granule (indoxacarb)	Venendetta Plus Cockroach Gel Bait (Abamectin + Pyriproxyfen)
HERBICIDES:	Barricade 4FL (Prodiamine)	Pendulum Aqua Cap Herbicide (Pendimethalin)
Lontrel (Clopyralid)	Primo-Maxx (Trinexapac-ethyl)	Surflan AS (Oryzalin)
Snapshot 2.5 TG (Trifluralin/Isoxaben)	Turflon Ester (Triclopyr)	Fusilade II (Fluazifop-P-butyl)
Speed Zone Southern Broadleaf Herbicide (Carfentrazone-ethyl, 2,4-D, 2-ehtylhexyl ester, Mecoprop-p acid, Dicamba acid)	Reward Herbicide (Diquat dibromide)	Turf Supreme 16-6-8 w/Trimec (2, 4-D acid, MCPP acid, Dicamba acid)
Dimension 270G (Dithiopyr)	Dimension 2EW (Dithiopyr)	Mecomec 2.5 Turf Herbicide (MCPP, Potassium Salt)
Dimension Ultra 40WP (Dithiopyr)	Target Pro Spreader (Alkyl pheonolethoxylate, Isopropanol, Fatty Acids)	Merit 75WSP (Imidacloprid)
SuperSpread 7000 (Alkyl polyoxyethylene, Ethoxylated Alcohols, Aliphatic Acid)	Cheetah Pro 1 (Glufosinate)	

STORM WATER MANAGEMENT

The District has a Storm Water management program that complies with the California Regional Water Quality Control Board. The Storm Water Management Program seeks to reduce the dumping of water from school sites into streams, lakes and rivers within the District. For more information about the District's Storm Water Policy, please visit the district's website.

STUDENT IN CRISIS: WHAT TO DO

Ask the difficult question. "Have you had thoughts about killing yourself?" Do not offer unrealistic reassurances. Paraphrase what you are hearing the student say. This will support your ability to monitor how accurately you are understanding what the student is saying.

For example, "*I understand when you say that you aren't sure if you want to live or die, but have you always wanted to die? Well, maybe there's a chance you won't feel that way forever. I can help.*"

- Providing information about a current or upcoming life transition can help lessen anxiety.
- Remember, your job is not to act in the role of the mental health professional.
- Connect the student with a counselor, administrator or mental health professional immediately. Maintain visual contact with student at all times.
- Always provide a student with a 24-hour crisis number. Have them put the contact information into their phone if possible.
 - School and Community Resources: EGUSD Counselors, School Psychologists, School Social Worker and Mental Health Therapists.
 - Local Suicide Prevention Crisis Line (916) 368-3111 National Suicide Prevention Lifeline 1 (800) 273-TALK (800-273-8255)
 - Sources of Strength—sourcesofstrength.org
 - Know the Signs—www.suicideispreventable.org
 - American Foundation for Suicide Prevention—afsp.org
 - NAMI Sacramento: Crisis Help for Mental Illness—namisacramento.org/crisis
- Be aware of the identified individuals on your site who are working with you to provide more long-term professional support.
- The wider your network of support, the more effective you will be in managing the crisis for the student, family and others.

STUDENT IN CRISIS: COMMUNICATION

- Staff will connect and communicate with administration and Crisis Team on-site to determine level of risk.
- Crisis Team and Administration will contact district director for consultation and support, law enforcement or protective services, inform the parent or guardian and identify staff member to monitor student.

STUDENT IN CRISIS: WHAT TO AVOID WHEN HELPING

- The student could be in a state of chaos and confusion, so how you model your emotions is key.
- In an effort to provide support, be careful that you are not providing your opinions.

- Avoid being impatient, judgmental or shocked.
- Be careful not to minimize the student's experience but do not overreact as it may cause the student to shut down.
- Base the foundation of your relationship on honesty and trust.
- Do not promise secrecy in an effort to glean information regarding the crisis.

STUDENT CRISIS: WARNING SIGNS

Warning signs are observable behaviors that may signal the presence of suicidal thinking. They might be considered "cries for help" or "invitations to intervene." We encourage our staff to follow your instincts, it is not overreacting. Please communicate with your counselor or mental health professional on site if you observe behaviors that concern you.

- Feelings of sadness, hopelessness, helplessness
- Changes in sleep patterns or eating habits
- Significant changes in behavior, appearance, thoughts, and/or feelings
- Change in school attendance/ tardies
- Social withdrawal and isolation
- Suicide threats (direct and indirect)
- Suicide notes and plans
- History of suicidal ideation/ behavior
- Self-injurious behavior
Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending text messages to friends)

CRIME REPORTING

EGUSD encourages the reporting of crimes and suspicious activities. Through the We-Tip program, our community can make anonymous reports through a 24-hour hotline. If you or your child wants to report a crime or suspicious circumstance, call the toll-free number, 1-800-78-CRIME.

"If you see something or know something, say something."

You can also make reports by calling the District's Division of Safety and Security at (916) 686-7786 or the Sacramento County Sheriff's Department at (916) 874-5115.

ONLINE INCIDENT REPORTING SYSTEM

EGUSD is committed to providing a safe, secure and healthy environment that allows every Student to be learning in every classroom, in every subject, every day. We believe that our students and staff have the right to be free of bullying, threats, intimidation and harassment while on our campuses or participating in or being associated with any school/district related activity. That is why the EGUSD is committed

to partnering with our families, students, staff and community to provide an effective way to take action through our new EGUSD Incident Reporting System.

What is the EGUSD Incident Reporting System and when would I use it?

The EGUSD Incident Reporting System is a newly added reporting tool now available online for students, parents or community members to report incidents. For emergencies and/or urgent situations requiring immediate help, please call 911 or contact EGUSD's Safety and Security office at (916) 686-7786.

How do I access the Incident Reporting System?

The Incident Reporting System can be accessed from anywhere online through a unique link located on every school's website.

Do I need to give my name or other personal information to submit an incident report?

No. You do not need to give your name or identify yourself when you make a report using the online Incident Reporting System. There is an option to identify yourself and leave contact information if you wish to communicate with the Incident Response Team.

What types of issues can I report through the online Incident Reporting System?

- Bullying—Bullying includes verbal, non-verbal, physical or emotional acts against another student either in person, via electronic device or online.
- Damage or Harm to School or Property—Damage or harm to school property includes intentional destruction to the school or school property in a harmful or malicious manner.
- Discrimination or Harassment—Discrimination or harassment includes acts against another person on the basis of gender, sexual orientation, race, ethnicity, religion, age, or personal beliefs, either in person, via electronic device or online.
- Harm to Self or Others—Harm includes intent or desire to injure yourself or others.

What happens once I submit an incident report?

Incident reports are received by administration when they are filed and are reviewed as soon as possible. All reports are taken seriously and are acted upon in a timely manner. As each incident is different, each will warrant a different reaction and timeline for action. Keep in mind, this process can only be as thorough as the information provided.

If I have photos or videos of an incident, can I upload them when submitting a report? Yes. You may upload photos and include links to video when submitting a report.

In our District, we tell our community that "if you see something, or know something, to say something." If you have witnessed something, please report the issue to the school or use the new EGUSD Incident Reporting System.

NON-DISCRIMINATION, HARASSMENT, INTIMIDATION AND BULLYING

District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student's actual or perceived disability, sex, gender, gender identity, gender expression, nationality, immigration status, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics.

The District's policy on Non-Discrimination/Harassment/Intimidation/Bullying, Board Policy 5145.3 can be found on the district's website. This policy applies to all acts related to school activity or school attendance occurring with a school under the jurisdiction of the District Superintendent.

When providing or arranging for the provision of non-academic and extracurricular services and activities, the District shall ensure that a student with a disability participates with nondisabled persons in such activities and services to the maximum extent appropriate to the needs of the student with a disability in question.

Pursuant to California Education Code section 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.

Any student may request the use of private or unisex restroom facilities for increased privacy. The District endeavors to protect the privacy of all students.

In the event of a complaint regarding gender equity or sexual harassment, or discrimination, including harassment, intimidation and/or bullying because of actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, immigration status, age, religion, physical or mental disability, sex, marital or parental or family status, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics, contact one of the following Title IX and Nondiscrimination Coordinators.

In the event of a complaint regarding discrimination based upon an actual or perceived mental or physical disability, contact the District's Director of Student Support and Health Services, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624, (916) 686-7568.

For more information, visit
www2.ed.gov/about/offices/list/ocr/docs/howto.html; or
www2.ed.gov/about/offices/list/ocr/complaintintro.html and
www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.pdf.

SEXUAL HARASSMENT POLICY

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the District. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment. Any student who engages in the sexual harassment of anyone or in any form may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another District administrator. Any student who feels that he/she is being discriminated against or harassed

should immediately contact the principal or designee. Additionally, a written complaint can be filed in accordance with B.P./A.R. 1312.3. Written complaint policies are available at all school sites, the District Office and can be accessed on the District's website under Policies, procedures and notices.

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to: unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

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

Other types of conduct which are prohibited in the District and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body or overly personal conversation.
4. Sexual jokes, stories, drawing, pictures or gestures.
5. Spreading sexual rumors.

6. Teasing or sexual remarks about students.
7. Touching an individual's body or clothes in a sexual way.
8. Cornering or blocking of normal movements for sexual purposes.
9. Displaying sexually suggestive objects in the educational or work environment.

Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

A copy of the District's policy on harassment shall:

1. Be included in the notifications that are sent to parents/ guardians at the beginning of each school year.
2. Be displayed in a prominent location in the main administrative building or other area of the campus or school site where notices regarding the institution's rules, regulations, procedures and standards of conduct are posted.
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session.
4. Appear in any school or District publication that sets forth the school or District's comprehensive rules, regulations, procedures and standards of conduct.

The principal or designee shall take appropriate actions to reinforce the District's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

Questions or complaints regarding sexual harassment can also be raised with or be directed to the District's Title IX Coordinator.

BULLYING POLICY

All Elk Grove Unified students have a right to a safe and healthy school environment, and the Board of Education and EGUSD will not tolerate behavior in the form of bullying that infringes on the safety or emotional or physical well-being of any student. As is set forth more fully in Board Policy 5131.2, EGUSD considers bullying to include abusive actions or conduct, which can be physical, verbal, written, psychological or sexual in nature, including cyberbullying. Students who are victims of bullying, or who witness bullying, are expected to immediately report such behavior to the school site principal or other school administrator. Staff who receive a report of bullying must inform site administration within 1 day. EGUSD schools follow Board Policy 5131.2 regarding Bullying and 5145.3 regarding Discrimination/Harassment/Intimidation/Bullying, when receiving and investigating complaints of bullying. Students who perpetrate acts of bullying will be disciplined in accordance with District Board Policy/Administrative Regulation 5144.1.



SEXUAL HARASSMENT UNDER TITLE IX

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

An employee of the school district conditioning the provision of an aid, benefit or service of the school district on an individual's participating in unwelcome sexual conduct (quid pro quo);

1. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
2. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Alleged conduct that does not rise to the level of sexual harassment under Title IX will be addressed in accordance with other District policies that prohibit sexual harassment and/or sex-based discrimination, or other forms of inappropriate conduct, as is deemed appropriate.

ANNUAL NOTICE OF THE UNIFORM COMPLAINT PROCEDURES (UCP) 2021-2022 SCHOOL YEAR

STANDING, STATUTE OF LIMITATIONS, AND DEADLINES

Who Can Bring a Complaint?: Under the amended UCP regulations, complaints alleging discrimination, harassment, intimidation, or bullying cannot be filed by third parties. Instead, the complainant must be the direct recipient of the alleged harm, with two exceptions. First, if the complainant is a minor student, the student's parent, guardian, or other authorized representative can file a complaint on the student's behalf. Second, a third party may file a complaint that a class of individuals has been subjected to discrimination, harassment, intimidation, or bullying. (Cal. Code Regs., tit. 5, § 4630, subd. (c).)

Statute of Limitations: Complaints alleging harassment, discrimination, intimidation, or bullying by or against a student on the basis of the complainant's protected status must be filed within six months of the date the complainant knew or should have known of the alleged conduct. The LEA can extend this deadline for 90 calendar days if there is good cause to do so. (Cal. Code Regs., tit. 5, § 4630, subd. (b).)

UCP complaints containing all other types of allegations must be filed within one year of the date the complainant knew or should have known of the alleged conduct. (Cal. Code Regs., tit. 5, § 4630, subd. (a).)

Filing and Response Deadlines: An LEA must investigate and prepare a written report (now referred to as a LEA Investigative Report) within 60 calendar days, but this deadline may be extended by written agreement with the complainant. (Cal. Code Regs., tit. 5, § 4631.)

Complainant has 30 calendar days (previously 15 days) to appeal the LEA's Investigative Report to the CDE. (Cal. Code Regs., tit. 5, § 4632.)

The CDE must review the appeal and issue a written decision within 60 calendar days, but this deadline may be extended by written agreement with the complainant/appellant. (Cal. Code Regs., tit. 5, § 4633.)

Within 30 calendar days of the date of the CDE's written appeal decision, either party may request reconsideration. (Cal. Code Regs., tit. 5, § 4635, subd. (a).)

The CDE must act on the reconsideration request within 60 calendar days. (Cal. Code Regs., tit. 5, § 4635, subd. (c).)

EGUSD has the primary responsibility for compliance with federal and state laws and regulations for students, employees, parents/guardians, school and District advisory committee members, private school officials, and other interested parties. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career and Technical Education
- Career Technical Education
- Child Care and Development
- Compensatory Education
- Consolidated Application
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families, and Migratory and Newly Arrived Students Participating in a "Newcomer Program"
- Every Student Succeeds Act / No Child Left Behind (Titles I-VII)

- Local Control Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School site Councils
- State Preschool
- State Preschool Health and Safety Issues Exempt from Licensing

The programs and activities subject to the UCP in which Elk Grove Unified School District implements are:

- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training
- Child Nutrition Compensatory Education Consolidated Categorical Aid
- Economic Impact Aid
- English Learner Programs
- Tobacco-Use Prevention Education

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

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

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

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

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

Additional Information: We shall post a standardized notice of the educational rights of foster and homeless youth, as specified in Education Code Sections 48853, 48853.5, 48853.5, 49069.5, 51225.1, and 51225.2. In order to identify appropriate subjects of state preschool health and safety issues pursuant to HSC section 1596.7925, a notice shall be posted in each California state preschool program classroom in each school. This notice shall: (1) state the health and safety requirements under 5 CCR that apply to California state preschool programs pursuant to HSC section 1596.7925; and (2) state the location at which to obtain form to file a state preschool health and safety issues complaint pursuant to HSC section 1596.7925. These notices shall include complaint process information, as applicable. Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Name or title: Legal Compliance Specialist District, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624

Unit or office: Human Resources Phone: (916) 686-7795

Address: Human Resources Department, Elk Grove Unified School E-mail address:
legalcompliance@egusd.net

The above, responsible for compliance and investigations, is knowledgeable about the laws and programs assigned to investigate. The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

A pupil fees complaint is filed with the Superintendent or his designee and/or the principal of a school.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal our decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 30 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

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

Notwithstanding the process for written complaints, any individual who believes that he/she or another student or group has been subjected to unlawful discrimination may orally report the alleged discrimination to the involved student's teacher (or a teacher of a student in the alleged group), or to the principal, or to the principal's designee of the school site where the alleged discrimination occurred. The principal or principal's designee shall, in process of following up on the report, inform the individual making the report of the right to file a written complaint. If the individual making the oral report does not want to file a written complaint, does not want to be identified, or does not give names of the perpetrators, the school still may have a duty to respond in some way depending on the seriousness of the allegations and the risk of future harm to the student or others. However, the extent to which these concerns can be investigated and/or responded to may be limited given the lack of information made available to the District. The District's response to the oral reporting of concerns of unlawful discrimination shall follow the process set forth in the local UCP.

A copy of our UCP complaint policies and procedures is available free of charge and is available on the District's website. For more information regarding the District's uniform complaint procedures or assistance with the complaint or investigation process, please contact the Legal Compliance Office in Human Resources at (916) 686-7795.

TITLE IX COORDINATORS REPORTING PROCEDURES

Any student who feels that he or she or another student in the District is being unlawfully discriminated against, harassed, intimidated or bullied by any student, employee, or other person from or in the District should immediately notify school staff or an administrator such as the principal or a vice principal so that the concern can be investigated and addressed. A student or parent may also file a written complaint in accordance with the District's Uniform Complaint Procedures. [BP & AR 1312.3, BP 5131.2, and BP 5145.3] The District prohibits retaliatory behavior against any person filing a complaint or any participant or witness in the complaint process. Each complaint will be fully investigated in a way that respects the privacy of all parties concerned, and appropriate action will be taken to remedy a finding of discrimination, harassment, intimidation or bullying.

Additional information about these policies, your rights and responsibilities, or about how to file a complaint regarding alleged discrimination, harassment, intimidation or bullying can be obtained by contacting the Legal Compliance Specialist, legalcompliance@egusd.net, 916-686-7795, Elk Grove Unified School District, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624. For complaints regarding discrimination based on sex, contact the appropriate Title IX and Nondiscrimination Coordinator listed below:

For student against student complaints:

Dr. Bindy Grewal, Associate Superintendent, PreK-6 Education
9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7704;
PK6Ed@egusd.net

Craig Murray Associate Superintendent, Secondary Education,
9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7706;
egusded@egusd.net

For complaints against employees:

Kanitra Lopez, Legal Compliance Specialist, Human Resources
9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7795;
legalcompliance@egusd.net

Copies of the District's policies prohibiting discrimination, harassment (including sexual harassment), and intimidation and bullying, and copies of the Uniform Complaint Procedures are also contained on the District's website.

In the event of a complaint regarding gender equity or sexual harassment, or discrimination, including harassment, intimidation and bullying because of actual or perceived disability, sex, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, immigration status, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics, contact one of the following Title IX and Nondiscrimination Coordinators:

For complaints against employees:

Kanitra Lopez, Legal Compliance Specialist, Human Resources
9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7795;
legalcompliance@egusd.net

For student against student complaints:

Dr. Bindy Grewal, Associate Superintendent, PreK-6 Education
9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7704;
PK6Ed@egusd.net

Craig Murray Associate Superintendent, Secondary Education,
9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7706;
egusded@egusd.net

FILING A TITLE IX COMPLAINT WITH THE DISTRICT

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is also the alleged victim), in person, by mail, by telephone or by e-mail, using the contact information listed for the District's Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such reports may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.

Student complaints alleging a Title IX violation should be submitted in written form no later than six months from the date of the alleged incident, or six months from the date the complainant first obtained knowledge of the facts of the alleged incident. If the complainant is unable to prepare the complaint in writing, administrative staff shall help the complainant to do so. The time for filing may be extended up to 90 days by the Superintendent or the Superintendent's designee, for good cause, upon written request by the complainant setting forth the reasons for the request for an extension of time to file a written complaint. To qualify as a Title IX complaint, the complainant/victim must also be participating in or attempting to participate in the recipient's education program or activity. The length of time elapsed between an incident of alleged sexual harassment, and the filing of a formal complaint, may, in specific circumstances, prevent a recipient from collecting enough evidence to reach a determination, justifying a discretionary dismissal under Title IX.

The District will process all formal complaints in accordance with Title IX and District Board Policy ("BP") and Administrative Regulation ("AR"), BP/AR 5145.7 – Sexual Harassment, and other applicable policies. In certain matters, the involved parties may be offered the option to have their complaint informally resolved. Under Title IX, a formal complaint means a document filed by a victim, or signed by the Title IX Coordinator, that alleges sexual harassment against a respondent and requests that the school district investigate the allegation of sexual harassment. Complaints that do not rise to the level of a Title IX complaint will be processed in accordance with BP/AR 1312.3 – Uniform Complaint Procedures, or in a manner that is otherwise deemed appropriate.

All investigations will be conducted as confidentially as possible. Upon receipt of any formal complaint, the District will provide all known parties with adequate notice of the District's complaint process and the underlying allegations. During the course of the investigation, the District will provide the complainant and respondent (or "the parties") with an equal opportunity present witnesses and evidence. The District will not restrict the ability of the parties to discuss the allegations under investigation, and it will allow parties to utilize an advisor of their choice. Prior to the conclusion of the investigation, the complainant and respondent will have the opportunity to inspect and respond to evidence directly related to the allegations in the complaint that was gathered during the course of the investigation. Thereafter, and prior to any final decision being made, the parties will receive a copy of the investigation report that

fairly summarizes relevant evidence, and they will have an opportunity to submit written, relevant questions to be asked of the other party. Next, a determination regarding responsibility will be made and issued to both parties. Under Title IX and District policy, the responding party is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the end of the complaint process. Any party not satisfied with the final determination will have the option to appeal the final determination.

Additionally, any complainant who is dissatisfied with the District's determination may file an appeal in writing with the California Department of Education within 30 calendar days of receiving the District's final written decision. Complaints made by or on behalf of students may also be filed with the U.S. Department of Education, Office of Civil Rights within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by the Office of Civil Rights for good cause shown under certain circumstances.

ADDITIONAL RESOURCES

- United States Department of Education Office for Civil Rights:
www2.ed.gov/about/offices/list/ocr/index.html United States Department of Education Office for Civil Rights Complaint: www2.ed.gov/about/offices/list/ocr/complaintintro.html
- United States Department of Education Office for Civil Rights Contact Information: 1-800-421-3481 or ocr@ed.gov
- California Department of Education Office of Equal Opportunity:
www.cde.ca.gov/re/di/or/oeo.asp Link to Access Board Policy and Administrative
- Regulation 1312.3 – Uniform Complaint Procedures, Board Policy and Administrative Regulation 5145.3
- Nondiscrimination/Harassment, Board Policy and Administrative Regulation 5145.7 – Sexual Harassment, and other District policies:
www.gamutonline.net/district/elkgrove/

SPECIAL EDUCATION PROGRAM COMPLAINTS

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

CHILD NUTRITION PROGRAM COMPLAINTS

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

STATE PRESCHOOL HEALTH AND SAFETY ISSUES COMPLAINTS

Complaints regarding state preschool health and safety issues in LEAs exempt from licensing are now processed exclusively via the procedures set forth in the California Code of Regulations, title 5, sections 4690 through 4694, and are no longer processed through the LEA's Uniform Complaint Procedures. Complaints must be filed with the preschool program administrator, or his/her designee, and may be filed anonymously. [E.C. 8235.5, 5 CCR 4690 – 4694]

WILLIAMS SETTLEMENT COMPLAINT PROCEDURE COMPLAINT

A Williams Complaint, another type of UCP complaint, regards instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment and may be filed anonymously. Williams Complaints are filed with the principal, or their designee, of the school in which the complaint arises. Schools have complaint forms available for these types of complaints, but will not reject a complaint if the form is not used as long as the complaint is submitted in writing. If a Williams Complaint requirement is allegedly not being met, a Williams Complaint form may be obtained at a school office or an agency/district office. Policies and forms are available at the school office and are available on the district's website.

