



**ANNUAL PARENT AND STUDENT
RIGHTS NOTIFICATION
AND
STANDARDS OF BEHAVIOR
2021-2022**

**TO LEARN MORE ABOUT OUR SCHOOLS AND PROGRAMS PLEASE VISIT
SCUSD.EDU**

KEEPING EACH OTHER HEALTHY DURING COVID-19

The guidelines below will reduce the risk of spreading illness at school. Guidelines may change over time.



Health Screening

Every Day Before School: Check your child's temperature at home every morning and look for signs of illness. Symptoms include:



Stay Home If:

- Your child has any of the above symptoms, or has been diagnosed with COVID-19 within the last 10 days.
- Your child has been told to isolate or quarantine by your doctor or the health department.
- Your child had recent close contact with someone with COVID-19 (other than school contact) - within 6 feet of an infected person for at least 15 minutes within the last 10 days.

Report your child's absence and symptoms to the school each day.



Face Coverings at School

Children should come to school with a freshly washed or clean face covering. Face coverings will be available at school if needed.

Get Vaccinated - find the nearest vaccine availability here at the [CA My Turn website](#)

Get Tested - register & consent for testing [here](#)



Wash Hands

Students should wash hands before leaving home and upon returning home. All students will wash hands often and/or use hand sanitizer at school.



Follow Cough/Sneeze Hygiene

Teach children to sneeze into a tissue or elbow. Throw tissue away in a waste container. Wash hands with soap and water or use hand sanitizer after sneezing. Do not touch face.

Welcome to the 2021-2022 School Year



Dear SCUSD Students and Families:

It is my honor and privilege as the Superintendent of the Sacramento City Unified School District to welcome you to the 2021-2022 school year.

As we begin this unique and challenging year, I want to assure you that the health and safety of students, staff, and community are our highest priority.

Despite these trying times, the Sacramento City Unified School District is working harder than ever to ensure our students receive a high-quality education. Our commitment to you is that we will utilize the vast experience of our talented teachers and staff to meet the needs of your student(s) so that they graduate from our district with the greatest number of postsecondary choices from the widest array of options.

Families are our most important partners. That is why I ask you to please join us to instill in each and every student a lifelong passion for learning. You can help by making sure your student participates in school every day, by meeting with and communicating with your students' teacher, by following health and safety protocols, and by sharing with us how our district can better serve you.

Thank you for entrusting our district to provide your student with a quality education. I look forward to seeing you at our schools and making sure our team of dedicated and experienced educators provides your student with the highest level of service.

Sincerely,

Jorge A. Aguilar
Superintendent
Sacramento City Unified School District

Sacramento City Unified School District

Board of Education

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NONDISCRIMINATION POLICY

The Sacramento City Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender expression, gender identity, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer and Title IX Coordinator: Stephan Brown – 5735 47th Avenue, Sacramento CA, 95824; 916-643-9425; stephan-brown@scusd.edu



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DISTRICT ADMINISTRATIVE OFFICES

Child Development Department	916-643-7800
Enrollment Center.....	916-643-2400
Foster Youth Services	916-643-9409
GATE	916-643-2348
Homeless Services Office.....	916-277-6892
Library Services	916-643-7447
Multilingual Literacy	916-643-9446
Matriculation and Orientation Center....	916-643-2374
Nutrition Services	916-643-6715
Open Enrollment.....	916-643-9075
Parent Resource Center.....	916-643-7897
Special Education	916-643-9174
State and Federal Programs	916-643-9051
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• Transcripts	
• Title IX Compliance Officer	
• Constituent Services	
Student Support & Health Services	916-643-9144
Superintendent's Office.....	916-643-9000
Transportation.....	916-277-6475
Youth Development Support Services ...	916-643-9262

STUDENT SUPPORT AND HEALTH SERVICES

Student Support and Health Services offers a wide range of social, emotional, and health resources for our students and families.

HEALTH SERVICES

Health Services staff engage students, families and the community with programs and services that support physical, mental, and social health in order to succeed in school and life. For further information, please contact the Health Services Office at 916-643-9412.

COVID-19 RETURN TO HEALTH PLAN

Health Services staff continue to work closely with the California Department of Public Health and Sacramento County Public Health to ensure our SCUSD Return to Health plan is in alignment with current mandates and recommendations. SCUSD remains committed to ensuring our students may attend school, while doing all we can to stop the spread of COVID-19. To read the most current guidance, visit our website: <https://returntogether.scusd.edu/return-health>

STUDENT IMMUNIZATIONS

Children must be immunized against certain diseases before being admitted to school unless a medical exemption has been provided by a medical doctor. The school district may offer immunizations to prevent communicable disease to students with parent or guardian consent. (Education Code § 49403, § 48216) Please visit the SCUSD Health Services webpage at www.scusd.edu/health-services for further information or call Health Services Office at 916-643-9412.

CONFIDENTIAL MEDICAL SERVICES

Students may be excused from school for the purpose of obtaining confidential medical services (sexual health, mental health, and drug and alcohol counseling) without the consent of the student's parent or guardian. (Education Code § 46010.1)

PHYSICAL EXAMINATION

A child may be excluded from physical examination whenever the parent/guardian files a written statement with the school that they will not consent to a physical examination of their child. When a child has written exclusion and there is a good reason to believe the child is suffering from a recognized contagious or infectious disease, the child will be excluded from school attendance. (Education Code § 49451)

A child's vision and hearing will be screened by a credentialed school nurse during kindergarten, upon first entry into a California school, and in grades 2, 5, and 8, unless parents/guardians present a certificate from their physician verifying prior testing or a letter declining the screening.