The following procedures shall be used to file Williams related complaints:

- Complaint forms can be turned in to the principal or designee who will make every reasonable attempt to investigate.
- Complaints beyond the site authority will be forwarded to the District within 10 days.
- Complaints may be filed anonymously. The form will have a box to mark if a response is requested. The complainant must be identified and provide a mailing address on the complaint form to receive a written response.
- Valid complaints shall be remedied within 30 days of receipt.

If a response was requested, it shall be provided by mail within 45 days of resolution to the address listed. The principal will also inform the Superintendent of the resolution within the same time frame.

If dissatisfied with the resolution, the complainant may file a request to describe the complaint to the governing board at a regularly scheduled meeting.

If the complaint involves a condition of a facility that poses an emergency or urgent threat, a complainant who is not satisfied with the resolution proffered by the principal or appropriate District official has the right to file an appeal to the Superintendent of Public Instruction.

The District will report quarterly on the number of resolved and unresolved complaints and summarize data regarding complaints and resolutions to the county superintendent and the local governing board in public session making it part of the public records.

TRAINING MATERIALS

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process are available upon request, and may be found on the district's website.



CREATIVE
PROBLEM-SOLVING



TECHNICAL
LITERACY



COMMUNITY
ENGAGEMENT



SELF-AWARENESS,
SELF-RELIANCE,
SELF-DISCIPLINE



INTEGRITY



COMMUNICATION
AND COLLABORATION

PART II

ENROLLING IN ELK GROVE
UNIFIED AND TEACHING
AND LEARNING

INSPIRING CREATIVITY

INSPIRING CREATIVITY

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Our students benefit from high quality instruction where they understand learning targets and success criteria, engage in student dialogue and actively participate with opportunities for regular assessment and feedback.

Teaching and learning in Elk Grove Unified is about helping every student progress and better understand where they need to grow and develop as a student socially and emotionally, behaviorally and academically.

STUDENT ENROLLMENT

Enrollment decisions should be made in the best educational interest of your child. In addition to your neighborhood school, the Elk Grove Unified School District offers a variety of programs that appeal to students' interests and talents. If you are moving to the Elk Grove Unified School District and either have a child who will soon enter kindergarten or have children already in school, below is important

information about enrolling your child for school. You may enroll your child for the current school year at any time as soon as you establish residency [within the district boundaries](#).

In Elk Grove Unified, schools are aligned by grade level uniformly. Children age 6 years or older must attend school. [Education Code \[EC\] Section 48200](#)

TO ENROLL

1. Identify your home school. Use our online school boundary locator available on the district's website.
2. Pick up an enrollment packet, also known as a New Student Welcome Packet, from your home school or download a copy from the home school web page or district's website.
3. Review the enrollment process checklist and complete the enrollment section.
4. Submit completed enrollment section and documents to your home school.
5. To meet your child's needs and ensure their appropriate placement, complete the Supplemental Student Information Form in the New Student Welcome Packet available at your home school or download a copy from the home school web page or district's website.



EGUSD SCHOOL BOUNDARIES

If you are moving into or to another part of the District and want to know which school your child will attend, you may use the online School Locator Tool on the district's website. Please know the District cannot guarantee any child's attendance at a particular school, regardless of where the child lives. However, every child is guaranteed a place somewhere in the District. There may be instances when a school is filled to capacity. This could result in new students being offloaded to another school in the District.

EGUSD must periodically change its school boundaries. For example, school boundaries are changed when new schools open or as necessary to balance enrollment. In practical terms, this means some students may have to change schools. If you have any questions about your school boundary, boundary updates, or if you need further assistance, please call the District's Boundary Hotline at (916) 686-7755.

EARLY CHILDHOOD AND PRE-KINDERGARTEN EDUCATION

The Elk Grove Unified School District's Board of Education is committed to providing opportunities for pre-kindergarten education. Several programs help children from 0 – 5 years old prepare for kindergarten. The programs are funded through different sources and their requirements vary. (See Early Childhood and Pre-Kindergarten Education Programs)

PreK-K programs are based on a child's age: Early Childhood and Pre-Kindergarten Education: 0-5 years

Transitional Kindergarten:
5 years old between September 2 and December 2

Kindergarten: 5 years old on or before September 1

GRADES TK-K

Each year, enrollment for Transitional Kindergarten and Kindergarten starts at the beginning of January. To enroll, pick up a New Student Welcome Packet from your home school or download from the home school or district web page. Return your completed kindergarten enrollment materials by the second Wednesday in February in order to participate in our Randomization process.

Although most families who turn in their enrollment materials by the second Wednesday in February are likely to get into their home school, EGUSD is not able to guarantee placement for every child at their home school. Due to crowded conditions in the Elk Grove Unified School District, there is a possibility that your child may be reassigned to another Elk Grove Unified elementary school.

GRADES I-I2

In Elk Grove Unified, schools are aligned by grade level uniformly.

- Elementary School: Grades PreK – 6th (children age 6 years or older must attend school)
- Middle School: Grades 7th – 8th
- High School: 9th – 12th

ENROLLMENT REQUIRED DOCUMENT CHECKLIST

Several items are required to enroll your child in California public schools. Proof of citizenship is not required for enrollment purposes. If you do not have an item or have any questions, please contact your school. For support with enrollment, visit our district website or contact one of the following offices:

- Elementary (TK-6 Grade): (916) 686-7704 | PK6Ed@egusd.net
- Secondary (7-12 Grade): (916) 686-7706 | 7-12Ed@egusd.net

Completed enrollment forms will be accepted at your resident/boundary school during regular school hours. When returning the completed enrollment form, you must bring the following items with you as required by California Education Code, Sections 48000-48070.6:

The following is required for enrollment in an Elk Grove Unified School District (EGUSD) school.

- Age and legal name verification – ONE of the following:
 - Certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
 - Baptismal certificate or official hospital record of birth;
 - Passport
 - When none of the above is obtainable, an Affidavit for Proof of Age of Minor signed by the student's parent/legal guardian may be accepted
- Immunization records
- Parent or Guardian Photo ID to verify the identity of the enrolling adult (Government-issued or non-government-issued ID are accepted; e.g., workplace ID badge, driver's license, college ID, revolving credit card with photo, Costco membership card)
- Withdrawal grades/unofficial transcript (if applicable)

Current proof of residence within the district (Note: must be a street address; P.O. Box is not acceptable) consisting of any ONE of the following with the present address and the name of the parent or legal guardian listed:

- Property tax payment receipts
- Mortgage statement, rental property contract, or lease agreement

- Current utility service (e.g., PG&E, SMUD, water, garbage, sewer) contract, statement, or payment receipt
- Rental property payment receipt
- Parent or guardian's recent pay stub
- Voter registration
- Correspondence from a government agency (e.g., documentation from the Department of Human Assistance, court documents, motor vehicle registration, driver's license, etc.).
- Declaration of residency executed by the student's parent/guardian
- If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the care-giving adult

EXCEPTIONS:

Any homeless or foster youth must be enrolled regardless of proof of residency. Support for families and schools is available through the District Liaison at (916) 686-7568.

There are unique residency requirements for children whose parents

are on active military duty and whose parents were residents of the state and departed the state against their will. Support for families and schools in this situation is available through the Student Support and Health Services Department at (916) 686-7568.

RESIDENCY WAIVERS FOR ENROLLMENT OF HOMELESS/ UNACCOMPANIED YOUTH

If a family is homeless or the student is an unaccompanied homeless youth, proof of residency is not required for immediate enrollment. Homeless students shall be immediately enrolled and, to the extent feasible, placed in their school of origin unless otherwise requested by their parent/guardian. In the case of an unaccompanied youth, the district liaison to the homeless shall assist in placement or enrollment decisions. If, after enrollment, it is determined that a student is not homeless as defined in the law, the district will follow policies in place to address fraud.

Please contact the appropriate Student Support Center for assistance:

- Eastside SAFE Center
(all schools east of Hwy 99)
 - David Reese SAFE Center
(916) 392-9081
- Westside SAFE Centers
(schools west of Hwy 99)
 - Prairie SAFE Center (916) 422-1091
 - Valley SAFE Center (916) 681-7577

IMMUNIZATIONS

Per the new immunization law known as SB 277, effective January 1, 2016, exemptions based on personal beliefs will no longer be an option for the vaccines that are currently required for entry into childcare or school in California. Personal beliefs exemptions on file for a child already attending childcare or school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten), or 7th grade.

A student may not be admitted to school unless he/she has been fully immunized against Diphtheria, Pertussis (whooping cough), Tetanus, Poliomyelitis, Measles, Mumps, Rubella, Hepatitis B and Varicella. Students must be immunized for Varicella (chicken pox) or provide proof from a doctor stating the child had the disease. The required immunizations are available from the Sacramento County Department of Public Health or a physician.

EGUSD cooperates with the local health officer in the control and prevention of communicable diseases in school-age children. If you consent in writing, EGUSD may permit any person licensed as a physician and surgeon, or any person licensed as a registered nurse to administer an immunizing agent to your student. You will be advised in writing before any immunization program is instituted. [E.C. 48211-48213].

Students who do not present evidence of inoculation (for any of the diseases listed in Health & Safety Code 120335) shall be excluded for up to five (5) days in order to obtain such immunization, and such exclusion shall not be deemed an absence in computing average daily attendance. [E.C. 48216(a)]

Your student must be immunized against certain diseases before being admitted to school, unless formally exempted for medical reasons. Students who had a signed waiver based on religious or personal beliefs on file by January 1, 2016 are, exempt from the immunization requirement until they complete the "grade span" they were in as of January 1, 2016. Grade spans are: (1) birth through preschool, (2) Kindergarten through 6th grade, and (3) 7th through 12th grade. Students entering EGUSD schools for the first time after January 1, 2016 are no longer exempt from immunizations based on their religious or personal beliefs.

Students who had a medical exemption issued before January 1, 2021 will be allowed continued enrollment until they enroll in the next grade span. [H.S.C. 120372(a)]

As of January 1, 2021, the District will only be allowed to accept medical exemptions submitted on the standardized, statewide certification form developed by the California Department of Public Health, which the student's licensed physician or surgeon must complete and submit directly to the California Immunization Registry. [H.S.C. 120372(a)]

42 Documented proof of immunization is required upon admission. Consistent with applicable laws, unless a student provides or has on file with the school a recognized medical exemption, the District shall exclude a student who is not properly immunized and will notify the parent/guardian to supply evidence that the student is properly immunized or is exempt from immunization for medical reasons. For

information that is more detailed regarding student immunizations, please refer to the website of the California Department of Public Health, Immunization Branch:

www.shotsforschool.org/k-12/. For questions regarding school age immunizations requirements for your student, please contact your school nurse.

DENTAL SCREENING AND ORAL HEALTH INFORMATION

California law requires proof of a dental screening by May 31 of a student's first year of public school, whether it is kindergarten or first grade. Primary teeth, also known as milk or baby teeth, play a vital role in children for eating, speaking, and smiling. They also hold space in the jaws for permanent teeth which are growing under the gums. Problems with primary teeth often cause pain and swelling which can cause distress to the child and lead to the inability to chew or speak properly.

Oral health is a valuable asset to a child's overall health and to learning. Oral health includes not only the teeth and gums, but also the hard and soft palate, the mucosal lining of the mouth

and throat, the tongue, the lips, the salivary glands, the chewing muscles and the jaw. By children receiving an early thorough oral examination, it can detect the early signs of nutritional deficiencies as well as a number of systemic disease.

The screening must be done by a licensed dentist or other licensed or registered dental health professional within 12 months of enrollment. If a dental check-up cannot be obtained, parents may be excused from this requirement by filling out a form stating that the oral health assessment could not be completed because of one or more of the following reasons:

- Completion of an assessment poses an undue financial burden on the parent or legal guardian.
- Lack of access by the parent or legal guardian to a licensed dentist or other licensed or registered dental health professional.
- The parent or legal guardian does not consent to an assessment.

The law, California Education Code Section 49452.8, went into effect in 2007. The goal of the law is to establish dental care for every child. The screenings will identify children who need further examination and dental treatment.

EGUSD adheres to the same privacy requirements per the California Department of Education. For more information click on the link,
www.cde.ca.gov/ds/ed/dataprivacy.asp.

Parents who have questions about the dental screenings can call the District's Student Support & Health Services Department at (916) 686-7568.

For additional support in accessing a dentist, call the toll-free telephone number to obtain eligibility requirements and request an application:

- Early Smiles Sacramento: (916) 572-4860
- Medi-Cal: (800) 322-6384
- Child Health and Disability Prevention Program: (916) 875-7151
- Sacramento County Public Health Department: (916) 875-5947

PHYSICAL EXAM-FIRST GRADE

State law requires that for each child enrolling in the first grade, the parent or guardian must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. If your child does not receive this exam, you must file a waiver with the school district stating the reasons you are unable to obtain such services. You must understand that your child may be sent home if you fail to provide the certificate or waiver, or if your child is

suspected to be suffering from a contagious disease. You may find it convenient to have your child immunized at the same time that the physical examination is conducted. [E.C. 49450; Health and Safety Code 124085, 124100, 124105]

These services may be available to you at no cost through the Child Health and Disability Prevention Program (CHDP). For more information, you may contact Sacramento County CHDP at (916) 875-7151.

ENROLLMENT BY A CAREGIVER

If your child lives in the home of a care-giving adult, as defined by law, your child may attend the school district in which that residence is located.
Execution of a Caregiver's Affidavit

under penalty of perjury pursuant to the Family Code by the care-giving adult is required to determine that your child lives in the caregiver's home.
[E.C. 48204(a)(5)]

ENROLLMENT IN DISTRICT IN WHICH PARENT OR GUARDIAN IS EMPLOYED

Students (K-12) who live outside of the District's boundaries may have the option of attending schools in the District if his/her parent/guardian is employed within the boundaries of the District for a minimum of 10 hours per week. A Verification of Employment

Form must be submitted with the Interdistrict Transfer Permit. This form is available on the district's website. For more information call PreK-6 Education at (916) 686-7704 or Secondary Education at (916) 686-7706. [E.C. 48204(b)(f), 48980(i)]

ENROLLMENT BASED ON PARENT AND STUDENT LIVING AT PARENT'S PLACE OF EMPLOYMENT FOR A MINIMUM OF 3 DAYS DURING THE SCHOOL WEEK

Parents may apply for enrollment of their child in a school district in which the parent is employed, and where the parent and child live at the parent's place of employment for a minimum of 3 days during the school week. [E.C. 48204(a)(7)]

ENROLLMENT OPTIONS FOR PERSISTENTLY DANGEROUS SCHOOL CHOICE

Within 10 school days after learning that a school has been designated as "persistently dangerous," the Superintendent or designee shall notify parents/guardians of the school's designation. Within 20 school days after learning of the school's designation, parents/guardians may exercise their option to transfer.

ENROLLMENT OF PUPILS IN HOSPITALS OUTSIDE OF SCHOOL DISTRICT

If, due to a temporary disability, your child is in a hospital or other residential health facility, excluding a state hospital, which is located outside of the school district in which the pupil's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. [E.C. 48207]

If this situation should arise, you should notify both the District where you reside and the District where the hospital is located so that individualized instruction, if possible, can be provided. The District has five working days to notify the parent if individualized instruction shall be made available. If the determination is positive, individualized instruction shall commence within five working days. [E.C. 48208, 48206.3, 48980]

When a student receiving individual instruction is well enough to return to school, s/he must be allowed to return to the school that s/he attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated.

Students enrolled in individual instruction in a hospital or other residential health facility for a partial week, are entitled to attend school in his/her school district of residence, or to receive individual instruction provided by the school district of residence in the

student's home, on days in which he or she is not receiving individual instruction in a hospital or other residential health facility, if s/he is well enough to do so.

Absences from the student's regular school program due to the student's temporary disability are excused until the student is able to return to the regular school program. [E.C. 48206.3, 48207, 48207.3, 48207.5, 48208, 48240 (c) and 48980(b)]

INTERDISTRICT TRANSFER REQUEST CRITERIA AND PROCEDURES

The Board recognizes that the District may be capable of serving additional students. Therefore, the Superintendent or designee may approve interdistrict attendance agreements with other districts; however, the Board may approve requests for school attendance in the district for students living outside the District only for reasons specifically listed in Board Policy, Administrative Regulation, and on the permit itself.

- The governing Board reserves the right to revoke any interdistrict attendance permit at any time, consistent with Board Policy, Administrative Regulation and those terms contained in the permit itself.
- Transportation shall not be provided for students attending on an interdistrict attendance agreement.
- Interdistrict transfer requests are granted on a space available basis; they will not be approved for enrollment-impacted schools.

CRITERIA FOR INTERDISTRICT TRANSFER PERMIT

- When a student is enrolled or accepted into a program not available in the district of residence
- To meet the student's special emotional, physical, educational, health or safety needs as certified by a physician, school psychologist or other appropriate school, medical or law enforcement personnel;
- When school personnel have determined that the pupil has been the victim of bullying, as set forth in Education Code 46600 and 48900(r);
- When recommended by the School Attendance Review Board, county child welfare, probation or a social service agency in documented cases of serious home or community issues that make it inadvisable for the student to attend in the district of residence;
- When a student has brothers or sisters concurrently attending the same requested school;
- When parents/guardians provide sufficient written evidence that the family will be moving to a new district within 60 days and would like the student to start the year in the new district;
- To allow a student to remain in his/her current school within two years of graduation or promotion from that school;

- To meet the pupil's desire to remain in their school of current attendance for the balance of the semester or school year despite his/her parent's or guardian's change of address;
- To address the childcare needs of the student in grades K-8, with a completed Childcare Verification Form;
- To accommodate parent/guardian employment inside of the requested district [E.C. 48204] with a completed Employment Verification Form.

Parents choosing to apply for an Interdistrict Transfer must complete an Application for Interdistrict Transfer (Grades K-12) available from Elementary or Secondary Education and at www.egusd.net/students-families/egusd-forms.

The Interdistrict Transfer form must be returned to Elementary or Secondary Education offices for processing, located in the Robert L. Trigg Education Center at 9510 Elk Grove-Florin Road, Elk Grove, CA. If an interdistrict transfer request is denied, a parent/guardian may appeal that decision to the County Board of Education.

INTRADISTRICT TRANSFER REQUEST CRITERIA AND PROCEDURES

Elk Grove Unified students who wish to attend a school other than their school of residence must complete the District's Intradistrict Transfer Request Form available at their child's home school and at www.egusd.net/students-families/egusd-forms.

Parents/guardians requesting an Intradistrict Transfer must initiate the request at their home school.

Administrators from the home school and the requested school will confer and decide whether the transfer meets required criteria. If it does, the request will be granted. Approval for or termination of a permit will be at the discretion of the principal or their designee(s). Intradistrict Transfer Requests are granted on a space available basis. Transfers will not be approved for enrollment-impacted schools. Transportation is not provided for students attending on an intradistrict transfer. Students on an Intradistrict Transfer are expected to meet and maintain academic, attendance and behavioral standards. The transfer permit may be revoked if minimum standards are not met or maintained. To appeal a denial, contact the administration at your child's school of residence.

CRITERIA FOR AN INTRADISTRICT TRANSFER PERMIT

Childcare within the attendance area of requested school (grades K-8 only) and a Verification of Childcare Form must be provided by the childcare provider. This form is available on the district's website. Specialized academic programs (grades 9-12 only). Secondary students may request to

transfer to another school within the District to participate in an academic program that is otherwise not available at their school of residence (as long as enrollment space is available at the desired school and within the requested program). The student also must meet the entrance

criteria for the academic program (grades 9–10).

A student's physical or mental health. In these cases, documentation from a medical provider that clearly identifies the student's health issue and explains how it can be resolved by granting a transfer to another school is required for application and consideration of the transfer.

For safety reasons. In certain cases, transfers may be granted based on safety/health concerns.

Documentation that clearly identifies the student's safety/health concern and explains how it can be resolved by granting a transfer to another school is required for application and consideration of the transfer.

TRANSFER OF STUDENT WITH MISDEMEANOR

Senate Bill B1343 allows school district governing boards to adopt a policy to transfer students who have been convicted of violent felonies and designated misdemeanors to another school within the District, if the offending student and the victim of the crime are enrolled at the same school and if certain requirements are satisfied. [E.C. 48929, 48980, subd. (n)].

Academic Program/Childcare Transfers
Secondary students may request to transfer to another school within the District to participate in an academic program (grades 9–10) that is otherwise not available, both at their school of residence (as long as enrollment space

is available), at that school and within the requested program. The student also must meet the entrance criteria for the academic program (grades 9–10).

Children in grades K-8, living within EGUSD boundaries, may choose to attend another school in the District through an intradistrict transfer permit process only if they have childcare in that school's attendance area. Many Elk Grove Unified schools are overcrowded and some intradistrict permits may not be granted due to unavailable space. A Verification of Childcare Form must be provided by the childcare provider. This form is available on the district's website.

MEDICAL/HEALTH TRANSFERS

Intra-district and Inter-district transfers may be granted for health reasons, provided that the parent/guardian presents written documentation from a health care professional. This documentation shall clearly identify the student's health issue and explain how it can be resolved by granting a transfer to another school.

VICTIMS OF BULLYING-TRANSFER RIGHTS

Expanded Transfer Rights for Victims of Bullying (Assembly Bill (AB) 1127 and Education Code section 46600 now states that school districts must approve the request of a bullying victim, as defined, to transfer to another school within the district. If the requested school is at capacity, the school district must accept a request for an alternate site. If the school district of residence has only one school available, the school district of residence must honor the student's interdistrict transfer request if the school district of proposed enrollment approves the transfer. [E.C. 46600]

OPEN ENROLLMENT

Open Enrollment is offered only at schools designated annually by the Board of Education. The District reserves the right to limit the number of students transferring into or out of any school identified for Open Enrollment. [B.P./A.R. 5116.1; E.C. 48980]

OPT-OUT FORM

The EGUSD Student Opt-Out Form is sent home by school sites at the beginning of each school year and these Opt-Out preferences may be updated in the ParentVUE app. The form allows parents to opt-out of media visits, release of directory information and/or viewing PG-13 or R rated movies. It only needs to be filled out if the parent/guardian wishes to opt-out of one of these areas. You can also opt-out of receiving this Parent and Student Handbook via email.

Please note the Release of Directory Information/Yearbook section where you may choose:

- Option A, which opts out your student from release of any and all directory information, including yearbooks.
- Option B provides opt-out of directory information to outside organizations and allows your student's information in yearbook and awards lists

EGUSD Student Opt-Out Form 2021-2022

This form provides parents the opportunity to opt their student out of public media coverage, posting of student images and names through EGUSD digital communication tools, release of student directory information, and viewing of PG-13 or R-rated films. Please read each section of the form carefully.

If you would like to opt your child out of any of the following sections, please fill out your child's information (one child), check the indicated box, and sign the form.

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

If you have questions about completing this form, please contact your school.

Student Name:	Student ID#:
Address:	Phone:
School:	Grade:

Multimedia Opt-Out Form

There are occasions when news media are on school campuses to interview, photograph and video tape students for print and broadcast stories. In most of these situations, media will highlight the good things happening in EGUSD schools. However, there are times when media gain access to our schools on more controversial issues. At all times, our goal is to maintain student safety and privacy.

If you want your child to be excluded from media coverage, please check the box below and sign the form. Please know that there are times when media will interview or photograph students on campus or outside of school grounds. This will be done as a general media coverage. It does not guarantee that your child will not be interviewed or photographed.

I DO NOT want media representatives to publish student interviews or with photographs/video identifying my child.

Posting of Student Images and Names on EGUSD Digital Communication Tools

EGUSD offers a number of opportunities to publicize positive school and student events and accomplishments. These include the school website, social media, and other communication tools used to post their student's image and name. These images and names are often posted by checking the area below. The publication of student's image(s), along with both first and last name, requires prior written consent of the student's parent/guardian.

The "No Photo/Camera" rule is the posting of student photos with first and last name onto an EGUSD communication system such as the student information system (Symphony) or the library system. These are closed systems that only authorized teachers, administrators, and limited support staff have access to through password-protected logins. There are no exceptions to these closed systems.

By checking the box below you are choosing NOT to allow the posting of your student's name or image through digital communication tools. Please know that this will result in your student's name not being published electronically for recognitions, student honor roll, awards, events, contests, school newspaper articles and clubs, tools.

I DO NOT want my student's image and name posted through any Elk Grove Unified digital communication tools.

EGUSD Student Opt-Out Form 2021-2022

Release of Directory Information/Yearbook Information

Pursuant to the Family Educational Rights and Privacy Act (FERPA) and the California Education Code, the District may release directory information to certain persons or organizations, as specified in the handbook, when it is required. Directory information includes first and last name, address, telephone number, date and place of birth, sex, grade, and major field of study, participation in officially recognized activities and sports, weight and height of members of the athletic teams, dates of attendance, degrees and awards received and the postsecondary educational institution or organization where the student is enrolled if the student is a transfer student. No social security number, no material can be released without parent or guardian consent. Parents and guardians can request that their child's directory information be released without parent or guardian consent by checking the box below. The following information does not include citizenship, alienage, place of birth, sex, grade, or the postsecondary educational institution where the student is enrolled if the student is a transfer student, place of birth, sex, grade, or the postsecondary educational institution where the student is enrolled if the student is a transfer student, indicating national origin (the District will not disclose such information without parent/guardian consent or a court order.)

If you do not want your child's directory information released, choose one of the following two options:

Option A: NO student directory information released at all, including PG-13 movie and awards listings.

Option B: No student directory information released generally. I DO NOT want PG-13 movie and awards listings

Electronic Parent and Student Handbook

Parents have the option to receive an electronic version and feedback, the annual notification provided to families each year. If you would like to receive an electronic copy of this handbook by email only, please check the box below.

YES, I wish to receive an electronic copy of the Parent and Student Handbook via email instead of regular mail.

Viewing of PG-13 Rated Movies

The District has a policy limiting the use of PG-13 movies in classrooms. PG-13 rated movies that are District approved may be shown only to grades 9-12. If you do not want your child to view PG-13 rated movies during the 2021-2022 school year, please check the box below.

DO NOT want my child to view approved PG-13 rated movies. I prefer that my child be given alternative assignments.

PG-13 rated movies that are District approved may only be shown to grades 9-12. If you do not want your child to view PG-13 rated movies during the 2021-2022 school year, please check the box below.

DO NOT want my child to view approved PG-13 rated movies. I prefer that my child be given alternative assignments.

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

MULTIMEDIA ACCESS

EGUSD wants you to know there may be occasions when news media will be on school campuses to interview, photograph and film students for print and broadcast stories. In many cases, media presence is positive in spreading good news about our students, teachers and staff. However, there may be instances when the media seeks access to our schools on more controversial issues. At all times our goal is to maintain student security and privacy.

As with all guests visiting a school campus, Board Policy 1112 requires media representatives to register before coming on campus. At the time of registration our staff will inform the media of our guidelines and parental preferences indicated by the Student Opt-Out Form's Multimedia Withhold Form sent home at the beginning of the school year. School officials may refuse access to all visitors/volunteers if there is a reasonable belief their presence would disrupt the school, students or employees. In order to minimize possible disruption, media representatives are strongly encouraged to make prior arrangements with the District's Communications Department.

The District uses the Multimedia Withhold Form to identify students who do not want their names or images in public news stories. The District cannot guarantee the media will comply with parental preferences for news reports.

Photos of students without their name may be posted to a District web page, unless the student has an opt-out form on file requesting that their photo or name not appear on web pages. We have included a check box for parents and guardians who wish to withhold authorization from news media to broadcast and/or publish photographs, film or obtain information identifying their child on the Multimedia Withhold section of the Opt-Out Form. This form goes home with students at the beginning of the school year.

There are times when the media will interview or photograph students outside the campus. Signing the form will not apply to off campus media interactions. We encourage parents to talk to their children about possible media interactions if they do not want them interviewed, photographed or videotaped.

In the case of special education students, Board Policy 1112 states, "The student shall not be identified as a special education student without prior written consent."

TEACHING AND LEARNING

THE EVERY STUDENT SUCCEEDS ACT (ESSA)

The Every Student Succeeds Act (ESSA) is a federal law passed in 2015 that governs public education policy in grades K-12 in all 50 states. ESSA went into effect starting with the 2017-18 school year and includes provisions that will help ensure success for all students, including:

- Promoting equity for disadvantaged students
- High academic standards that will prepare students for college and careers
- Annual statewide assessments that measure student progress
- Accountability to encourage improvement in our lowest-performing schools

Under the ESSA, states are not required to implement Section 1119 of the NCLB. Teachers may be assigned solely based on state certification and licensure criteria. Therefore, teachers are legally assigned so long as the assignment has been based upon the issuance of a California license or certificate, including the use of California Education Code options and permits that allow teachers to teach outside of their certification area.

PROFESSIONAL QUALIFICATIONS OF TEACHERS

The NCLB highly qualified teacher requirements were eliminated under ESSA and replaced with applicable State certification and licensure requirements. Teachers must meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, with regard to special education teachers, the qualifications described in section 612(a)(14)(C) of the Individuals with Disabilities Education Act [20U.S.C. 1412(a)(14)(C)].

ESSA Section 1112(e) states that LEAs shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (1) Whether the student's teacher (a) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (b) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and (c) is teaching in the field of discipline of the certification of the teacher and (2) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

MINIMUM DAYS & PUPIL FREE STAFF DEVELOPMENT DAYS

If your child will be affected by minimum days or staff development days, we will give you at least one month's notice. At various times during the year, schools will be on a minimum day schedule. Schools have minimum days due to testing, track change days and teacher professional development. [E.C. 48980]

CURRICULUM

STATE STANDARDS

The CA Common Core State Standards address the content areas of English Language Arts (ELA) and mathematics, and the ELA standards include literacy standards for history/ social studies, science, and technical subjects. These kindergarten through 12th grade standards provide a progression of knowledge and skills that prepare

students to graduate from high school college-, career- and life-ready. The standards are research-based and internationally benchmarked.

Information about all of EGUSD's adopted standards and frameworks can be found on the district's website.

EGUSD COURSE CATALOGS

The goal of EGUSD is to guide students toward academic success and to prepare them for college, career, and life. The education that students receive in EGUSD prepares them for many future roles: worker, parent, student in higher education, and citizen. Therefore, sound planning and thoughtful course selection are critical in order for students to make the most of their middle and high school years.

Individual school course catalogs may be found on each middle and high school website. These catalogs provide course offerings specific to each school. The EGUSD course catalog, featuring all current middle and high school courses adopted by the Board of Education, may be found on the district's website.

STUDENT ASSESSMENT AND PROGRAM EVALUATION

All students will benefit from instruction guided by assessment results (diagnostic, formative, interim and summative) and continuous programmatic evaluation.

DISSECTION OF ANIMALS

The dissection of animals is sometimes a component of District science classes. When a student or parent objects to participation in a dissection project, an alternative education assignment can be substituted if the teacher believes the alternative is adequate. The alternative requires a comparable amount of time and effort, but must not be more arduous than the original project. The school requires a signed note from a parent or guardian indicating your child's objection. [E.C. 32255 et seq.]

COMMUNICATION ON STUDENT ACHIEVEMENT

The Board of Education believes good communication regarding academic progress between parents and teachers is important in the education process. All appropriate forms of communication should be used. The progress report should reflect student progress in classwork and proficiency levels. It should also indicate educational growth in relation to the student's ability, citizenship and effort. At elementary schools, report cards are

given to parents during parent teacher conferences or are sent home with the student.

Report cards of middle and high school students are mailed home. Any parent wanting special arrangements for receiving report cards may call the school. Parents will be notified when a student is in danger of not passing a course. [E.C. 49063 and 49067]

EMAIL COMMUNICATION WITH TEACHERS

Email communication is a very effective means for parents to communicate with their student's teacher. Please know that teachers are not always able

to respond immediately to emails they receive. However, they will respond within a reasonable amount of time.

INSTRUCTIONAL MATERIALS REVIEW PROCESS

In accordance with BP 6161.1, EGUSD teachers, administrators, and community members carefully review instructional materials. The recommended instructional materials are aligned with California content standards. Prior to selection and purchase by EGUSD, major adoptions of instructional materials (e.g., mathematics, English/language arts, social science, science) are reviewed and are made available to the public

for review before being recommended to the Board of Education for adoption. The review process is very important to ensure that teachers and students have the best possible materials for teaching and learning. An instructional materials evaluation committee, under the auspice of the Curriculum and Professional Learning Department, evaluates and recommends instructional materials for adoption by the Board of Education. This committee

consists of a majority of teachers as well as administrators and other staff who have subject-matter expertise.

Your child's teacher should share information with you about classroom instructional materials. Teachers should also inform you about any particularly sensitive or possibly objectionable portions of instructional materials. Upon

request, parents may also receive a course outline from their child's teacher.

If you have questions or concerns about instructional materials, please call your child's teacher, your school principal, or the District's Curriculum and Professional Learning office at (916) 686-7757.

9TH GRADE MATH PLACEMENT

EGUSD strives to ensure that students are provided with rigorous and meaningful educational choices. EGUSD is committed to providing high school students with the opportunities to take mathematics courses that are recommended for college admission. Pursuant to the CA Mathematics Placement Act of 2015, grade 9 students are scheduled into math courses using the following placement criteria: 8th Grade data considerations for 9th grade math placement:

- Grade 8 math course and grades
- Successful completion of HS math prerequisite requirements
- CAASPP math score
- Challenge test (optional)

8th Grade Placement	Incoming 9th Grade Placement
Mathematics 8	Mathematics I or Mathematics IA/IB
Mathematics I (C or better)	Mathematics II
Mathematics I (D)	Mathematics I or Applied Mathematics
Mathematics I (F)	Mathematics I

Per Board Policy 6152.1, if you and your child do not agree with the math course in which your child has been placed, you have the right to appeal the decision within 5 school days of the initial placement. If you choose to appeal, the following steps must be taken:

- Within five school days of initial placement, contact your child's school administration, in writing, with your decision to appeal. The school administration will be given five school days to respond to the appeal and make a final decision.

If you do not agree with the site administration's decision, a further appeal, in writing, can be made to the Secondary Education Department. The Secondary Education Department will be given five schools days to respond to the appeal and make a final decision. If you have questions about this information, please contact your child's school administration.

COMPREHENSIVE SEXUAL HEALTH EDUCATION

Every year EGUSD schools offer a unit of Comprehensive Sexual Health and HIV Prevention education to students in grades 5, 7, and 9. The District's Comprehensive Sexual Health curriculum addresses the goals of the California Healthy Youth Act pursuant to Education Code 51930-51939, including providing students with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. The district's educational program also promotes students' understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family. Instruction is medically accurate, unbiased, age-appropriate, and Parents/guardians have the right to preview all materials presented in the classroom under state law and to request a copy of the California Healthy Youth Act. Parents of middle and high school students who wish to preview Comprehensive Sexual Health materials should contact their child's school. Additional inquiries, including requests to review elementary materials, may be addressed by sending an email to HealthEducation@egusd.net.

inclusive of all students. The curriculum is monitored by the District's Comprehensive Sexual Health Education Advisory Committee.

Comprehensive Sexual Health instruction encourages abstinence and acknowledges the family as an important contributor to the student's education, including encouraging students to communicate with parents, guardians, or other trusted adults about human sexuality.

Comprehensive Sexual Health is taught by school district personnel or consultants in both elementary and secondary grades. In middle school, the unit is taught in 7th grade science. In high school, students complete a unit in Comprehensive Sexual Health as part of their Health course.

If you wish to opt your child out of all or part of the Comprehensive Sexual Health program, please notify your child's teacher in writing. Please note that the request only covers the current school year. [E.C. 51930-51939]

Parents will be notified at least two weeks in advance of Comprehensive Sexual Health instruction in their child's class. Under state law, a parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. A request for your child to be excused must be submitted to the school in writing prior to instruction. [E.C. 51938]

NOTIFICATION OF FILMS, VIDEOS, DIGITAL MEDIA CONTENT, AND TELEVISION SHOWN AT SCHOOL

The District's board policy emphasizes a parent's right to decide what films, videos, digital media content, and television a student may view. Under Board Policy 6162.1:

- The District limits the types of films shown and emphasizes communication with parents.
- A District-wide review committee composed of parents, teachers and administrators must approve any movie rated PG-13 that a teacher wishes to show to students in grades 6-8 and any movie rated R that a teacher wishes to show to students in grades 9-12. The teacher must show a valid connection between the movie and the curriculum.

If a teacher plans to show a movie that falls under this policy and that movie has been approved by the District's review committee, the movie's title and a description will be included in a course syllabus. The syllabus will include a form to withhold parent permission. Copies of the syllabus will be available during Back-to-School nights. It will also be sent home with students.

Prior to showing a movie approved by the District committee, teachers will send home a notice. A form to withhold parent permission will be included. Parents shall be informed in writing if controversial or sensitive media is used for student viewing, regardless of Motion Picture Association of America (MPAA) film rating. Parents who wish to withhold permission for students in grades 6-8 to see PG-13 movies or for students in grades 9-12 to see R-rated movies for the entire school year should complete the "opt-out" form that comes home with students during the first weeks of school. Students may decline to view a film approved by the District committee, even without a signed form from a parent. A parent may schedule an appointment to preview an "R" or "PG-13" District-approved video to be shown in his/her child's classroom by contacting the teacher. Any students who do not view a movie will be entitled to an appropriate and comparable alternative assignment.

- No movies rated X or NC-17 by the motion picture industry are shown at any grade level.
- No movies rated R may be shown to students in grades K-8.
- No movies rated PG-13 may be shown to students in grades K-5.
- Movies covered by Board Policy 6162.1 are those rated PG-13 for grades 6-8 and rated R for grades 9-12.
- R-rated videos will not be assigned as homework or extra credit in grades 9-11.
- Any R-rated video approved for grade 12 homework or extra credit may only be used for that purpose.

HOMEWORK SUPPORTS CLASSROOM LEARNING

Homework benefits students by teaching them good study skills, discipline and responsibility. It also gives parents the opportunity to be involved in their child's education. Homework should relate to classroom instruction, as well as reinforce and extend learning and promote immediate recall of basic skills. A minimum amount of homework is assigned at each grade level. Parents may request a meeting to review instructional materials and discuss course curriculum. [E.C. 49063(k) and 49091.14 and 20 U.S.C. 1232h(c) and (d)]

HOME AND HOSPITAL INSTRUCTION

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

Individual instruction in a student's home must commence no later than five working days after a school district determines that the student shall receive this instruction.

When a student receiving individual instruction is well enough to return to school, s/he must be allowed to return to the school that she/he attended immediately before receiving individual instruction, if the student returns during the school year in which the individual instruction was initiated.

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

Absences from the student's regular school program due to the student's temporary disability are excused until the student is able to return to the regular school program. [E.C. 48206.3, 48207, 48207.3, 48207.5, 48208, 48240 (c) and 48980(b)]

STUDENT FEES, DEPOSITS AND CHARGES

The Governing Board recognizes its responsibility to ensure that books, materials, equipment and supplies are necessary for students' participation in the educational program are made available to them. No student shall be required to pay any fees, deposits or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the District's educational program, including District curricular and extracurricular educational activities.



As necessary, the District and its schools may approve and impose fees, deposits and other charges which are specifically allowed by law. For such legally-authorized fees, deposits and charges, the District may consider students' and parents'/guardians' ability to pay when establishing fee schedules and for granting waivers or exceptions. The District, its schools and programs may also lawfully solicit voluntary donations of funds or property, or request voluntary participation in fundraising activities, by students and parents/guardians.

PROMOTION AND RETENTION

The Elk Grove Unified School District curriculum is based on rigorous state standards and benchmarks in math, reading and writing. The standards indicate the skills students need at each grade level. The standards help teachers prepare lesson plans and parents monitor their child's learning of the skills required for that grade level.

Students are promoted to the next grade level or, in the case of high school, pass the course with 95% or higher, demonstrating master of the standards addressed. If a student is identified as being at risk of retention, several factors are reviewed including: teacher evaluations of the student performance on standards, grades, test scores, attendance and other academic indicators.

In first, second and third grades, reading proficiency is the prime factor in identifying students for retention. In grades four through eight, retention identification is based primarily on reading proficiency, English language arts and mathematics.

The District strives to notify parents as early as possible if their student is at risk of retention. At risk students are given opportunities for remedial instruction, with priority given to those who have been retained. For questions about promotion or retention, contact your school's principal.

EGUSD GRADUATION REQUIREMENTS

We offer every student a high quality education. The District's graduation requirements exceed those at most school districts in California. The graduation requirements represent the minimum students must take to earn a diploma. Students are highly encouraged to enroll in A-G courses that prepare them for college or university entrance.

COURSE COMPLETION REQUIREMENTS

- 4 years of English
- 4 years of Math (including Algebra) and 2 years of Science or 3 years of Math (including Algebra) and 3 years of Science (Math must be taken and passed in the senior year)
- 3.5 years of Social Science
- 2 years of World Language or 1 year of World Language and 1 year of Fine Arts

- 2 years of Physical Education 1 semester of Health
- Must demonstrate proficiency in current technology or pass a course
- Must demonstrate proficiency in public speaking or pass a course
- Additional electives

MIGRATORY CHILDREN-RESIDENCY RETENTION

Migratory children whose parent or immediate family member is a temporary or seasonal employee in an agricultural or fishing activity, as defined. [E.C. 48204.7 and 54441]

Currently migratory children, who are enrolled in a school district due to a parent's or immediate family member's temporary or seasonal employment in an agricultural or fishing activity, as defined by Education Code 54441, must be allowed to continue in their schools of origin, regardless of any

change of residence during that school year, for the duration of their status as migratory children. When a student's status as a migratory child changes during the school year, the school district must allow 9-12th graders to continue in their schools of origin through graduation. Additionally, migratory children and their parents/guardians must be informed of the impact that remaining in their schools of origin will have on their eligibility to receive migrant education services. [E.C. 48204.7]

RESIDENCY RETENTION FOR THE STUDENTS OF DETAINED OR DEPORTED PARENTS

A student meets residency requirements when both of the following requirements are met:

- The student's parent has departed California against his or her will, and the student can provide official documentation evidencing the departure.
- The student moved outside of California as a result of his/her parent leaving the state against his/her will, and the student lived in California immediately before moving outside the state. The student must provide evidence of enrollment at a public school in California immediately before moving outside the state.

Deported parents and/or parents or guardians of a pupil subject to subdivision (a) may designate another adult to attend school meetings and to serve as an emergency contact.

No charges or fees of any kind, as allowed under Education Code section 48050, may be required for admission or attendance in these circumstances. [E.C. 48204.4.]

STUDENTS IN ACTIVE DUTY MILITARY FAMILIES/ RESIDENCY RETENTION AND MATRICULATION

A student living in the household of an active duty military service member must be allowed to continue attending the student's school of origin for the remainder of the school year if the family moves. A student from an active duty military family who is transitioning between school grade levels must be allowed to continue in the school district of origin and in the same attendance area of his/her school of origin. If the student is transitioning to middle school or high school, and the school designated for matriculation is in another school district, the local educational agency must allow the student to continue to the school

designated for matriculation in that school district. The new school must immediately enroll the student, even if the child has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended, or if the student is unable to produce clothing or records normally required for enrollment.

If the parent/guardian's military service ends during the school year, then the student is allowed to stay in his/her school of origin for the remainder of the school year if s/he is in grades 1-8, or through graduation if the student is in high school.

REQUIREMENTS FOR STUDENTS LIVING IN ACTIVE DUTY MILITARY HOUSEHOLDS; FORMER JUVENILE COURT SCHOOL STUDENTS; HOMELESS STUDENTS AND FOSTER YOUTH; AND MIGRATORY AND NEWLY ARRIVED IMMIGRANT STUDENTS

State law gives students living in a household of a parent who is an active duty member of the military, former juvenile court school students, homeless students and foster youth, and migratory and newly arrived immigrant students participating in a "Newcomer Program" modified graduation requirements under certain circumstances. State law also requires a school district to exempt such students from coursework and other requirements that are in addition to statement requirements when a student changes schools after their second year of high school and cannot reasonably complete the District requirements by the end of their fourth year, as determined by the district. A student

who is eligible for the graduation exemption and their parent must:

Attend a Graduation Exemption Determination Meeting with the school counselor and obtain the signatures of the student, parent, school counselor, and principal, on the Graduation Exemption Determination form, indicating all who have signed agree to the alternative graduation plan and documenting the student and parent have been informed of how the alternative plan will affect admission to postsecondary schools.

Be informed of the option to remain in school for a 5th year, and how staying the 5th year will affect postsecondary school admission.



An equal opportunity employer

STUDENT RECORDS

Student records are confidential and privacy will be maintained. Parents and guardians of students, adult students 18 or older, students 16 or over or who have completed the 10th grade and unaccompanied homeless youth age 14 or over have the right to review and inspect their school records during school hours within five days of a written request submitted to the principal. You may have copies made at a reasonable cost per page.

In order to release confidential student information, parents or guardians, or students in these specific groups must give written permission to authorize the release except in some instances such as when a student transfers to another school, the District receives a lawfully issued subpoena or a court order, or under the conditions specified in Education Code 49076. Those granted access are prohibited from releasing information to another person or agency without written permission.

Files may be reviewed to identify students eligible for public school choice or supplemental educational services.

Education Code and Board Policy/Administrative Regulation 5125 set forth the criteria under which school officials and employees may access, change or delete information in a file. [E.C. 49075, 49076]. You may have copies made and you have the right to file a written request with the superintendent or designee challenging the records.

[E.C. 49076] Student records include but are not limited to, report cards, transcripts, discipline history, commendations, attendance, assessment information, program participation (including Special Education and Section 504) and health information. The records are maintained at the school site where the student attends. The District maintains student records according to Title 5 of California Code of Regulations, section 432. "Mandatory permanent" records are archived, "mandatory interim" and "permitted" records, including special education student records and student discipline records will be destroyed according to District policy and law.

An Access log of who has viewed the records is kept at the same location as the records. [E.C. 49064] The log does not have to be signed by: Parents/guardians; Adult students, students 16 or older or who have completed the tenth grade, unaccompanied homeless youth 14 or older; Parties obtaining district-approved directory information; Parties who provide written parental/ guardian consent or the consent of an adult student 18 or over or an unaccompanied homeless youth age 14 or older. In this case, the consent notice shall be filed with the record; School officials or employees who have a legitimate educational interest.

Access to student records will be granted to school officials (employees or contractors) within Elk Grove Unified who have a legitimate educational

interest in order to fulfill his or her professional responsibility. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities. A school official may include but is not limited to a person employed by the District as an administrator, supervisor, teacher, instructor, support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the governing board, or a person or company with whom the District has contracted to perform an institutional school district task (such as attorney, auditor, consultant, or therapist). A school official may also include a company or other parties which performs an institutional service or function for which absent outsourcing, the District or school would otherwise use its own employees or technologies.

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. Student records shall not be disclosed to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or judicial subpoena. No list, registry or database

based on student's national origin, ethnicity, religious belief, practice, or affiliation, shall be compiled nor shall student information be disclosed to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. [E.C. 234.7; cf. 5145.13; Government Code 8310.3]

The District may gather and maintain information from the social media of any student, if it pertains directly to school safety or student safety. Students are afforded access to any information obtained from his/her social media activity and given the opportunity to correct or delete such information. Information gathered from social media and maintained in student records will be destroyed within one year after a student turns 18 or within one year after the student is no longer enrolled in the district, whichever comes first. [E.C. 49073.6]

The District may contract with a third party for the digital storage, management, and retrieval of student records, to gather information on a student from social media, and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act ("FERPA"), a federal law, and the California Education Code, require that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally

identifiable information from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary

in accordance with District procedures, including this notice. In the case of students who have been identified as a homeless child or youth, no directory information can be released without parent or guardian consent.

Directory information is information about a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information is defined in Administrative Regulation 5125.1 and may include: a student's name, student's telephone number, student's email address, photograph, date and place of birth, grade level, dates of attendance, participation in District activities and sports, weight and height of members of athletic teams, and honors and awards received.

The primary purpose of directory information is to allow the District to include this type of information in certain school or District publications, which may include, but are not limited to: the annual yearbook, honor roll or other recognition lists, graduation programs, sports activity lists, or a playbill showing a student's role in a drama production. Directory information may also be disclosed to outside organizations without a parent's or guardian's prior written consent. In

- Name Address
- Telephone number Email address
- Date of birth
- Major field of study
- Participation record in officially recognized activities and sports

addition, federal law requires that districts receiving assistance under the Every Student Succeeds Act of 2015, provide military recruiters, media, locally elected officials and institutions of higher learning, upon request, with student's names, addresses, and telephone listings unless parents or guardians have advised the district in writing that they do not want their child's information disclosed without their prior written consent.

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

This release is optional. If you do not want the District to release directory information from your child's education records without your prior written consent or to use directory information on District digital communications tools, such as the District website, you must notify the District by returning a completed Opt-Out Form at the beginning of the school year.

- Weight and height of athletic team members
- Dates of attendance
- Degrees and awards received
- Most recent previous school attended

The District may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number (PIN), password, or other factor that only the authorized user knows. Your child's social security number will not be used for this purpose.

Directory information does not include your child's citizenship status, immigration status, place of birth, or any other information indicating national origin. The District will not disclose such information without your consent or a court order.

CHALLENGING STUDENT RECORDS

You may challenge the content of the student record if you think there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's area of competence, a comment not based on personal observation of a named person with the time and date noted, or if the student record includes misleading information or violates a student's privacy rights. The superintendent or designee will respond to the parent/guardian complaint within 30 days.

The superintendent or designee will determine whether to sustain or deny the allegations. If your challenge is sustained, the changes will be made. If not, you may appeal to the school board, which has final authority. If you still have a different opinion, it can be included in the student's record. District policies and procedures relating to types of records, logs, kinds of information retained, persons responsible for maintaining records, directory information, persons and organizations permitted access to student information and procedures to challenge records, and policies regarding reviewing and expunging student records, are available through the principal or from our district's Custodian of Records at (916) 686-7753.

Parents/guardians have a right to file a complaint with the United States Department of Health, Education, and Welfare, concerning any alleged failure by the District to comply with section 438 of the General Education Provisions Act. If you are not satisfied with how your case was handled by the District, you may file a challenge with the United States Department of Education. [E.C. 49063, 49060, 49070; Family Educational Rights and Privacy Act (FERPA); 34 C.F.R. Part 99]

When a student transfers into the school district, a copy of their school records will be requested from their previous District or private school. Parents will be notified of this request, and have the right to review, challenge and receive a copy of the student's record if desired. [E.C. 49068; 5 C.C.R. 438] The District will forward student records, including academic records, suspension and/or expulsion disciplinary records, health records and special education records (if applicable) to other schools that have requested the records in which the student seeks or intends to enroll. [E.C. 49068; FERPA; 5 C.C.R. 438]

RESOLUTION OF CHALLENGE/APPEALS

After considering all relevant information, the Superintendent or designee shall sustain or deny the parent/guardian's allegations. [E.C. 49070]

If the Superintendent or designee denies the allegations, the parent/guardian may, within 30 days, appeal the decision in writing to the Governing Board. [E.C. 49070]

WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS

Any school district whose real or personal property has been willfully cut, defaced or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon the request of an employee authorized to do so, may, after affording the pupil his or her due process rights, withhold official grades, diploma and transcripts of the pupil responsible for the damage, from the pupil and/or their parent or guardian, until the pupil or the parent or guardian has paid for the damages. [E.C. 48904]

If a previous school district has withheld the grades, diploma or transcripts of a pupil pursuant to Section 48904, the school district to which the pupil has transferred shall also withhold the grades, diploma or transcripts of the pupil as authorized by that section, until it receives notice from the district that initiated the decision to withhold, that the hold has been lifted. [E.C. 48904.3]

College and University A-G High School Courses The A-G course pathway reflects the minimum course requirements students must meet to enter a University of California or California State University school. While A-G courses are required only by UC and CSU, many other colleges and universities require similar classes for admission. In addition, A-G classes provide a strong foundation on which students can build careers.

A-G requires a minimum 15-unit pattern of courses for a student's admission as a first-time freshman to the UC and CSU systems. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for the course to count as an admission requirement to a UC or CSU school. While A-G courses fulfill many of our District's graduation requirements, there are some classes that students will have to complete in addition to A-G courses in order to receive a diploma.

Please feel free to review the EGUSD Graduation Requirements, EGUSD Course Catalogues, EGUSD CTE Academies, Pathways and Programs to begin preparing your child's educational path toward college and future career ideas. For more guidance on course selections, please contact your child's school guidance counselor.

CSU & UC ADMISSIONS REQUIREMENTS

The University of California (UC) has three paths to eligibility for graduating high school seniors who plan to attend:

- Eligibility by Examination Alone—students must achieve specified high scores on their college admissions tests.
- Eligibility in the Local Context (ELC)—students must rank in the top four percent of their graduating class at a participating California high school.
- Eligibility in the Statewide Context—students must complete specific coursework and college admissions tests and earn the required GPA and test scores.

The following website links provide more information regarding University of California admission requirements:

- admission.universityofcalifornia.edu
- admission.universityofcalifornia.edu/freshman/requirements

The California State University (CSU) system has A-G standards that must be met in each of the following areas:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

The following website link provides more information regarding the California State University admission requirements: <http://www2.calstate.edu/apply>.

UNIVERSITY PARTNERSHIPS

We have partnerships with California State University, Sacramento (CSUS), and University of California, Davis (UCD) to increase the number of EGUSD graduates earning degrees. Part of the agreement is that UCD and CSUS counselors are available to EGUSD students. The District also works closely with Cosumnes River College, which

offers classes to help high school students prepare for college. Post-secondary education financial assistance information is available at each high school. Translators and translated financial aid materials are available to those families whose primary language is not English.

COMMUNITY COLLEGE/CSUS DUAL ENROLLMENT

Opportunities may be available for qualified students to enroll in courses offered by local community colleges or California State University, Sacramento, that may be taught on the high school campus or at individual colleges.

Students need to contact their counselors for more information and gain prior approval from the school principal for dual enrollment or advanced education opportunities. Students also may enroll in articulated



college courses through their career technical education (CTE) teacher. California Colleges Tool for Students and Families DREAM to REALITY with www.CaliforniaColleges.edu, an all-inclusive, one-stop location to guide you and your child through the process of college and career decision-making and planning for life after high school. This college-and career-planning website has been adopted by EGUSD for students in grades 7-12. The website provides tools for exploring how student interests can guide academic preparation for college, career decision-making, and early financial

planning. Additionally, this platform allows for collaborative relationships with college and career support programs and/ or post-secondary institutions. All students in 7th-12th grade have an account. However, to access, each student must register for their account at www.CaliforniaColleges.edu. Once each account is registered, all educational rights holders can also create an account and gain access to their student's individualized college and career plan. For specifics concerning how to register as a student or educational rights holder, please see your counselor or site CCGI lead.

GUIDANCE COUNSELING

Academic guidance and career counseling opportunities are available to all students. Students may meet with guidance counselors at their school to discuss college admission requirements and/or to enroll in career technical education courses. [E.C. 51229 and 48980(1)]

Appointments with a school counselor are available throughout the school day. Please contact your school counseling secretary to schedule an appointment. At many schools, parents may also email their student's counselor by logging onto Synergy. Once an appointment is set, students will be given an appointment slip to release them from class. Parents may participate in counseling sessions.

Counselors, as well as teachers, instructors, administrators or instructional aides, may not, on the basis of a student's sex, offer vocational or school program guidance to the student that is different from that offered to a student of the opposite sex in counseling, nor may a counselor differentiate career, vocational or higher education opportunities on the basis of the sex of the student counseled. Any District personnel acting in a career counseling or course selection capacity for a student shall affirmatively explore with the student the possibility of careers or courses leading to careers that are nontraditional for that student's sex. [E.C. 221.5(d)]

CAL GRANT GPA SUBMISSION

The Cal Grant is a need and merit-based form of financial aid distributed by the State of California available to college-going students. Education Code 69432.9 deems all high school seniors (except students who opt out) to be Cal Grant applicants and requires school districts to electronically submit GPAs on their behalf to the California Student Aid Commission (CSAC) for award consideration. Along with the GPA, the electronic submission includes

other identifying information to help match students with their Free Application for Federal Student Aid (FAFSA). A student, or the student's parent or guardian if the student is a minor, who wishes to opt out of the electronic submission is to notify their school counselor by September 15th of their senior year. EGUSD submits GPAs to CSAC on or before the October 1st deadline of each year.

DISTRICT PROGRAMS

EARLY CHILDHOOD AND PRE-KINDERGARTEN EDUCATION PROGRAMS

Elk Grove Unified is committed to providing opportunities for pre-kindergarten early childhood education by offering several programs that help 3 and 4-year old children get ready for kindergarten. The programs are funded from different sources and their requirements vary by funding source.

Head Start, Title I, and State Preschool programs are free to income eligible families. Champions and CDI are fee based Preschool programs. Parent-Child Playgroups is a parent participation program for family members and children from ages 0–3 years old.

APPROVED TITLE I PROGRAM

Title I is a federal program that provides funds to high poverty schools to assist students in attaining proficiency on state academic standards/assessments. Elk Grove Unified School District supports many important strategies for student success with Title I funds, including preschool, after school instruction, academic

intervention, professional development, parent involvement and education, and the homeless student program.

For more information on the Title I Program, you may contact your child's school or Learning Support Services at (916) 686-7712.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

The AVID Program is a four-year college preparatory class for underrepresented students who demonstrate academic potential. Offered at all 18 middle and comprehensive high schools, the goals of the program are to provide academic instruction and other support to students to prepare them for four-

year college and university eligibility, give students college-level entry skills, and motivate them to pursue a college education. Students must apply to participate in the AVID program through an application which may be obtained by contacting the AVID coordinator at each school site.

ENGLISH LEARNER PROGRAM (EL)

The goal of the EGUSD is to prepare all students for a successful college and career experience after high school graduation. To support the unique needs of English learners (EL) toward this goal, legally mandated designated and integrated English Language Development (ELD) instruction is provided to all TK-12 EL students in EGUSD. The focus of the instruction is on language acquisition through the use of the CA English Language Development Standards and evidence-based

instructional strategies proven to be successful and differentiated for each student's level of English language proficiency in speaking, listening, reading, and writing. While developing fluent English language skills, all EL students receive instructional support in learning the core content of their particular grade level. Parents or students who would like more information regarding their school's ELD program may contact their school administrative office.

STRUCTURED ENGLISH IMMERSION (SEI)

Students who score at less than reasonable fluency receive an SEI program of instruction and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

ENGLISH LANGUAGE MAINSTREAM (ELM)

Students who score at reasonable fluency in English receive an ELM program of instruction. They are taught ELD and other core subjects by authorized teachers using district adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

English Fluency Level Parent Communication Parents are notified annually of their child's English fluency level and program placement. For more information, please contact your

school site principal, EL Coordinator or the Department of English Learner Services (916) 793-2953.

Parents may request the language acquisition program that best suits their child. (EC § 310(a).)

If a preferred program is not offered by the school, parents may make a request to establish a new language acquisition program using the form below. If the school receives a sufficient number of requests, the school will review the feasibility of the request and provide a response to the school community. Parent/guardians or EGUSD employees on behalf of parents of EGUSD students, in compliance of California Proposition 58: Education for a Global Economy, can enter their request at <https://goo.gl/forms/TfpMOlgKdeXE9AD42>.

Interpreting services for school related issues are provided for parents of English Learners. For more information, please check with your school site principal or EL Coordinator.

HONORS, ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB)

Honors and AP courses are offered at the secondary level and every student is strongly encouraged to challenge him/ herself through enrollment in Honors, Advanced Placement or International Baccalaureate (Middle Years or Diploma program at Harriet Eddy MS or International Baccalaureate courses at Laguna Creek HS).

Successful completion of Honors/AB/IB may result in extra grade point calculations on the student's GPA and in earning college-credit upon successful performance on AP/IB exams. For information about the Honors, Advanced Placement, or International Baccalaureate classes, please contact your school's principal or school counselor.

NATIVE AMERICAN EDUCATION PROGRAM

The Native American Education Program provides supplementary education services for eligible Native American and Alaska Native students. These services include: academic assistance; presentation of Native American cultural classes during the regular day, after school, and during summer; college/career sessions and information; outreach to students who have not met grade level requirements and are at risk of retention; and family engagement. For more information, please call Learning Support Services at (916) 686-7712.

CAREER CONNECTED LEARNING: ACADEMIES, PATHWAYS & CAREER TECHNICAL EDUCATION COURSES

EGUSD's Career Connected Learning provides opportunities for EGUSD students to prepare for college, career and life. Career Connected Learning offers a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around student support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Within a Linked Learning approach, secondary education offers clear connections to post-secondary education/training and purposeful involvement of local business and industry. Career Connected Learning engages students through a blend of four Linked Learning components:

- **Rigorous Academic Study:** A-G-approved academic classes that are integrated with career themes and work-based learning opportunities.
- **Relevant Career Technical Education (CTE):** A three-to-four-year sequence of CTE courses related to a career focus area featuring project and inquiry-based curricula and such real-world experiences as community service, interaction with business and industry, and field trips to colleges.
- **Wrap-around Student Support:** Development of strong relationships and systems of support in the "school-within-a-school" atmosphere of an academy, along with critical 21st-century skills aligned with EGUSD's Graduate Profile.
- **Work-Based Learning Opportunities:** Partnerships with local business and industry leaders who contribute their expertise by speaking to classes, mentoring, hosting industry tours, job shadows and internships; and participating in advisory meetings.

We offer Career Connected Learning in three settings: academies, pathways and programs.

- **Academies:** Career academies provide an intensive level of implementation of Linked Learning within a small learning environment – like a school within a school. Typically, academies feature some cohort scheduling in order to build a learning community among teachers and students and support curriculum integration: Students will be scheduled into several common core academic and CTE courses, while teachers may teach two or three courses within the academy. All career academies include at least one CTE pathway and teachers develop cross-curricular projects around particular career themes.
- **Pathways:** California identifies 15 industry sectors – broad categories including multiple interrelated careers for Career Technical Education (CTE) from Agriculture and Natural Resources to Transportation. All 15 are represented in EGUSD. Each industry sector is further broken down into more focused pathways. For example, the Public Services Sector includes three pathways: Emergency Response, Legal Practices, and Public Safety. In EGUSD, a CTE pathway is a coherent, sequence of rigorous career technical courses, commencing as early as the ninth grade and ultimately leading to postsecondary pathways, associate degree, baccalaureate

degree, industry-recognized certificate, and/or professional licensure. A CTE pathway can be part of an academy or exist independently from an academy. All EGUSD CTE pathways are aligned with a state industry sector and pathway.

- **Programs:** A CTE program is a single intensive training program comprised of at least 300 hours of study. In EGUSD, CTE programs usually are offered through Explore CTE and are open to students from throughout the District. EGUSD's CTE programs are typically offered at the beginning of the school day, end of the school day or after school in order to allow students to travel to and from their home site. Most CTE programs provide students with the opportunity to earn an industry-recognized credential or transferable college credits.

To explore Career-Connected Learning and EGUSD's academies, pathways and programs visit the EXPLORE website at: www.EGUSExplore.com.

ELK GROVE UNIFIED SCHOOL DISTRICT OFFERING EVERY STUDENT CAREER-CONNECTED LEARNING



Cosumnes Oaks HS

Architecture Design Engineering (ADE) Pathway, Broadcast Journalism Pathway, Culinary Arts Academy (CAA), Graphic Design Pathway, Medical Careers Pathway, Robotics & Programming Pathway



Elk Grove HS

Automotive Technology Pathway, Culinary Arts Pathway, Sustainable Agriculture & Green Education (SAGE) Academy, Technology & Digital Arts (TDA) Academy



Franklin HS

Animation Pathway, Design Arts Pathway, Digital Media Pathway, Green Renewable Energy Engineering Network (GREEN) Academy, School of Technology, Media and Engineering (STEM) Academy - Computer Science



Pleasant Grove HS

Agriculture Pathway, Biomedical Pathway, Digital Media Pathway (DMA), Innovative Design Engineering Academy (IDEA)



Laguna Creek HS

Computer Programming and App Development Pathway, Digital Photography & Graphics Arts Pathway, Fashion Design and Merchandising Pathway, Green Energy Technology Academy (GETA), Manufacturing Production Technology Academy (MPTA), Sports Career Academy (SCA)



Sheldon HS

Agriculture Pathway, Biotechnology (Biotech) Academy, Building Trades Pathway, Computer Science Object-Oriented Developer Empowerment (CODE) Pathway, Engineering Design Pathway, K-9 Studio Animation Pathway



Florin HS

Agriculture Technology (Ag Tech) Academy, Audio and Music Pathway (AMP), Automotive Technology Pathway, Culinary Arts Pathway, Information Technology (ITA) Academy, Law & the World (LAW) Academy, Engineering Pathway



Monterey Trail HS

Animation Pathway, Broadcasting Pathway, Business Opportunities for Student Success (BOSS) Pathway, Design and Technology Academy (DATA) – Engineering and Computer Science, Medical Assistant Program



Valley HS

Engineering Technology Pathway, Entrepreneurship and Innovation Pathway, Fire & Emergency Services Pathway, Graphic Design Pathway, HealthTECH Academy, Medical Assisting Programs



Daylor HS (Alt Ed.)

Construction Trades Pathway, Early Childhood Education Program



Rio Cazadero/Las Flores HS (Alt Ed.)

Phlebotomy Program, Video and Audio Productions Pathway



Excellence by Design



www.EGUSExplore.com

Revised 6/21

SERVICES TO PUPILS WHO ARE DISABLED

If you have reason to believe your child (ages 0 to 21) has a disability requiring special services or accommodations, you should inform school officials. Your child will be evaluated to determine whether he/she is eligible for free special instruction or services.

The District wants to locate, identify and assess all children with disabilities whether homeless, wards of the state or enrolled in public or private schools. [E.C.56020 et. seq., 56040, 56301; 20 U.S.C. 1412; 35 C.F.R.300.111]

SPECIAL EDUCATION

Special Education provides the continuum of special education support as outlined in the Individuals with Disabilities Education Act (IDEA '04). Students receive support from Special Education as delineated on their Individual Education Plan (IEP). Programs include services and support for Autism (Aut), Deaf/Blind (DB), Deaf, Hard of Hearing (DHOH), Emotional Disturbance (ED), Intellectual Delay (ID), Orthopedic Impairment (OI), Other Health Impairment (OHI), Multiple Disabilities (MD), Speech and Language Impairment (SLI), Specific

Learning Disability (SLD), Traumatic Brain Injury (TBI) and Visually Impairment (VI). The District annually notifies parents of the rights related to special education identification, referral, assessment, instructional planning, implementation and review and procedures for initiating a referral for assessment.

Parents receive this special education information at their child's annual IEP meeting. For more information about special education services, please call (916) 686-7780.

INDIVIDUALIZED INSTRUCTION

If your child has a temporary disability preventing him/her from attending regular class, the District will provide alternative instruction when possible. [E.C. 48206.3, 48208, 48980 (b)]

ADULT AND COMMUNITY EDUCATION (EGACE)

EGACE offers free classes to adults who wish to learn English, prepare for the U.S. Citizenship exam, and complete high school requirements. Fee-based career training programs and classes to enhance one's personal and professional growth are also available at EGACE. Employment services for youth, ages 18-24 and adults are also available in EGACE's Sacramento Works Job Center, South County.

To learn more about programs, services and courses, visit the EGACE website at: blogs.egusd.net/egace or call (916) 686-7717.

SCHOOL COMMUNICATIONS

EDUCATIONAL USE OF THE INTERNET

EGUSD works to ensure there is adequate access to the Internet in every classroom in the District via wired and wireless networks. These networks provide limited access to the Internet and online resources that includes, but is not limited to, local, national and international sources of information.

Every EGUSD user has the responsibility to respect and protect the rights of every other user in our physical community and on the Internet. Students are expected to act in a responsible, ethical and legal manner on the Internet. Student access to Internet services is provided under staff supervision. Students learn network etiquette and are expected to practice positive digital citizenship.

As a user of the Internet and computer systems, Students and their Parent/Guardian agree to follow the conditions in this handbook and Board Policy 6162.7/6123.4. They also agree to hold blameless and release from any liability the Elk Grove Unified School District, the sponsoring school, its subcontractors and employees. Information on this will be sent home from the school.

Anyone using these systems is subject to having all activities, including e-mail, monitored by system or security personnel. EGUSD has taken all responsible steps to ensure the Internet is used only for purposes consistent with the curriculum. The District or school cannot prevent the availability of material elsewhere on the Internet that may be deemed harmful or intended for adults. Nor can the District ensure that there will not be delays, mis-deliveries or service interruptions.

Information obtained via the District's Internet is at the user's risk. Every user is expected to use good judgment and follow the Internet acceptable use policies in making electronic contact with others. Should any user breach the guidelines, then that user may lose all privileges on the network and/or be subject to appropriate disciplinary or legal actions. Using the network is a privilege, not a right, and a student's privilege may be revoked at any time for unacceptable conduct.

- Unacceptable conduct includes:
- Using the network for any illegal activity.
- Using the Internet for violation of copyright or other contracts.
- Using the network for financial or commercial gain. Degrading or disrupting equipment or system performance.
- Vandalizing the network or data of any other user. Stealing or damaging files or data of any other user. Stealing or damaging files or databases through tampering or hacking.
- Gaining unauthorized access to resources or entities. Invading the privacy of individuals.
- Revealing students' address or phone numbers if under 18.

- Using an account owned by another user without authorization.
- Posting personal communications without the author's consent.
- Posting anonymous messages.
- Placing unlawful information on a system.
- Using abusive or otherwise objectionable language or images in either public or private messages.
- Sending messages that contain viruses or malware that are likely to result in the loss of recipient's work or systems.
- Sending "chain letters" or "broadcast" messages to lists of individuals, and any other types of user, which would cause congestion of the networks.
- Accessing or transmitting (electronically) any material that may be deemed harmful.
- Bullying and cyberbullying.
- Installing software on any computer that is not properly licensed for use and authorized by Technology Services. Sharing your password, using someone else's password or sharing someone's password.
- Attaching a non-District computer or other device, including wireless devices to the network.
- Leaving a computer unattended with your password entered.
- Using a teacher's or administrator's computer or accounts.

DIGITAL CITIZENSHIP

EGUSD is committed to ensuring that all students learn what it means to be good digital citizens. With that in mind, the District has adopted curriculum and programs to support students in making good choices in their use of social media and to empower them to act responsibly, safely and ethically online.

The following information includes details about some of the actions the District has taken to keep our children safe in their online communities:

- Maintains an internet filtering solution designed to comply with Children's Internet Protection Act (CIPA) guidelines.
- Offers professional development for staff on the skills necessary to make safe, lawful and appropriate use of the internet in an educational environment.
- Provides District-approved digital citizenship/internet safety curriculum for grades K-12.
- Maintains a Digital Citizenship website with extensive resources to help parents and children use the internet safely, effectively and ethically.
blogs.egusd.net/digitalcitizenship
- Incorporates cyberbullying resources into the District's Anti-bullying Initiative.

WEB & SOCIAL MEDIA PAGE CREATION

Access to the Internet through EGUSD and creation of a web page using the District's network or server and as part of the educational program is a limited forum, similar to the school newspaper, and the District will exercise its rights within the law to regulate speech within that forum. Therefore, the District, the principal or the classroom teacher may restrict student speech pursuant to Education Code section 48907 if the speech is obscene, libelous, slanderous or likely to incite students and create a clear and present danger to the operation of the schools, or otherwise interferes with the educational mission of the District. The District will not restrict a student's speech on the basis of a disagreement with the opinions a student expresses. Web pages are defined as actual HTML pages, blog pages, portal entries or other representation/depiction on the World Wide Web.

The following shall be adhered to when staff design web pages for display, or utilize web pages on the Internet in connection with their work, or post or allow the posting, of student web pages or student work:

- Web pages must support course objectives and be educationally informative.
- First and last names of students, without photos, may be posted to an EGUSD web page or official social networking web page, unless the student has an opt-out form on file requesting that their photo or name not appear on web pages.
- Images (photos, videos, etc.) of students without names may be posted to an EGUSD web page or official social networking web page, unless the student has an opt-out form on file requesting that their photo or name not appear on web pages.
- In order to post images of students along with their first and last name, parent/guardian written permission must be obtained before a student's photograph is placed on an EGUSD or official district social networking web page. The page must be approved by an administrator.
- Administrator approval must be obtained before a video is posted containing students and before a video conferencing session involving students begins. Videos are required to follow the same guidelines in using names and student images.
- Student work may be published on a web page provided that both the student and his/her parent/guardian provide written permission.
- Electronic student newspapers are required to follow these same requirements.
- Students' mailing addresses, email addresses and/or phone numbers shall not be posted in any public web space or private web space unless parent/guardian written permission is obtained before the information is posted. One exception to this is in the case of Technology Services and Superintendent's Cabinet approved Application Service Providers (ASP's). Student data may be loaded or transferred to an ASP system in order to meet district or school needs if the application/system, the ASP vendor, and associated security measures have been approved by the Superintendent's Cabinet and Technology Services.

- Any use of copyrighted material or the intellectual property of others on official websites/pages must be authorized in advance by the owner of the material or permitted by applicable law (e.g., fair use of educators). Social media web pages and blogs which allow commenting are required to be moderated.
- Material placed on a District web page is expected to meet academic standards of proper spelling, grammar and accuracy of information. The following shall be adhered to regarding Student Web Pages:
 - Students will receive instruction on the design of web pages.
 - A teacher or administrator may authorize the posting of student web pages (and/or student work) that support course objectives or are educationally informative on an Elk Grove Unified School District web page if student and parent/guardian written permission is obtained before posting. Additionally, any student work that contains photos or videos of other students must comply with requirements of this regulation prior to posting.

OFFICIAL DISTRICT SOCIAL MEDIA COMMENT POLICY

We welcome the community's contributions to our official social media pages (e.g. post comments). Each of our sites intends to inform and engage with our students and their families, staff, residents and other interested persons to provide current and useful information regarding district programs, activities and operations. Such information shall be appropriate for both internal and external audiences. The intent of this comment policy regarding participation on an official social media page is to maintain a positive and informative flow of communication while protecting the privacy and rights of our community. With these aims in mind, posting on an official Elk Grove Unified School District (EGUSD) page constitutes acceptance of the following terms of use and protocols:

Participants are encouraged to submit comments, questions and concerns; however, an EGUSD official page is a moderated online discussion site that constitutes a limited forum, the contents of which are at the discretion and control of EGUSD.

- EGUSD will exercise its rights within the law to regulate speech within this limited forum on the official Facebook page;
- All posting of comments on this page are at the discretion of the official EGUSD social media page administrators;
- EGUSD's official social media page administrators will review all postings to make sure they are appropriate, constructive and abide by EGUSD's Board Policy and Administrative Regulation 1113 regarding Internet access and practices;
- EGUSD's official social media page administrators will not restrict speech on the basis of a disagreement with the opinion expressed;
- Once posted, the EGUSD's official social media page administrators reserve the right to delete submissions that contain vulgar language, personal attacks of any kind, or offensive comments that target or disparage any ethnic, racial, gender or religious group; and



- EGUSD does not allow postings of photographs or videos by anyone other than by official Facebook page administrators or other specifically authorized EGUSD personnel.
- Further, EGUSD's official social media page administrators also reserve the right to delete comments on the official social media page that:
 - contain spam, advertising, solicitations or include links to other sites;
 - are clearly off topic, and/or disruptive;
 - cause or are reasonably likely to cause substantial disruption to the school and EGUSD's educational environment or operations;
 - are obscene, vulgar or sexually explicit, including masked words (**), acronyms and abbreviations;
 - violate a person's privacy;
 - abuse, harass, stalk, threaten violate the legal rights of others;
 - are libelous or slanderous;
 - are likely to incite students and create a clear and present danger to the operation of the schools;
 - interfere with the educational mission of a district school or EGUSD;
 - are endorsements of any product, cause, political party, or political candidate, which are all forbidden;
 - are chain letters, pyramid schemes or fraudulent or deceptive messages;
 - promote particular services, products, or political organizations or campaigns;
 - infringe on copyrights or trademarks;
 - contain links to inappropriate websites;
 - advocate illegal activity; and/or
 - violate any EGUSD policies.

Please note that the comments expressed on an EGUSD school or district official social media page do not reflect the opinions and position of the EGUSD school, EGUSD or its employees. EGUSD thanks you in advance for your contributions to its official social media page(s), and for the help in creating a safe and vibrant online community. For more information, contact Communications at 916-686-7732 or send an e-mail to the Communications Department: egusdcom@egusd.net.

CELL PHONES, PAGERS, ELECTRONIC SIGNALING DEVICES

Schools may regulate the possession or use of any cell phone, pager or electronic signaling device while students are on campus, attending school-sponsored activities or under the supervision and control of school District employees. The District is not responsible for stolen personal electronic devices, including if such device is confiscated pursuant to District/school policies and procedures.

TRANSLATION AND INTERPRETATION SERVICES

If you need translation assistance, please send an email to egusd-translate@egusd.net in order to schedule a ZOOM meeting or phone call with an interpreter. Please include your name and phone number.

- Español: Si usted necesita apoyo en traducción, por favor envíe un correo electrónico a egusd-translate@egusd.net para programar una junta vía ZOOM o una llamada telefónica con un intérprete. Por favor incluya su nombre y número de teléfono.
- Hmoob: Yog koj xav tau kev pab txhais lus, thov sau email mus rau egusd-translate@egusd.net thiaj yuav teem tau sijhawm sablaj hauv ZOOM nrog rau tus neeg txhais lus lossis nws thiaj yuav hu tau xovtooj rau koj. Thov qhia koj lub npe thiab xovtooj.
- Ngôn Ngữ Tiếng Việt: Nếu bạn cần hỗ trợ dịch thuật, vui lòng gửi một email tới egusd-translate@egusd.net để lên lịch cuộc họp về ZOOM hay gọi điện thoại cho thông dịch viên. Vui lòng gồm có tên và số điện thoại của bạn.
- 中文: 如果您需要翻譯幫助, 請發送電子郵件至egusd-translate@egusd.net以便安排 ZOOM 視頻會議或與翻譯員通話。請附上您的姓名和電話號碼

TRANSPORTATION

BUS TRANSPORTATION SERVICES

While school districts are not required to provide general transportation service, EGUSD has elected to provide limited service over the years to students in eligible service areas for a fee. All students must register to ride before boarding the bus. No fees will be charged to qualifying students due to low income or foster status, special education students whose individualized education program provides for transportation services, or students offloaded at district direction between school sites in eligible areas. However, students must still register to ride and obtain a bus pass before boarding.

Contact Transportation Services about students who may qualify for transportation and how to register for services. Below is required information all parents and students should know regarding Transportation Safety as school buses are an integral part of learning for field trips and planned off-campus activities. [E.C. 39381.5]

TRANSPORTATION SAFETY

Every bus driver is trained to provide instruction to all students in Prekindergarten, Kindergarten, and Grades 1 to 12, who are transported on a school bus or school student activity bus/van on school bus emergency procedures and passenger safety. Provided instruction includes:

Upon registration, parents or guardians of all students not previously transported in a school bus or school student activity bus/van and who are in Prekindergarten, Kindergarten, and Grades 1 to 6, inclusive, shall be provided with written information on school bus safety. The information shall include, but not be limited to, all of the following:

- A list of school bus stops near each student's home.
- General rules of conduct at school bus loading zones.
- Red light crossing instructions.
- School bus danger zone.
- Walking to and from school bus stops.

At least once in each school year, all students in Prekindergarten, Kindergarten, and Grades 1 to 8, inclusive, who receive home-to-school transportation shall receive safety instruction that includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, highway, or private road, instruction on the use of passenger restraint systems, as described in paragraph, proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors.

Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to, all of the following:

- Proper fastening and release of the passenger restraint system.
- Acceptable placement of passenger restraint systems on students.
- Times at which the passenger restraint systems should be fastened and released.
- Acceptable placement of the passenger restraint systems when not in use.

Prior to departure on a school activity trip, all students riding on a school bus or school student activity bus/van shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.



PART III

OUR MULTI-TIERED SYSTEMS OF SUPPORT AND STUDENT WELLNESS



HEALTHY KIDS, HEALTHY FUTURE

All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

HEALTH AND WELLNESS

We take a comprehensive approach to overall health recognizing that healthy bodies and healthy minds contribute to increased academic performance, improved attendance and positive behavior for healthy learning. In recognizing the link between student health and learning, the district promotes healthy eating and physical activity, as well as opportunities for students to further develop their social, emotional and psychological well-being. The following eight components contribute to the health and well-being of students.

- Health Education
- Physical Education
- Health Services
- Nutrition Services
- Mental Health and Social Services
- Healthy and Safe School Environment
- Health Promotion for Staff
- Family and Community Involvement

COVERED CALIFORNIA

By law, most people are now required to have health insurance or pay a penalty when they file their taxes. Through Covered California, a program from the state of California, qualified legal residents of California and their families can compare health insurance plans and enroll in the one that works best for their needs and budget. Financial assistance is available to qualifying individuals and families to help them pay for health insurance premiums.

This means the federal government may pay a portion of the health insurance premium. Individuals and families may also qualify for Medi-Cal benefits. The open-enrollment period to enroll in Covered California health insurance plans happens once a year. Once the open-enrollment period closes, you may enroll in a Covered California health plan only if you have a qualifying life event that makes you eligible to apply. Some examples of qualifying life events are: losing your health coverage, getting married, moving outside your plan's coverage area, having a baby and turning 26.



Undocumented and non-citizen or permanent-resident parents should not fear that applying on behalf of their children or dependents, who may be eligible for health coverage, will result in deportation or other immigration-related actions.

For more clarification, read the Immigrations and Customs Enforcement memo on health enrollment and immigration at www.ice.gov/doclib/ero-outreach/pdf/ice-aca-memo.pdf in English and www.ice.gov/espanol/factsheets/aca-memo-SP in Spanish.

To see if you qualify, visit www.covered-ca.com/individuals-and-families/getting-covered/special-enrollment. To enroll during this time, you must apply within 60 days of your qualifying life event. Visit CoveredCA.com to learn more, compare health insurance plans, choose the one that best fits your needs and enroll online. For free, confidential, in-person help, in your area, visit www.CoveredCA.com/find-help or call (800) 300-1506 or Sacramento Covered at (916) 414-8333.

MEDICATION

In accordance with California Education Code Section 49423, and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, students who have a medical disability for which a physician has prescribed medication to be taken during the school day, whether of limited or permanent duration, are entitled to seek assistance from the District in meeting their medication needs when the student is under the District's care, custody or control, including while on field trips, sporting events and other off-campus district-sponsored activities.

Before medication assistance can be provided, even if the student has an Individualized Education Plan ("IEP") or a "504 Plan," a Medication Assistance Authorization form ("authorization") must be executed by at least one parent/legal guardian and the student's duly authorized physician or surgeon. A new authorization is required at the beginning of each school year and any time there is a change in medication directives, such as change in medication, dosage, timing or frequency. The parent/legal guardian must immediately notify the District of any change in medication directives.

Until the District receives an updated authorization, signed by the parent/legal guardian and physician or surgeon, the District will continue the directives in the existing authorization unless (a) there is evidence the student's health may be endangered by the continued use of the existing medication directive, or (b) the parent/legal guardian provides a written statement that medication assistance is to cease or be suspended until the new authorization can be provided.

All medication must be provided to the District by a parent/ legal guardian, with the District storing the medication and dispensing it in compliance with the medication directive. All medication supplied to the District must be in its original labeled form (i.e., in the original prescription bottle, sealed package, etc.) as received from the physician, pharmacist or store. State law provides that students may carry and self-administer prescription auto-injectable epinephrine and inhaled asthma medication upon the school's receipt of specified written confirmation and authorization from the student's physician, surgeon and parent/guardian. [E.C.49423 and 49423.1] Thus, except for personal asthma inhalers and personal epi-pens, a student may not independently possess medication during the school day or while on

District property. Due to health and safety concerns, including the potential theft of the medication or the potential for sharing/use of the medication by other students who may then suffer unexpected allergic or other negative reactions, there are no exceptions to this requirement. A student personally possessing medication, or providing medication to another student, may face disciplinary action.

Medical Disability means any mental or physical condition limiting a student's ability to engage in major life activities, such as eating, breathing, hearing, speaking, learning, or performing self-care, or who otherwise is subject to a medical disability or condition for which medication has been prescribed by a physician.

Medication means any current (unexpired) prescribed medication, as well as over-the-counter remedies (such as aspirin, decongestant, eye drops) and nutritional/herbal supplements.

Assistance means the providing of the child with medication in accordance with a physician's written instructions or directives, when the child presents himself/herself at the agreed time, or in response to urgent or emergency circumstances. Except as otherwise legally required, assistance may be provided by a District employee other than a nurse or licensed or trained medical care provider. Any emergency assistance provided to a student will be promptly brought to the attention of the parent/guardian. All additional reports of emergency assistance will be undertaken in keeping with governing laws and District policies and procedures. At the end of the current school year all medications must be picked up by the parent within five working days, or the medication will be destroyed per safety regulationsMental Health Services for Students.

Student mental health services are available through Student Support & Health Services at (916) 686-7568 for the applicable organizations that provide student mental health services. [E.C. 49428] For access to community based mental health supports, families may contact Care Solace at www.caresolace.com/site/egusdfamilies.

NOTICE TO SCHOOL OF NON-Episodic CONDITION

The parent or legal guardian of any public school pupil on a continuing medication regimen for a non-episodic condition, shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the school

personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. The Superintendent of each school district shall be responsible for informing parents of all pupils of the requirements of this section.

[E.C. 49480-49480. Article 6]

PRIVATE DUTY NURSES

Parents who provide a private duty nurse for their child at school must notify both the Elk Grove Unified School District's Student Support and Health Services Department at (916) 686-7568, and their child's assigned school site, in

order to comply with the District's procedural guidelines. Specific guidance will be given upon notification to facilitate the provision of this service.

PHYSICAL EXAMINATION EXEMPTIONS

If you want your child to be exempt from physical examinations at school, file a written statement with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized

contagious or infectious disease, he/she will be sent home and shall not be permitted to return to school until school authorities are satisfied that any contagious or infectious disease does not exist. [E.C.48980, 49451]

SUN PROTECTION

Students, when outdoors, can wear sun protective clothing, including but not limited to, hats. Students may also apply

sunscreen during the day without a doctor's note or prescription. [E.C. 35183.5]

VISION AND HEARING APPRAISAL

Vision and hearing will be checked by a credentialed school nurse in grades transitional kindergarten, kindergarten, second, fifth and eighth. A credentialed school nurse or audiologist will screen eighth-grade hearing at

middle schools, unless you present to the school a certificate from a physician or optometrist verifying prior testing or a letter stating it violates your faith in a recognized religious belief. [E.C. 49455, 49452]

FOOD AND NUTRITION SERVICES

Elk Grove Unified participates in the National School Lunch and Breakfast Programs through Food and Nutrition Services. This department is committed to improving the nutritional health and academic success of students and has been awarded Healthier US School Challenge award recognition by the United States Department of Agriculture.

For the 2021 – 2022 school year, Food & Nutrition Services will offer meals at no cost for any students enrolled in the Elk Grove Unified School District, when they are in attendance. This option is made possible through a waiver provided by the United States Department of Agriculture.

Lunch is offered daily at all school sites and breakfast daily at the majority of school sites. Meals are analyzed to

ensure that they meet the nutritional needs of students and the Dietary Guidelines for Americans

www.choosemyplate.gov.

Food substitution accommodations will be considered for students with disabilities or medically documented food allergies. Families should obtain a Medical Statement—Food Substitution and/or Accommodations form from the school cafeteria or office. The form must be signed by a recognized medical authority. Return completed forms to the school cafeteria for review by the District dietitian.

For additional information about meal applications, eligibility, breakfast/lunch menus and nutrition education, please contact Food and Nutrition Services at (916) 686-7735 or refer to the website at: blogs.egusd.net/fns.

PREVENTION

COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION

Written and audiovisual educational material will be used in the California Comprehensive Sexual Health and HIV/AIDS Prevention curriculum. Upon request, these materials are available for inspection prior to the beginning of instruction.

You have a right to request, in writing, that your child not participate in the curriculum. You may also withdraw this request at any time. School districts must ensure that all pupils receive comprehensive sexual health instruction from adequately trained personnel in appropriate courses. In this District, highly qualified teachers provide such instruction.

If a guest speaker gives a presentation or presents at an assembly, parents will be given the dates and names of the guest speaker/organization at least 14 days prior to the dates of the presentation. This instruction will emphasize sexual

abstinence and abstinence from intravenous drug use as the most effective means for HIV/AIDS prevention and avoiding the spread of sexually transmitted diseases. The instruction will also assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.

Parents will be notified in writing and given the opportunity to review the material. Parents can request in writing that their child not participate in any or all of the above activities. Copies of Board Policy 6142.1 and Education Code Sections 51938, 51933 and 51934 can be requested from the District by contacting the Curriculum/Professional Learning Department at (916) 686-7757. The Education Codes can also be found online at leginfo.legislature.ca.gov.

[E.C. 51933, 51934, 51938]

DRUG, ALCOHOL, STEROID AND TOBACCO PREVENTION PROGRAMS

Secondary student-athletes and their parents/guardians must sign an acknowledgment form that they will adhere to all of the policies of the Student-Athlete/Parent Handbook. One of these policies states that student-athletes will not use tobacco, drugs, alcohol, steroids or any performance-enhancing drug. Students and parents must sign the form before the student-athlete will be allowed to participate in any contests. The form and policy are available online at www.egusd.net. This notice is provided in compliance with the requirements of state and federal law as a part of the District's drug, alcohol and tobacco prevention programs. The unlawful manufacture, distribution, dispensing, possession or use of illicit drugs, alcohol or any form of tobacco or nicotine product on District premises or as a part of any of its activities is wrong, harmful and strictly prohibited.

The District defines "tobacco and nicotine products" as a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, smokeless tobacco in any form and electronic cigarettes. "Electronic cigarettes" are defined as battery-operated or other electronic products designed to deliver nicotine, flavor and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems and hookah pens.

All students will abide by this prohibition as a condition of attendance. Any violations of District or school standards of conduct, rules and regulations or state or federal laws regarding illicit drugs, alcohol, tobacco and nicotine will be investigated. Violators will be subject to prosecution in accordance with local, state and federal law and District disciplinary action up to and including expulsion, and/or required to satisfactorily complete a drug abuse assistance program, tobacco cessation program or rehabilitation program selected by the District in conformance with law.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school-related activities may be subject to discipline under District policy, Education Code 48900(h), and/or other applicable laws.

Students determined to have used or to be in possession of products at school or school-related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to "electronic cigarettes" as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under District policy, Education Code 48900(k), and/or other applicable laws. [E.C. 48901]

The District's drug, alcohol and tobacco education and prevention programs are designed to address the legal, social and health consequences of drug, alcohol and tobacco use and to provide students with effective techniques for resisting peer pressure to use illicit drugs, alcohol or tobacco.

Information about any drug, alcohol and tobacco counseling, rehabilitation and re-entry programs available to students may be obtained by contacting their school. This information may include programs sponsored or maintained by various community groups or agencies. The District neither supports nor endorses any specific program, agency or firm. The information is provided only to assist parents and students who may desire information regarding the resources available to assist them.

DRUG AND WEAPON PREVENTION

The Elk Grove Unified School District works to educate students on the dangers of drug and weapon possession through classroom and individual presentations by school staff, Safety and Security Division staff and local law enforcement partners.

SUICIDE PREVENTION

Suicide prevention is the collective effort of school and community resources working together to support our students. Saving lives often begins with asking a question. Elk Grove Unified School District has school counselors, school social workers psychologists and mental health therapists available at our schools. They have been trained to assess suicidal ideation and respond appropriately to the level of threat identified. It is the top priority of Elk Grove Unified School District to ensure the safety of the students in our schools. Please use our counselors, psychologists, and mental health therapists as resources, in addition to the information provided on our website.

BULLYING PREVENTION

EGUSD has a policy against bullying in all forms. Student safety is a top priority for Elk Grove Unified and the District does not allow any behaviors that infringe on the safety or emotional or physical well-being of any student. Elk Grove Unified has developed strategies for bullying prevention and intervention to help keep students safe and ensure a healthy learning environment. The District has an extensive board policy on bullying that covers a variety of areas, including cyberbullying, bullying prevention, intervention, complaints and investigation, discipline and enforcement mechanisms.

BULLY PREVENTION IN PBIS

School-wide PBIS begins with the premise that all students should have access to supports to prevent the development and occurrence of problem behavior, including bullying behavior. To avoid stigmatizing any student, school-wide PBIS emphasizes what a student does and where it occurs. Instead of negatively labeling a student as a bully, victim, perpetrator, or aggressor, the emphasis is on labeling what the student does, for example, name-calling, teasing, intimidation, verbal aggression, and cyber-harassment. Bullying behavior is always described in the context or setting in which it occurs, for example, cyberspace, hallway, dance, field trip, bus, or other "setting."

SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

Effective SEL programming begins in preschool and continues through high school.

Elk Grove Unified has adopted the 5 core SEL competencies from the Collaborative for Academic and Social Emotional Learning (CASEL).

- **Self-awareness:** Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." (Self-awareness, Self-reliance, Self-discipline)
- **Self-management:** Effectively manage stress, control impulses, and motivate yourself to set and achieve goals. (Self-awareness, Self-reliance, Self-discipline)
- **Social awareness:** Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures. (Community engagement, Communication & Collaboration)
- **Relationship skills:** Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. (Integrity, Technical Literacy, Communication & Collaboration, Community Engagement)
- **Responsible decision-making:** Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms. (Creative problem-solving, Communication & Collaboration, Integrity)

STUDENT BEHAVIOR SUPPORT

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavior Interventions and Supports is an integral part of EGUSD's commitment to student learning and behavioral health. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students on a school site to achieve social, emotional and academic success. PBIS is a framework implemented by explicitly teaching expected behaviors and engaging students in the school community, acknowledging appropriate behaviors, re-teaching and applying restorative practices as needed.

PBIS is a data-driven, team-based system that enhances the capacity of schools, families, and communities to respond to the unique needs of each student. This Multi-Tiered System of

Supports (MTSS) focuses on creating and sustaining universal/ school-wide (all students), targeted (small group), and intensive (individual) systems of support that improve the academic and social/emotional outcomes for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Every school in Elk Grove has a PBIS team. Community and family members are critical members of this team. If you have a passion for helping create high quality, learning environments please consider this option. If you would like to know more about PBIS at your area school or have questions, please contact the site administration.

ATTENDANCE IS KEY TO ACADEMIC SUCCESS

In elementary, middle and high school, your child's academic success can be put in jeopardy if too many days are missed. If your child must miss school due to an illness or other critical reasons, first contact the front office and then work with his/her teacher to make-up the lost time in class. Ask for homework assignments and do extra review.

In addition to the academic component, student absences directly affect the District's finances. The majority of state funding is based on each day a student attends school. The state only pays the District for those days the student is physically in class. It does not pay for excused (or unexcused) absences, even if the parents provide a note from a doctor.

EGUSD actively promotes regular school attendance through an incentive and promotion campaign called No Excuses – Go to School. The campaign is designed to keep students thinking, "I need to go to school today." Experts agree that regular school attendance improves learning and the educational experience. For more information on the campaign, visit: blogs.egusd.net/attendance.



Teachers build your child's education one day at a time, so every day is essential. In elementary, middle and high school, your child's academic success can be put in jeopardy if too many days are missed. If your child must miss school due to an illness or other critical reasons, work with office staff to ensure that absences are recorded correctly and also his/her teacher to make-up the lost time in class. Ask for homework assignments and do extra review.

FACTS ABOUT ATTENDANCE

Facts from the California Department of Education's 2000 "School Attendance Improvement Handbook" and Elk Grove Unified School District data:

- Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school.
- Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent. Poor attendance can influence whether children read proficiently by the end of third grade or be held back.
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.
- Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence.
- The academic impact of missing that much school is the same whether the absences are excused or unexcused. When students improve their attendance rates, they improve their academic prospects and chances for graduating.

CONFIDENTIAL MEDICAL SERVICES RELATED TO ATTENDANCE

According to the Education Code, school authorities may excuse any student in grade 7 through 12 for the purpose of obtaining confidential

medical services without the consent of the pupil's parent or guardian. School districts are permitted to grant such excuses. [E.C. 46010.1]

FAILURE TO ENSURE STUDENT ATTENDANCE

Any parent or guardian who fails to ensure their student's attendance may be guilty of an infraction and can be punishable as follows: \$100 for first conviction; \$250 for second conviction; and \$500 for third conviction. A parent or guardian may be placed in a parent

education program or counseling program in lieu of a fine. A willful violation of a court order directing that a student must be enrolled in a school or program can mean a \$1,000 fine. [E.C. 48293]

GENERAL ABSENCES

- According to Education Code 48205(a) a pupil shall be excused from school when the absence is:
- Due to illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor. Due to quarantine under the direction of a county or city health officer.
- For the purposes of having medical, dental, optometric or chiropractic services rendered.
- For the purposes of attending the funeral services of a member of the student's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- For the purpose of jury duty in the manner provided for by law.
- For justifiable personal reasons, including, but not limited to: an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, for attendance at an employment conference or educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted on this basis shall be granted for a period of time to be determined at the discretion of the Superintendent or designee.
- For the purposes of serving as a member of a precinct board for an election pursuant to Sec. 12302 of the Elections Code.
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen (AB 1593). A student in foster care will be excused due to placement changes, court appearances, or related court ordered activities.
- 11th and 12th grade students are eligible for two excused absences per year for college/military visits providing that meet certain criteria and submit the Excused Absence Request for a College/Military Visit form with-in prescribed timeline.

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

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

"Immediate" family as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee: shall be deemed to be references to pupil." [E.C. 46014, 48205]

A pupil shall be excused for participation in religious instruction or exercises upon written notice. Such absences may not exceed four days per month. Any excused student must nevertheless attend school at the minimum school day required for his or her grade.

LEAVING SCHOOL AT LUNCH TIME

The Elk Grove Unified Board of Education has established a closed campus policy at all sites. Students may not leave campus at any time during the school day. This is to protect your student's health, safety and welfare

and maintain the security of the campus. We ask that you not request permission for your student to leave campus during the school day for lunch. [E.C. 44808.5]

SCHOOL ATTENDANCE REVIEW BOARD (SARB)

SARB reviews student attendance and disruptive behavior. Students may be referred to SARB for habitual truancy or irregular attendance. SARB may involve

the District Attorney, County Probation Department and County Health and Human Services in a student's case.

PROGRESSIVE DISCIPLINE AND DISCIPLINARY PRACTICES

A student may be disciplined, suspended, or expelled for acts enumerated in Disciplinary Practices and Progressive Discipline that are related to school activity or school attendance occurring at any district school or within any other school district, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off campus.
- During, while going to, or coming from a school sponsored activity

For conduct which occurs after school hours and off District property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance. [EGUSD AR 5144.1]

ALTERNATIVES, INTERVENTIONS AND PROGRESSIVE DISCIPLINE

EGUSD has a defined and progressive set of interventions, remediations and consequences that schools follow when a student misbehaves. The superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

- Parent Contact—verbal or written communication with the parent or guardian
- Counseling—individual or group meetings of the student, which consist of teachers, counselors, administrators, parents, and the student to address the behavior issue and develop a plan of action to correct the student's behavior.
- Personal Responsibility—students participate in directed activities such as written apologies, restitution, school/ community service, conflict resolution skills.
- Detention—Students participate in behavior modification for a period of 30 minutes to 1 hour during non-instructional time.
- Community Service—Student may be assigned work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.
- Parent Conference—a formal meeting between the parents or guardians and school personnel to discuss the student's needs.
- In-School Suspension—assignment of student to separate supervised activity during the school day with the intent of correcting inappropriate activity.

GROUNDS FOR SUSPENSION OR EXPULSION

A student shall not be disciplined, suspended or recommended for expulsion unless the Superintendent, a designee or the principal of the school in which the student is enrolled determines the student has violated one or more parts of an act as defined by any of the following subdivisions identified in Ed Code 48900 inclusive of:

- Acts of Violence [E.C. 48900(a)]
- Weapons and Dangerous Objects [E.C. 48900(b)]
- Drugs and Alcohol [E.C. 48900(c)]
- Sale of "Look-Alike" Controlled Substance or Alcohol [E.C. 48900(d)]
- Robbery or Extortion [E.C. 48900(e)]
- Damage to Property [E.C. 48900(f)]
- Theft or Stealing [E.C. 48900(g)]
- Tobacco [E.C. 48900(h)]
- Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]
- Drug Paraphernalia [E.C. 48900(j)]
- Willful Defiance or Disruption of School Activities [E.C. 48900(k)(1)]
- Possession of Stolen Property [E.C. 48900(l)]
- Imitation Firearm [E.C. 48900(m)]
- Sexual Assault or Sexual Battery [E.C. 48900(n)]
- Harassment of a Student Witness [E.C. 48900(o)]
- Prescription Drug Soma [E.C. 48900(p)]

- Hazing [E.C. 48900(q)]
- Bullying and Bullying by Electronic Act [E.C. 48900(r)]

* Please see the Table of Education Codes Related to Discipline for more detail.

Students who commit these offenses may be suspended from school and/or to the Superintendent's designee with the recommendation for reassignment to an alternative program or expulsion and transfer to an alternative program.

Major acts of misconduct must be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from the school following suspension due process procedures.

Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator. A principal or designee may suspend a student for up to five days. A teacher may suspend a student for the remainder of the class in which the misbehavior occurred and for the next day's class. A suspension may be extended under certain conditions. There are two kinds of suspension—on-campus suspension and home suspension. Students placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during suspension. They may, however, be required to complete assignments and tests which will be made available to them through an intermediary.

Expulsion, as ordered by the Board of Education, is the removal of a student from all schools in the Elk Grove Unified School District for violating the California Education Code.

The expulsion is for a defined period of time, but an application for re-admission must be considered within a specified time period. State law provides for due process and rights to appeal any order of expulsion.

If a student's behavior is a threat to the safety, health or emotional well-being of others, and previous methods of prevention and intervention have not been successful, that student may be suspended in accordance with state law and district policy.

Suspension may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated Education Code 48900(a)-(e) or if the student's presence causes a danger to persons. [E.C. 48900.5]

For all other acts and conduct for which a student is subject to discipline under Education Code 48900 through 48900.7 and which are not specifically listed or addressed under Education Code 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or where due to the nature of the student's conduct violation, the presence of the student causes a continuing danger to the physical safety of the student or others. [E.C. 48915(b) and (e)]

THE ROLE OF PARENTS AND GUARDIANS

School rules are designed to teach children to be responsible, respectful, and safe. Parents and guardians have a key role in maintaining welcoming, safe campus environments that are conducive to learning.

Parents and guardians are urged to review district and school standards of conduct and rules with their children at the start of each school year, with special emphasis during critical transitional years when children move from elementary to middle school, and from middle to high school. Reinforcing positive behavior and acknowledging children for demonstrating appropriate conduct is important. If parents or guardians spot a behavior problem, they should contact school staff, who will partner with them to find solutions. Parent/student handbooks are

available online in English, Spanish, Hmong and Vietnamese.

The Elk Grove Unified School District is committed to strong partnerships between home and school to establish and enforce appropriate standards of conduct for students. In the event of student misconduct, teachers, school or district personnel will contact parents first, unless the infraction is so serious that police notification is mandated.

Assistance is available for parents or guardians who are dealing with difficult or out-of-control children.

Parents are given tools to empower them as they work toward modifying the behavior of their difficult children. To find out more, visit the webpage of the Student Support and Health Services at www.egusd.net/student-support-and-health-services.

BEHAVIORAL REQUIREMENTS FOR PARTICIPATION IN GRADUATION CEREMONIES

Students must demonstrate good citizenship to participate in the graduation ceremony. Any student who has received an off-campus suspension from school in the spring semester prior to graduation will be notified in writing that if a second off-campus suspendable event occurs, he/she will not be eligible to participate in the graduation ceremony.

Any senior student who receives an off-campus suspension within the last 20 school attendance days prior to the date of graduation may be denied the privilege of participating in the graduation ceremony, even if that off-campus suspension is the student's first off-campus suspension during his/her senior year. If a student receives an off-campus suspension that falls on the day of graduation practice or of the graduation ceremony, that student will not be allowed to participate in graduation. A senior student with a second off-campus suspension will be denied the privilege of participating in the graduation ceremony. In addition, a senior student may not attend the graduation ceremony while under off-campus suspension, even if the off-campus suspension is the first for the student during the senior year. Each high school student and his/her parent/guardian will receive annual notification of this policy. [B.P. 5127(a)]



PROHIBITION ON POSSESSION AND USE OF TOBACCO AND NICOTINE PRODUCTS

District policy and the Education Code prohibit the possession, use, manufacture, distribution, or dispensing of tobacco and nicotine products at school or during school related activities. The District defines "tobacco and nicotine products" as a lighted or unlighted cigarette, cigar, pipe or other smoking product or material, smokeless tobacco in any form, and electronic cigarettes.

"Electronic cigarettes" are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems, and hookah pens.

Students determined to have used or to be in possession of tobacco or nicotine products at school or school related activities may be subject to discipline under District policy, Education Code 48900(h), and/or other applicable laws.

Students determined to have used or to be in possession of products at school or school related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to "electronic cigarettes" as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under District policy, Education Code 48900(k)(1), and/or other applicable laws. [E.C.48901]

LAW ENFORCEMENT PARTNERSHIPS

The Division of Safety and Security works in cooperation with the Sacramento County Sheriff's Department. This department also works closely with the Elk Grove Police, Sacramento Police, Rancho Cordova Police and the Sacramento County Probation Department. Each comprehensive high school region has an assigned Sheriff's deputy as a School Resource Officer (SRO).

The SRO works with each region's high school, middle school and elementary schools' site staff to enforce laws and mentor the District's youth. Additional officers are dedicated to alternative education sites, assist at elementary and middle schools as well as address truancy problems.

INTERVIEW OF A STUDENT BY LAW ENFORCEMENT

Students can be interviewed by law enforcement officers while at school. In instances where law enforcement is involved, the principal or designee shall attempt to minimize disruption at the school and provide privacy to the student. School officials are required to make every effort to contact a parent or guardian at the time a peace officer requests to interview a student, unless directed not to by the peace officer. For



An equal opportunity employer

example, no notification will be made in the case of child abuse or neglect. The principal or designee may be present for the interview if allowed by the officer and with the student's approval. [B.P. 5145.11]

RELEASE OF A STUDENT TO PEACE OFFICER

If a peace officer removes a student from school, the principal or designee shall take immediate steps to notify a parent or guardian, except when a student has been taken into custody as a victim of suspected child abuse or

neglect. In such cases, the peace officer will notify the parent or guardian. [E.C. 48906; Penal Code 11165.6]

SEARCH AND SEIZURE POLICY

The Search and Seizure Policy governs the District's authority to search individual students and their property and the student's responsibility to submit to searches. Under Board Policy 5145.12, school officials may conduct a search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the school or District.

General inspections of school properties, such as lockers and desks, may be conducted on a regular, announced basis. Any items in a locker shall be considered the property of the student to whom the locker was assigned.

The school principal or designee may search the person of a student, the student's locker, backpack, purse or other belongings if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325; B.P. 5145.12]

To ensure the safety of students and staff, schools may conduct random searches for weapons using metal detectors.

The District may use specially trained, non-aggressive dogs to detect the presence of substances prohibited by law or District policy. Dogs may be used in the inspection of lockers, vehicles, or personal property, but may not be used to search a person.

* ED CODE VIOLATIONS

The following are Intervention and Consequence disciplinary matrices of our progressive discipline related to violations of Ed Code 48900.

CAUSING PHYSICAL INJURY

Caused, attempted to cause, or threatened to cause physical injury to another person.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 1-3 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact Family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2-4 day suspension • Extreme Fights – contact Director or SSHS • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3-5 day suspension • Possible consideration for a Recommendation of Expulsion

ACTS OF VIOLENCE

Willfully used force or violence upon the person of another, except in self-defense.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 1-3 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2-4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3-5 day suspension • Possible consideration for a Recommendation of Expulsion

WEAPONS AND DANGEROUS OBJECTS

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the 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.

Ed. Code 48915(g) – As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Ed. Code 48915(h) – As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United

States Code. *If student possessed, sold, or otherwise furnished a firearm, please refer to CA Ed. Code 48915(c)(1)

*If student brandished a knife at another person, please refer to CA Ed. Code 48915(c)(2)

*If Student possessed an explosive, please refer to CA Ed. Code 48915(c)(5) and (h).

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Confiscate object • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Give object to appropriate law enforcement • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 1–5 day suspension • Possible consideration for a Recommendation of Expulsion 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Confiscate object • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Give object to appropriate law enforcement • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Confiscate object • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Give object to appropriate law enforcement • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports

UNLAWFUL POSSESSION OF CONTROLLED SUBSTANCE

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

*If Student was unlawfully selling a controlled substance, please refer to CA Ed. Code 48915(c)(3).

Ed. Code 48915(c)(3) – 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... unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • 1–3 day suspension (Marijuana and alcohol) • Other Substances – contact Director or SSHS <p>Selling Drugs</p> <ul style="list-style-type: none"> • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • 2–4 day suspension (Marijuana and alcohol) • Other Substances – contact Director or SSHS <p>Selling Drugs</p> <ul style="list-style-type: none"> • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • 3–5 day suspension (Marijuana and alcohol) • Other Substances – contact Director or SSHS <p>Selling Drugs</p> <ul style="list-style-type: none"> • 5 Day Suspension if Student is selling or sold a controlled substance • Recommendation for expulsion if Student is selling or sold a controlled substance <p>Other potential actions:</p> <ul style="list-style-type: none"> • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports

SALE OF "LOOK-ALIKE" CONTROLLED SUBSTANCE OR ALCOHOL

Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

*Reminder: If Student is unlawfully selling a controlled substance, it may also be a violation of 48915(c). If so, please refer to CA Ed. Code 48915(c)(3).

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 1-3 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2-4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement within 1 school day (EC 48902) • Give substance to appropriate law enforcement authority • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3-5 day suspension • Possible consideration for a Recommendation of Expulsion

ROBBERY OR EXTORTION

Committed or attempted to commit robbery or extortion.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 1–3 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact Family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a • Recommendation of Expulsion

DAMAGE TO PROPERTY

Caused or attempted to cause damage to school or private property.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

THEFT OR STEALING

Stole or attempted to steal school property or private property.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a • Recommendation of Expulsion

TOBACCO OR NICOTINE PRODUCTS

Possessed or used tobacco, or any 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 use or possession by a pupil of his or her own prescription products.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1-3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2-4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3-5 day suspension • Possible consideration for a Recommendation of Expulsion

OBSCENE ACTS

Committed an obscene act or engaged in habitual profanity or vulgarity.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

DRUG PARAPHERNALIA

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1–3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2–4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

DISRUPTION OF SCHOOL ACTIVITIES

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.

NOTE:

- School districts cannot suspend students in kindergarten through grade 3 for disruption or willful defiance;
- School districts cannot recommend any student for expulsion for disruption or willful defiance, regardless of grade level;
- For students in grades 4 to 12, school districts cannot suspend them for disruption or willful defiance if it is their first offense; and
- Teachers are permitted to suspend any student, regardless of grade, from their classroom for disruption or willful defiance, whether it's a student's first offense or not.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 1-3 day suspension (9th thru 12th grades) • Depending on the severity of the incident, as well as, pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2-5 day suspension (9th thru 12th grades)

POSSESSION OF STOLEN PROPERTY

Knowingly received stolen school property or private property.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" • If student's presence causes a danger to persons. In such instances, 1-3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 1-4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3-5 day suspension • Possible consideration for a • Recommendation of Expulsion

IMITATION FIREARM

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

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1-3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2-4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3-5 day suspension • Possible consideration for a • Recommendation of Expulsion

SEXUAL ASSAULT OR SEXUAL BATTERY

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

If student committed or attempted to commit a sexual assault, please refer to CA Ed. Code 48915(c)(4).

Ed. Code 48915(c)(4) – 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... committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Notify law enforcement (refer to AR 5144.3 and 5145.11) • In consultation with site principal and Director —File CPS Report • Contact Director or SSHS • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c)(4). 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Notify law enforcement (refer to AR 5144.3 and 5145.11) • In consultation with site principal and Director —File CPS Report • Contact Director or SSHS • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c)(4). 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Notify law enforcement (refer to AR 5144.3 and 5145.11) • In consultation with site principal and Director —File CPS Report • Contact Director or SSHS • 5 day suspension and recommendation for expulsion • Refer to California Education Code 48915 (c)(4).

HARASSMENT OF A STUDENT WITNESS

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness 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.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry. • Review past alternative means of correction • (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" • If student's presence causes a danger • to persons. In such instances, 1–3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/ or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, reteach/practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 2–4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • 3–5 day suspension • Possible consideration for a Recommendation of Expulsion

PRESCRIPTION DRUG SOMA

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

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Confiscate substance • Notify law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • Contact Director or SSHS <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notification to law enforcement • (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1 – 3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Confiscate substance • Notify law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • Contact Director or SSHS <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2 – 4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Confiscate substance • Notify law enforcement within 1 school day (EC 48902) • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Follow CA Education Code Requirements for controlled substances • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended • Contact Director or SSHS <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3 – 5 day suspension • Possible consideration for a • Recommendation of Expulsion

HAZING

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

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports. • Notification to law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1-3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2-4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3-5 day suspension • Possible consideration for a • Recommendation of Expulsion

BULLYING

Engaged in the act of bullying.

"Electronic act" means the creation and 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, as specified.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor, school psychologist, social work, child welfare attendance personnel, or other school support personnel for case management and counseling. • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1-3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2-4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3-5 day suspension • Possible consideration for a Recommendation of Expulsion

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

- (1)** "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A)** Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B)** Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C)** Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D)** Causing a reasonable pupil to experience substantial interference with his or her 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 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 Web site including, but not limited to:
 - (I)** Posting to or creating a burn page. "Burn page" means an Internet Web site 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.
 - (IV)** An act of cyber sexual bullying.
 - (V)** 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 above, 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.
 - (VI)** For purposes of this clause "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - (B)** Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- (3)** "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

AIDED OR ABETTED TO INFILCT PHYSICAL INJURY

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

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1-3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2-4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3-5 day suspension • Student only subject to expulsion if the student 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.

SEXUAL HARASSMENT

Additional grounds for suspension or expulsion: sexual harassment.

This section does not apply to students in kindergarten through grade 3.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1-3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2-4 day suspension (4th thru 12th grades) • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • File CPS Report • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3-5 day suspension (4th thru 12th grades) • Possible consideration for a Recommendation of Expulsion

HATE VIOLENCE

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

This section does not apply to students in kindergarten through grade 3.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1-3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2-4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3-5 day suspension • Possible consideration for a Recommendation of Expulsion

HARASSMENT, THREATS OR INTIMIDATION

Additional grounds for suspension or expulsion: harassment, threats or intimidation

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

This section does not apply to students in kindergarten through grade 3.

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION/ CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1-3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 2-4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Notify law enforcement (refer to AR 5144.3 and 5145.11) • 3-5 day suspension • Possible consideration for a Recommendation of Expulsion

TERRORISTIC THREATS

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

INTERVENTION/ CONSEQUENCE	SECOND INTERVENTION/ CONSEQUENCE	THIRD, SUBSEQUENT INTERVENTION CONSEQUENCE
<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • Suspension only permitted on "first offense" if student's presence causes a danger to persons. In such instances, 1-3 day suspension. • "First offense" refers to the first documented offense of a student in the current school year that qualifies as a violation of Education Code 48900 and/or 48915, although formal exclusionary disciplinary action may not have been taken against the student. • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 2-4 day suspension • Depending on the severity of the incident, as well as pertinent extenuating circumstances regarding the student(s) involved, days of suspension may extend up to 5 days. 	<p>Mandatory Actions:</p> <ul style="list-style-type: none"> • Ensure due process • Conference with student • Collect statements from other witnesses • Notify law enforcement (refer to AR 5144.3 and 5145.11) • Provide corrective feedback: de-escalate student, attempt to identify root or ancillary causes for behavior, re-teach/ practice identified behavior skills, facilitate student re-entry • Review past alternative means of correction (Ed. Code 48900.5) • Contact family/guardian • Review student's past similar behaviors and document current incident in Synergy • Hold re-entry conference if suspended <p>Other potential actions:</p> <ul style="list-style-type: none"> • Consider alternatives to suspension • Restorative Practices/Interventions • Student Study Team (SST) • Referral to school counselor • Contact Foster Youth Services • Site MTSS process • Referral to Student Support Centers for outside services/supports • 3-5 day suspension • Possible consideration for a Recommendation of Expulsion

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:

- A. Causing serious physical injury to another person, except in self-defense.
 - B. Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - C. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - D. Robbery or extortion.
 - E. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts 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, shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.
 - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of 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 (c), may be imposed.
 - (2) Brandishing a knife at another person.
 - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as Defined in subdivision (m) of Section 48900 (5) Possession of an explosive.
 - d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
 - (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the school site attended by the pupil at the time of suspension.
 - e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of School grounds violated subdivision (f), (g), (h), (i), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
 - (1) That other means of correction is not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

- f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e) if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or another elementary school. The pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- g) As used in this section "knife" means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- h) As used in this section, the term "explosive" means destructive device" as described in Section 921 of Title 18 of the United States Code. (Amended by Stats. 2012, Ch. 431, Sec 3. (AB 2537) Effective January 1, 2013.)



OUR ASSESSMENT, SCHOOL ACCOUNTABILITY AND PROGRAM EVALUATION

MEASURING IMPACT

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

CALIFORNIA DASHBOARD

The California School Dashboard is a state run website that features easy-to-read reports on multiple measures of school and district success, including test scores, graduation rates, English learner progress, college/career readiness, suspension rates, and chronic absenteeism rates. The Dashboard is part of California's school accountability system based on 2013's Local Control Funding Formula, and is designed to provide parents and educators with meaningful information so they can participate in decisions to improve student learning.

SCHOOL ACCOUNTABILITY REPORT CARDS (SARC)

California public and nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources and demographics. Both a long detailed format and a short executive summary are posted for parents to learn more about the schools in our community. The current School Accountability Report Card (SARC) is available online at the Elk Grove Unified School District website at

<http://www.egusd.net/academics/assessments/school-accountability-report-cards/>.

Each school's SARC summarizes the school's mission, goals, accomplishments, and highlights the school's unique programs. In addition, state law requires that the SARC contain all of the following: demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum and instruction descriptions, postsecondary preparation information, fiscal and expenditure data.

Federal law, the Every Student Succeeds Act, requires that SARCs contain reports concerning the "adequate yearly progress" of students in achieving state academic achievement standards; graduation rates at the secondary level; and the extent to which teachers hold full credentials.

A hard copy of these reports can be requested by visiting your child's school office. Additionally, these reports have been translated in Spanish, Hmong and Vietnamese at schools with large populations of families who speak these languages. Any questions regarding the SARCs can be answered by your child's principal or by contacting Learning Support Services at (916) 686-7712.

CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION (CHSPE)

The California High School Proficiency Examination (CHSPE) provides an opportunity for eligible persons to demonstrate their proficiency in the basic requirements and earn the legal equivalent of a California high school diploma. The fee-based CHSPE is given two times each year at approximately 75 sites throughout the state. Current enrollment in high school is not a requirement; however, at the time the test is taken, the registrant must be either: (1) sixteen years of age; or (2) have completed one year of enrollment in grade ten; or (3) will have completed one year of enrollment in grade ten at the end of the semester during which the next exam is administered. Those who pass the CHSPE are awarded a Certificate of Proficiency, which is equivalent by law to a California high school diploma. However, the Certificate of Proficiency is not equivalent to completing all course work required for graduation from high school. For general information, including registration information, call (866) 342-4773 or visit www.chspe.net.

ASSESSMENTS & TESTING

California students take several mandated statewide tests. These tests provide parents, teachers and educators with information about how well students are learning core academic skills and becoming college ready. Teachers use this information, along with formative, progress monitoring assessments, to help them prepare instruction based on the needs of each student. Results are also used for local, state, and federal accountability purposes.

SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES

Each year, the California Department of Education (CDE) notifies Districts with schools identified for comprehensive support and improvement or targeted support and improvement as required in Section 1111(d) of the Every Student Succeeds Act (ESSA). Districts and their identified schools are encouraged to use the California School Dashboard to identify district and school strengths and areas for improvement in preparation for implementation of comprehensive support and improvement requirements during the school year.

CSI, TSI AND ATSI

ESSA requires states to identify their lowest performing schools for different levels of support. In California, lowest performing schools are identified in the following ways:

- Comprehensive Support and Improvement (CSI)
- Targeted Support and Improvement (TSI)
- Additional Targeted Support and Improvement (ATSI)

Each of these categories has different criteria, requirements and activities for supporting the schools. All of these categories of support include developing a site plan with input from school leaders, teachers and parents. The plan must include evidence based interventions based on a needs assessment. In the Elk Grove Unified School District, these requirements are fulfilled by developing a Site Local Control Accountability Plan (LCAP) on an annual basis. Schools may exit CSI, TSI, and ATSI annually if they no longer meet the criteria.

CAST (CALIFORNIA SCIENCE TESTS)

The computer-based California Science Test (CAST) measures students' understanding of the California Next Generation Science Standards (NGSS). The test is administered in grades 5 and 8 and once in high school.

CAA (CALIFORNIA ALTERNATE ASSESSMENTS)

The computer-based California Alternate Assessment (CAA) in ELA and math are administered to students with severe cognitive disabilities in grades 3-8 and 11. Test items are aligned with state standards and are based on the Core Content Connectors. The CAA for Science is administered in grades 5 and 8 and once in high school.

Pursuant to California Education Code 60615, parents may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

ELPAC (ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA)

The ELPAC is aligned with the 2012 California English Language Development Standards. It is comprised of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to identify students' English Language Proficiency level and to measure their progress in learning English. Within 30 days of enrollment in a California school, a student who speaks a primary language other than English, and has not taken the ELPAC before, and has not been classified before as an English learner will be given the Initial ELPAC Assessment, based on answers provided on the Home Language Survey. The Initial Assessment is used to identify students as either an English learner who needs support to learn English, or as proficient in English. The ELPAC is comprised of four domains: Listening, Speaking, Reading, and Writing. Parents and guardians cannot opt their child out of the ELPAC. State and federal law require that all students whose primary language is a language other than English be assessed for ELP.

Students with the most significant cognitive disabilities may be assessed using the Alternate ELPAC, provided that it has been specified in the student's IEP. The Alternate ELPAC assessments provide greater flexibility and increased access in assessing English Language Proficiency.

PFT (PHYSICAL FITNESS TEST)

This test is used to assess the physical fitness of students in grades 5, 7 and 9. It consists of tests in six fitness areas: Aerobic Capacity, Body Composition, Abdominal Strength & Endurance, Trunk Extensor Strength & Flexibility, Upper Body Strength & Endurance and Overall Flexibility. Students are scored as "within the Healthy Fitness Zone," or "Needs Improvement—Some Risk," or "Needs Improvement—Health Risk." To pass the PFT, students must have 5 of 6 fitness standards "within" the Healthy Fitness Zone.

COLLEGE ENTRANCE EXAMS

The District also supports preparation for college entrance exams. The PSAT 8/9, PSAT/NMSQT are offered several times during the year at various locations. Information and opportunities for AP exams as well as the SAT, ACT are offered several times during the year. Please call your high school counseling office for information about requirements, deadlines to register, and testing dates and locations. More information on the PSAT, SAT, and AP can be found at www.collegeboard.org.

- ACT (American College Testing)
- AP (Advanced Placement)
- PSAT (Preliminary Scholastic Aptitude Test)
- NMSQT (National Merit Scholarship Qualifying Test)
- SAT (Scholastic Aptitude Test)

2020-22 AP/ADVANCED PLACEMENT COURSES

Taking AP courses in high school could give you an advantage by letting you:

- Earn College Credit—Your AP score could earn you college credits before you even set foot on campus.
- Earn Advanced Placement—Your AP score can let you skip introductory courses in college.
- Save Money and Time—Earning credit or placement can open up time on your college schedule or even let you graduate early.
- Stand Out to Colleges—"AP" on your high school transcript shows colleges you've tackled college-level work.

More information about 2020-22 AP/Advanced Placement can be found at
<https://apstudents.collegeboard.org/what-is-ap>

AP FINANCIAL ASSISTANCE

All high schools offer a wide selection of honors and advanced placement (AP) courses. Some colleges and universities will give credit to students who have scored well on an advanced placement test.

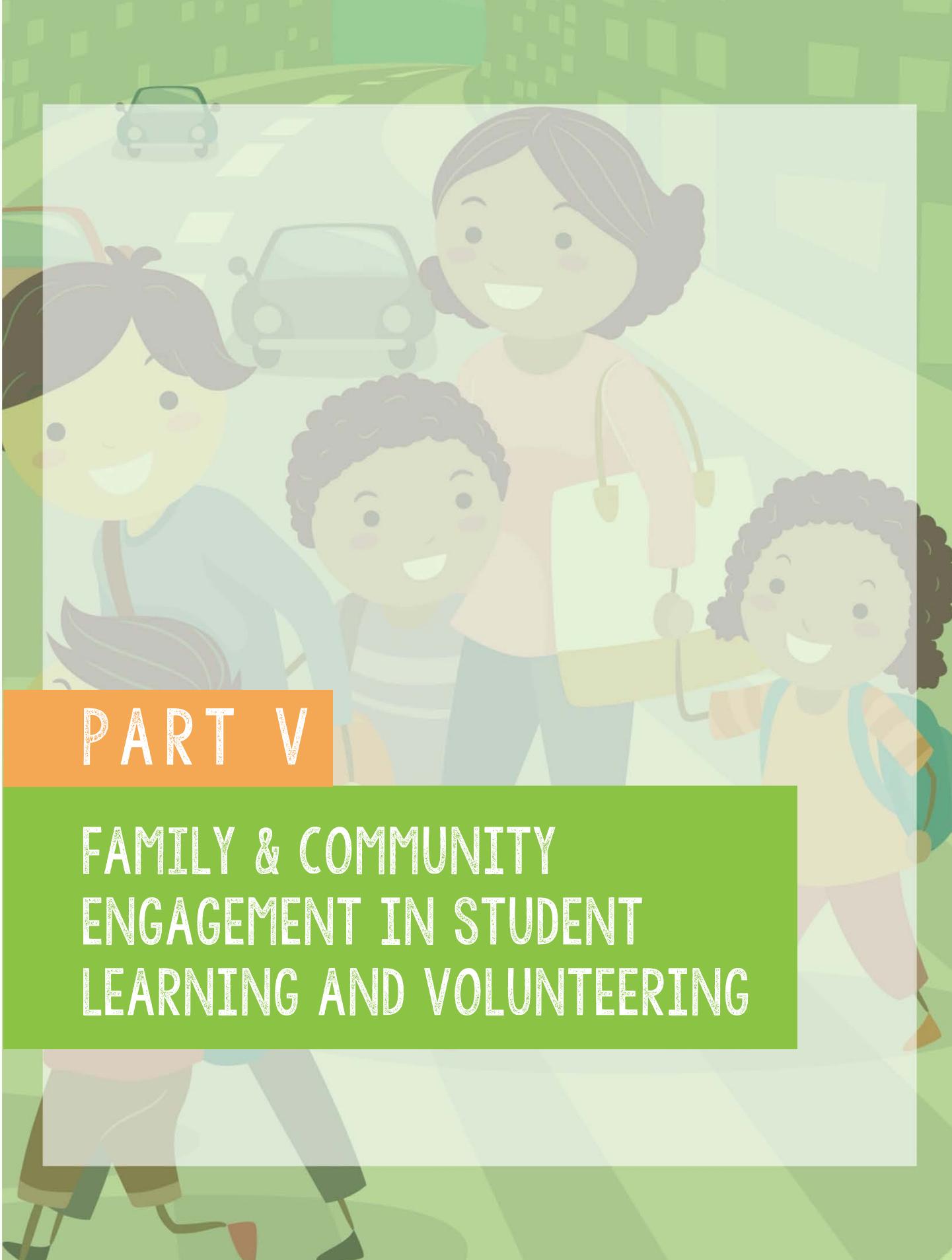
The EGUSD Student Support and Academic Enrichment Grant (ESSA: Title IV, Part A) is available to students who need assistance paying the AP exam fees [E.C. 52240, 52242]

TESTS/SURVEYS ON PERSONAL BELIEFS

Unless required by law, your child will not be given any test, questionnaire, survey, examination or marketing material containing questions about your child's or his/her parents' or guardians' personal beliefs of practices in politics, mental health, anti-social, illegal, self-incriminating or demeaning behavior, critical appraisals of others close to the family, legally confidential relationships such as ministers or doctors, income (unless to determine eligibility in a program or for receiving assistance), sex, family life, morality or religion without prior notification and written permission of the parent or guardian. Parents have the right to review any survey or educational materials related to the survey on any of the above items. The District has developed policies relating to the surveys and personal information. [E.C. 51513, 60614; PPRA, 34 C.F.R. 98; NCLB, 20 U.S.C. 1232h(b)]

STUDENT SURVEYS, TESTS AND QUESTIONNAIRES REGARDING SEXUAL ATTITUDES AND PRACTICES

The law also authorizes the District to use anonymous, voluntary and confidential research and evaluation tools to measure 7th through 12th grade students' health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions about the student's attitudes concerning or practices relating to sex. The District must notify you in writing before any such test, questionnaire, or survey is administered and provide you with an opportunity to review the materials and request in writing that your child not participate. If a school receives a written request from the parent or guardian excusing a student from this activity, the student may not be subject to disciplinary action, academic penalty or other sanction and an alternative educational activity must be made available to the student. [E.C. 51938(c) and 51939]



PART V

FAMILY & COMMUNITY ENGAGEMENT IN STUDENT LEARNING AND VOLUNTEERING

HELPING STUDENTS AND FAMILIES GROW

All students will benefit from programs and services designed to inform and involve family and community partners.

FAMILY ENGAGEMENT

The Board of Education recognizes that parents and guardians are their child's most influential teachers. Continuous family engagement in a child's education contributes greatly to achievement and a positive school environment. To maximize the potential of family engagement on campus, each school:

- Develops programs and activities that enable parents/guardians to actively participate in their child's education.
- Helps parents/guardians develop skills and home environments that

support their child's growth as responsible members of society.

- Provides parents/guardians with techniques and strategies to improve their child's academic and social emotional learning at both home and school.
- Initiates consistent and effective two-way communication between the home and school. Provides training to teachers, administrators and other school staff that fosters effective and culturally sensitive communication with the home. [B.P. 6020 (a), E.C. 11500-11506, L.C. 230.8]

TIPS FOR HELPING YOUR CHILD SUCCEED

The District encourages families to ask about their child's progress throughout the school year. Parents and guardians can ask for progress reports on how well their child is doing in school rather than waiting for one each quarter. Please contact your child's teacher or principal to get information about your student's academic performance.

There are several actions families can do to help children succeed in school:

- Spend time at school. Interact with teachers and administrators.
- Make sure your child arrives at school on time. Volunteer in the classroom or at school events.
- Attend student performances and school meetings and participate in site and advisory councils.
- Read to your student or encourage them to read independently.
- Insist that your students treat teachers, administrators, staff and other adults with respect.
- Talk to your student about obeying school rules. Ask your child about their school day.
- Ask them to tell you one thing they learned in school that day.
- Limit screen time for your child.



- Contact your child's teacher when you have a question, concern or complaint.
- Check your child's backpack on a regular basis. Carefully review your child's homework, report cards, school newsletters and other information from the school.
- Discuss upcoming tests with your child. Encourage them to do their best in school. Reinforce the importance of homework. Talk to them about turning assignments in on-time.

Good communication is essential to a student's success. Families and students are encouraged to ask questions and discuss concerns promptly. We welcome engagement at all levels of our schools and District.

ParentVUE helps parents/guardians stay informed and connected by providing day-to-day insight into their child's academic experience. Parents will need to register for a ParentVUE account using an activation code and instructions available at each school or by calling the Office of Family and Community Engagement. Instructions on how to register and update information in the system are included on the activation code handout. If you lose your activation code or need another one, please contact your child's school.

MEETINGS WITH TEACHERS OR OTHER SCHOOL STAFF

Generally, the principal, teachers, counselor and other school staff are available before and after school to provide special assistance, answer questions and help resolve concerns. It is recommended that you make appointments with school staff, when possible, especially for issues that cannot be resolved quickly. If you have questions or difficulties communicating with school staff, contact the school site's principal or administrative team.

RESOLVING CONCERN

Sometimes miscommunication or incomplete information can cause concern. Clarifying the situation with the people immediately involved creates opportunities to develop successful solutions. A team approach to resolution helps everyone.
(BP 1312.1)

To resolve questions, concerns or problems successfully, we ask families and students to:

- Meet informally with the person(s) involved. Calmly state the facts you are aware of and what you think the problem is.
- If the concern is not resolved, discuss the issue with the school principal.
- If the concern is not resolved at this level, request assistance from the appropriate or district department related to the issue, and we will work with you and the school administration to resolve concerns.



If you are still unsatisfied with attempts to resolve your concerns the division-level administrator may request that you and the supervisor, put your concerns in writing in accordance with appropriate district procedures.

Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) California's 2013-14 Budget Act included landmark legislation that greatly simplifies the state's school finance system. The changes introduce the Local Control Funding Formula (LCFF) which represents a major shift in how California funds public schools. Under LCFF, California funds school districts per student with adjustments based on grade levels and demographic characteristics.

State mandates and new accountability measures include the development of a Local Control Accountability Plan (LCAP) which requires parent and community input prior to adoption. The LCAP describes the actions, services and expenditures that support student growth. The LCAP clarifies how programs/services will be measurably improved in quantity or quality, proportionate to the increase in funding. The LCAP is a three-year plan that must be adopted by July 1 and updated each year. For more information on LCFF and LCAP visit the district's website.

GENERAL PARENT COMMUNICATION AND EMERGENCY MASS NOTIFICATIONS

In an effort to enhance our communication efforts, we would like to share a new notification app with you called School Messenger that is designed to help us stay connected to you and allows you to set your preferences on messages you receive, which helps parents access critical information on their schedule and on whatever device they choose.

School Messenger is a notification service that provides a recipient inbox where parents can access recent voice calls, text messages, email messages,

and push notifications from any device and at any time. School Messenger gives busy, on-the-go parents powerful new ways to stay connected to the school or district and for parents with children at different school sites, this app will help identify which message corresponds to the appropriate child.

To see how the preference function works, you can try InfoCenter for yourself now. Visit go.schoolmessenger.com or download the InfoCenter app from iTunes or Google Play.

OPT-IN TO RECEIVE TEXT MESSAGES

Parents can also choose to receive text messages. To do this, please contact your school's front office to request adding or making sure your preferred mobile number is noted in your child's student record. Once you have your mobile number noted in



your child's student record, in order to receive a text message generated through School Messenger, you must subscribe to texting.

Below is information on School Messenger's SMS texting service. Once your mobile number is connected with your child's student record and you have subscribed or opted-in, you will receive Info Alerts through this program when the school chooses SMS in a Broadcast Message.

How to Subscribe and Opt-In to Receive Text Messages For users in the United States, you can participate in School Messenger's service via short code 67587.

If you would like to receive messages from your school or district you must reply affirmatively with one of the opt-in key words: Send a text message to 67587 with either the words "opt in" or "subscribe".

Standard message and data rates may apply.

- For help information, text HELP to 67587.
- To opt out at any time, text STOP to 67587.

Participating carriers: AT&T, T-Mobile®, Sprint, Verizon Wireless, Alltel, Boost, U.S. Cellular™, MetroPCS and other carriers.

(The mobile carriers are not liable for delayed or undelivered messages.)
schoolmessenger.com/txt.

TALKING POINTS APPLICATION

Talking Points is a free application that allows two-way communication between the home and school. All schools have access to use Talking Points to communicate with their families. Talking Points allows families to send short messages to their teachers or principal by communicating in their home language.

PARENT EMERGENCY NOTIFICATION

In the event that an emergency takes place on a school campus, student safety is our top concern. Depending on the level of the emergency, parents will be notified by telephone call, email or a letter home. Please make certain that your child's school has your most current emergency contact information.

EMERGENCY AUTO-DIALER SYSTEM

EGUSD has an automated telephone dialing system through School Messenger for emergency situations. In the case of an emergency, the auto dialer system will call all telephone numbers listed under a student's emergency contact information as well as the student's home phone. Parents are encouraged to update telephone numbers at the school site on a regular basis. Questions about the emergency auto dialer system can be directed to the Communications Department at (916) 686-7732 or communication@egusd.net.



SYNERGY PARENTVUE PORTAL

The District utilizes Synergy, by Edupoint for its Student Information System. Synergy has a fully integrated parent portal called ParentVUE. This portal is available on the web or mobile phone app.

ParentVUE Features:

- Single sign-on—one login for each parent, which allows access to all children associated with that parent or guardian, across the District in any grade or school
- Big picture information—ability to view attendance, immunization compliance, transcripts, graduation status, and more
- Ability to modify data—emergency contacts, physician and demographic information
- Real-time grades and assessment scores—view if your children are on track academically or may need extra help
- Class website access—know what is happening in your children's classroom(s)
- Assignments—view when new assignments are posted
Customizable alerts – receive email notification for school events, attendance, discipline incidents
- Ability to stay connected with teachers—by communicating within Synergy or through email
- Web Portal and mobile app—available for use anywhere, anytime

Parents will need to register for a ParentVUE account one time only using a specialized code. Handouts with instructions are available at your school's front office. The handout will include a specialized code and instructions on how to register and update information in Synergy. If you lose your code or need another one, please contact your children's school.

For more information about Synergy, registration and ParentVUE Guides, please refer to: www.egusd.net/students-families/synergy.

CHILD CARE & CHILD DEVELOPMENT

Many elementary schools in the District contract with outside agencies to offer extended-day student care for a fee. Most agencies operate before- and after-school programs. If you are interested in learning more about how to enroll your child in these programs, please call the individual providers at the numbers listed below or the District liaison at (916) 686-7704.

LICENSED CHILD CARE AND DEVELOPMENT - BEFORE- AND AFTER-SCHOOL

- Catalyst Kids (formally Child Development, Inc.): (916) 286-7865
www.catalystkids.org

School sites: Maeola R. Beitzel, Arthur C. Butler, Raymond Case, Elitha Donner, John Ehrhardt, Elk Grove Elementary, Elliott Ranch, Ellen Feickert, Robert J. Fite, Foulks Ranch, Franklin Elementary, Isabelle Jackson, Anna Kirchgater, Robert J. McGarvey, Barbara Comstock Morse, Pleasant Grove Elementary, Prairie, Joseph Sims, Stone Lake, Mary Tsukamoto, Zehnder Ranch

- Champions Extended Learning: (916) 714-2452 or (916) 687-3493
www.discoverchampions.com

School sites: Arnold Adreani, Edna Batey, Carroll, Helen Carr Castello, Arlene Hein, Roy Herburger, James A. McKee, Marion Mix, Sunrise, Irene B. West

- YMCA: (916) 688-8660 jmoore@ymcasuperiorcal.org

School site: Cosumnes River

SUBSIDIZED CHILD CARE

Families should inquire about subsidized childcare at the on-site childcare center at their home elementary school. Subsidized slots based on income and need are available at some centers. All centers can provide information about subsidized slots available through the Sacramento County Centralized Eligibility List managed by Child Action, Inc.

EARNED INCOME TAX CREDIT INFORMATION ACT COMMUNICATION

Notice: The California Revenue and Taxation Code (RTC) Section 19853(b) requires local educational agencies (LEA) that operate the national School Lunch Program (NSLP) to annually notify households about the Earned Income Tax Credit (EITC) Information Act.

Based on your annual earnings, you may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its Web site at www.irs.gov.



You may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its Web site at www.ftb.ca.gov.

For additional information, refer to the IRS EITC web page at:

<http://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit> If you have questions regarding this subject, please contact the IRS by phone at 1-800-829-3676 or through its website at www.irs.gov. You can also contact the Franchise tax Board by phone at 1-800-852-5711 or through its website at www.ftb.ca.gov.

OTHER EXTENDED-DAY SERVICES

Some elementary school sites host fee-based before and/ or after-school services provided by a local parks and recreation district instead of or in addition to licensed child care services. For more information, call a representative at the numbers listed below.

- Before-and After-School Recreation Services Cosumnes Community Services District (CSD): (916) 405-5300
- School sites: Florence Markofer, Stone Lake
- Southgate Recreation & Parks District: (916) 391-7622
- School sites: Maeola R. Beitzel, Mary Tsukamoto
- After-School Only Recreation Services Cosumnes Community Services District (CSD): (916) 405-5300

School sites: Arthur C. Butler, John Ehrhardt, Elk Grove, Ellen Feickert, Joseph Sims

CHILD CUSTODY

Schools in the Elk Grove Unified School District follow child custody decisions made by courts. Principals cannot modify a judge's ruling regarding custody of a child. If a child custody arrangement has changed, a parent or guardian must provide the school with complete legal documents.

HOW TO VOLUNTEER

Applicants interested in volunteering should contact the school directly to obtain information regarding volunteer opportunities available. All volunteers must be cleared by the District prior to participating in school activities.

VOLUNTEER BACKGROUND CHECK

EGUSD requires that all volunteer candidates who work with students be fingerprinted as part of a criminal background check. Even volunteers that work under the direct supervision of a District employee need to be fingerprinted.

The fingerprint check is done by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Both agencies provide the District with a record of prior convictions or pending arrests or citations. The District reviews this report with specific interest in the history of offenses, pattern of offenses, time of offenses and for drug crimes, sexual crimes or serious or violent felonies. After receiving and reviewing the fingerprint reports, volunteer candidates may be authorized as volunteers, based upon the discretion of the District, and must be cleared or authorized as volunteers, prior to contact with students. This is the same background check that district employees must pass prior to being hired.

Volunteers are not charged for fingerprinting. The service is available in Room 103-A in the Robert L. Trigg Education Center, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624. For more information please call (916) 686-7795, ext. 67172 or visit the district's website.

TUBERCULOSIS CLEARANCE FOR VOLUNTEERS

California law requires that volunteers who have frequent or prolonged contact with students must have a certificate that they are clear from tuberculosis. Prior to initial volunteer assignment, a volunteer who will have contact with students shall have on file with the school a certificate from a physician licensed under the Business and Professions Code or from a registered nurse, nurse practitioner or physician's assistant indicating that a tuberculosis examination within the past sixty (60) days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive.

Continuing volunteers who test negative on tuberculin skin tests shall undergo a tuberculosis examination at least once every four (4) years. If you have any questions regarding this requirement, please contact your school's principal or vice principal.

CHILD PROTECTION RESPONSIBILITY

Volunteers are not considered “mandated reporters” under California Law, but volunteers should be aware of child abuse reporting requirements for school employees.

School Personnel must report:

- Cases of suspected infliction of physical or mental suffering on minor,
- Cases of suspected physical injuries to minors by other than accidental means
- Cases of suspected sexual molestation

School personnel are defined as teacher, administrative officer, supervisor of child welfare and attendance or certificated pupil personnel employee of any public school. All school personnel are mandated reporters for suspected child abuse. If you become aware of suspected child maltreatment, report your observations to your supervising teacher or site administrator.

YOU CAN HELP US WITH TRAFFIC

By following the school’s directions, parents and guardians can help provide a smooth flow of traffic at our schools during the morning drop-off and afternoon pickup times. Please use appropriate pickup and drop-off areas, follow the directions of school staff and follow traffic laws around school.

Vehicles that are double-parked, stopped in crosswalks or parked in restricted zones – such as those for loading and unloading school buses – create unsafe conditions for students, parents and motorists. These conditions make it difficult for children and other motorists to see each other, which can lead to accidents and injuries. It is better to wait a few seconds for a more secure drop off or pickup location than to stop where children need to dart across busy streets, or hold up traffic while picking up or dropping off students in the street.

The traffic situations you experience at your child’s school are also part of the day-to-day problem our school bus drivers deal with every day while charged with the safe travel of their riders. Please do not block the path of a school bus with your vehicle or drive alongside the bus trying to get the driver’s attention.

SAFETY TIPS TO & FROM SCHOOL

There are several precautionary safety measures parents and students can take as they go to and from school. Talk to your children about the following safety measures:

- Do not talk to strangers, even if they know your name.
- Always walk directly to and from school using the same path everyday.
- Always walk or ride your bike with a group of friends.
- Run directly to school or home if you are approached by a stranger.
- Immediately notify a school official or parent.

GUN STORAGE SAFETY REMINDER

Evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe. It has been determined that an estimated 4.6 million American children live in households with at least one loaded, unlocked firearm and that every year nearly 350 children under the age of 18 unintentionally shoot themselves or someone else. Tragically, approximately 590 children die by gun suicide each year, most often using guns belonging to a family member. In incidents of gun violence on school grounds, 79 percent of active shooters are current students or recent graduates, and 78 percent of shooters under the age of 18 obtained their guns from their own home, a relative's home, or from friends. Research shows that secure firearm storage practices are associated with up to an 85 percent reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens.

In response to the alarming facts surrounding firearms and their access by children and our students, the State Superintendent of Public Instruction has made an urgent request of school districts to inform their school communities about the laws regarding the safe storage of firearms and has made resources available regarding gun safety on the California Department of Education's Violence Prevention web page. The Board of Education also adopted Resolution No. 73, 2020-2021 declaring the importance of secure firearm storage and associated preventative measures to increase student and school safety.



AMERICANS WITH DISABILITIES ACT

The Elk Grove Unified School District is committed to achieving full compliance with the Americans with Disabilities Act (ADA) and does not:

1. Deny the benefits of District programs, services and/or activities to qualified individuals with a disability on the basis of a disability.
2. Discriminate on the basis of disability in access to or provision of programs, services, activities of the District and/ or application for employment or employment to qualified individuals with disabilities.
3. Provide separate, unequal or different programs, services or activities, unless the separate or different programs are necessary to ensure that the benefits and services are equally effective.

The District operates its programs so that, when viewed in their entirety, they are readily accessible to or usable by individuals with disabilities. We welcome those with disabilities to participate fully in the programs, services and activities offered to students, parents, guardians and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, contact the District ADA Coordinator in the Risk Management Department at (916) 686-7775 at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. If you have an observation of a possible barrier to access or a complaint about access, please contact the District's ADA Coordinator at <mailto:legalcompliance@egusd.net>. [Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132), (42 U.S.C. Section 12132, Section 35.106)]

DIRECTORY INFORMATION

DISTRICT OFFICES CONTACT INFORMATION GENERAL INFORMATION (916) 686-5085

EDUCATION CONTACTS

Adult & Community Education.....(916) 686-7717
Alternative Education(916) 686-7709
Elementary Education (PreK-6)(916) 686-7704
Preschool Program(916) 686-7595

Secondary Education (7-12)(916) 686-7706
Special Education(916) 686-7780
Summer School.....(916) 686-7738

SUPPORT SERVICES

Attendance Improvement Office.. (916) 793-2260
Boundary Hotline.....(916) 686-7755
Business Services.....(916) 686-7722
Communications.....(916) 686-7732
Curriculum/Professional Learning ... (916) 686-7757
English Learner Services.....(916) 793-2953
Educational Equity(916) 831-2041
Education Services.....(916) 686-7784
Facilities & Planning(916) 686-7711

Family & Community Engagement (916) 686-7568
Fingerprinting.....(916) 686-7795
Food & Nutrition Services(916) 686-7735
Human Resources.....(916) 686-7795
Dept. of School Improvement(916) 686-7712
Research & Evaluation(916) 686-7764
Safety and Security.....(916) 686-7765
Student Support/Health Services.... (916) 686-7568
Transportation(916) 686-7733

SCHOOL PHONE DIRECTORY

ELEMENTARY SCHOOLS

Arnold Adreani(916) 525-0630
Edna Batey(916) 714-5520
Maeola R. Beitzel.....(916) 688-8484
Arthur C. Butler(916) 681-7595
Carroll.....(916) 714-0106
Raymond Case(916) 681-8820
Helen Carr Castello.....(916) 686-1725
Cosumnes River(916) 682-2653
C.W. Dillard(916) 687-6121
Elitha Donner(916) 683-3073
John Ehrhardt(916) 684-7259
Elk Grove(916) 686-3766
Elliott Ranch.....(916) 683-3877
Ellen Feickert(916) 686-7716
Robert J. Fite(916) 689-2854

Florin(916) 383-0530
Foulks Ranch.....(916) 684-8177
Franklin(916) 684-6518
Arlene Hein(916) 714-0654
Roy Herburger(916) 681-1390
Isabelle Jackson.....(916) 689-2115
Samuel Kennedy.....(916) 383-3311
Anna Kirchgater.....(916) 689-9150
Herman Leimbach.....(916) 689-2120
Charles E. Mack(916) 422-5524
Florence Markofer(916) 686-7714
Robert J. McGarvey(916) 793-3400
James McKee(916) 686-3715
Marion Mix(916) 509-8877
Barbara Comstock Morse(916) 688-8586

ELEMENTARY SCHOOLS (CONT.)

Pleasant Grove (916) 685-9630
Prairie (916) 422-1843
David Reese (916) 422-2450
John Reith (916) 399-0110
Sierra Enterprise (916) 381-2767
Joseph Sims (916) 683-7445

Stone Lake (916) 683-4096
Sunrise (916) 985-4350
Mary Tsukamoto (916) 689-7580
Union House (916) 424-9021
Irene B. West (916) 683-4362
Zehnder Ranch (916) 793-3300

MIDDLE SCHOOLS

Katherine L. Albiani (916) 686-5210
Harriet Eddy (916) 683-1302
Edward Harris, Jr. (916) 688-0080
Samuel Jackman (916) 393-2352
Toby Johnson (916) 714-8181

Joseph Kerr (916) 686-7728
Elizabeth Pinkerton (916) 683-7680
James Rutter (916) 422-7590
T.R. Smedberg (916) 681-7525

HIGH SCHOOLS

Cosumnes Oaks (916) 683-7670
Elk Grove (916) 686-7741
Florin (916) 689-8600
Franklin (916) 714-8150
Laguna Creek (916) 683-1339

Monterey Trail (916) 688-0050
Pleasant Grove (916) 686-0230
Sheldon (916) 681-7500
Valley (916) 689-6500

ALTERNATIVE SCHOOLS

Calvine High School (916) 689-7502
William Daylor High School (916) 427-5428
Las Flores High School (916) 422-5604
Rio Cazadero High School (916) 422-3058

Adult & Community Ed (916) 686-7717
Jessie Baker School (916) 686-7703
Elk Grove Charter School (916) 714-1653
EGUSD Virtual Academy (916) 399-9890

ADDITIONAL PHONE NUMBERS

Boundary Hotline (916) 686-7755

SAFE (STUDENT AND FAMILY ENGAGEMENT) CENTERS

Prairie Elementary (916) 422-1091
Reese Elementary (916) 392-9081
Valley High School (916) 681-7577

EGUSD Safety & Security (916) 686-7765
We-Tip Hotline 1 (800) 78-CRIME

EGUSD SAFE (STUDENT AND FAMILY EMPOWERMENT) CENTERS

Using the school site as a hub for service coordination, the EGUSD SAFE Centers assist students and families to improve educational, health, and social outcomes. Using a case management approach, the centers link students and families with resources that address their needs and goals.

SAFE Center staff assist parents, students, and educators throughout the District to identify and navigate the resources available in the community and on school campuses. Center staff refer families who need assistance to an array of services, including local clothing and food closets, medical and counseling providers, and dental and vision care.

SAFE Centers collaborate with community partners to bring programs and services to District families, including: Elk Grove Optimist/Kohl's Child Spree; Smiles for Kids Dental Clinic (sponsored by the Sacramento District

Dental Society); Early Smiles and Carrington College dental hygiene programs (dental hygiene education and screenings); Vision to Learn vision care program (vision exams and glasses); holiday 'Celebrate the Season' programs; Sacramento Covered Health Navigators (connection to health insurance); and Sacramento County Department of Human Assistance (consultation with Human Services Specialists).

SAFE Centers coordinate the District's Homeless Education Program and Project A.C.T. The programs serve students and families experiencing homelessness. Students have eligibility rights based on federal and state laws governing the education of homeless children and youth. For more information, see the Homeless Education Program section in this handbook.