The district may perform additional screenings, which may include, physical assessments, screenings, and examinations as

determined by a healthcare professional. (Education Code § 49452, § 49452.5)

FIRST GRADE HEALTH EXAMINATION

State law requires that for each child enrolled in the first grade, the parent or guardian must present within 90 days after entrance, a certified letter signed by a physician (Report of Health Examination for School Entry), verifying that the child has received a physical examination within the last 18 months. A parent or guardian may file a written objection or waiver stating the reasons why he or she was unable to obtain such services. (Health and Safety Code § 124085, § 124105)

ORAL HEALTH ASSESSMENT

A record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the student's first school year.

If a school or school district hosts a free oral health assessment event at which dental health professionals conduct the assessments, a student's oral health will be assessed unless the parent or legal guardian has opted out in writing. (Education Code § 49452.8)

EMERGENCY TREATMENT FOR ANAPHYLAXIS

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex, or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse, and dizziness. It is estimated that approximately 25% of anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to Education Code § 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history. (Education Code § 49414)

STUDENT MEDICATION AT SCHOOL

It is the responsibility of the parent/guardian to provide medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instruction from the physician or surgeon and a written statement by the parents/guardians indicating

their desire to have the school assist in administering the physician's instructions. (Education Code § 49480)

Any student who carries and self-administers prescription auto-injectable epinephrine and/or inhaled asthma medication must submit a written statement of instruction from the physician that includes confirmation that the student is able to self-administer the medication and a written statement by the parent or guardian that (1) consents to the self-administration; (2) provides a release for the school nurse or other designated school personnel to consult with the physician regarding any questions that may arise regarding the medication; and (3) releases the school district and school personnel from liability if the student suffers an adverse reaction as a result of self-administering the medication. The written statements required for any medication at school shall be provided at least annually and more frequently if the medication, dosage, frequency or reason for administration changes. (Education Code § 48980 § 49423, § 49423.1)

MEDICATIONS GIVEN AT HOME

A parent or guardian is required to inform the school if a student is on a continuing medication regimen to a non-episodic condition. With a parent's or guardian's consent, a designated employee may communicate with the physician with regard to 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 over-dosage. (Education Code § 49480)

TYPE 2 DIABETES INFORMATION

Type 2 diabetes is the most common form of diabetes in adults. Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy. It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease. Pursuant to California Education Code § 49452.7, type 2 diabetes information is provided to parents and guardians of incoming seventh grade students each year. To learn more about type 2 diabetes, visit www.scusd.edu/health-services.

HOME AND HOSPITAL INSTRUCTION – TEMPORARY DISABILITY

Parents/guardians have the right to have their child receive individual instruction if attendance at school is impossible or inadvisable due to a temporary disability. Parents must inform the district if their child is hospitalized or unable to attend school. Individual instruction may be provided at the child's home, in a hospital, or other residential health facility. If the hospital or facility is located in another school district, that district will provide individual instruction. (Education Code § 48206.3 et seq and § 48208)

MEDICAID REIMBURSEMENT FOR HEALTH SERVICES

The Medicaid Program allows SCUSD to be reimbursed for health services provided at school to Medi-Cal eligible

students. These services include hearing and vision screenings and health assessments. (WIC § 14132.06)

To receive the Medicaid programs federal dollars, the school district must make an attempt to gather student insurance information and authorization to bill for these health services through private health insurance companies as well as Medi-Cal. If families carry private insurance for their student (other than Medi-Cal) **they must provide this information on the last page of this notification.**

School health services currently provided to all students will not be changed by responses to this questionnaire (back page). School health services will be available to students attending school and parents will never be billed for these services. For further information regarding this policy, parents may call their student's school of attendance.

WELLNESS POLICY

Student Wellness Board Policy 5030 was revised to comply with new federal and state regulations that restrict the sale of food to students on campuses during the school day to items that meet nutritional guidelines. For preK-8th grade schools, regulations are effective from midnight to a half hour after the school day or expanded learning (whichever is later). For high schools, regulations are effective from midnight to a half hour after the school day. SCUSD employees, parent organizations, and outside organizations will not use any food or beverage as a reward, incentive, or punishment for academic performance or good behavior. To learn more visit www.scusd.edu/district-wellness-committee.

CONNECT CENTER

The Connect Center is a centralized student support center that serves as a "gateway" to critical support services for students and families. This central hub is designed to increase coordination of services by providing a point of access to address the social, emotional, and health needs of all students.

Services provided include:

- Information and referral
- Case management/service coordination
- Individual and family counseling referrals
- Crisis assessment/crisis response

The Connect Center is located at 5601 47th Avenue. For further information, please contact Daniel Cisneros at 916-643-2354 (office) or 916-826-4174 (cell) or visit www.scusd.edu/overview/connect-center.

LGBTQ SUPPORT SERVICES

LGBTQ Support Services program, located at the Connect Center, offers information and support for lesbian, gay, bisexual, transgender, and questioning students and their families. For further information, please call 916-643-7997 or visit www.scusd.edu/lgbtq-support-services.

HEALTH INSURANCE ENROLLMENT

SCUSD is committed to ensuring that all students have access to affordable health care. For further information, please contact 916-643-2360 or visit www.scusd.edu/health-access-and-advocacy.

The following health insurance enrollment occurs on-site at the Connect Center on a weekly basis:

- Prescreening to determine eligibility
- Health insurance outreach and enrollment
- Health navigation support
- Spanish assistance: 916-643-2351

HOMELESS SERVICES

The Parker Family Resource Center & Homeless Services program supports the enrollment, attendance, and achievement of homeless students to ensure they receive equal access to educational opportunities. Per the McKinney-Vento Homeless Assistance Act, Subtitle B of Title VII, Education for Homeless Children and Youths (U.S.C § 11431 et seq.), homeless students lack a fixed, regular, and adequate night-time residence. They have the right to remain in their school of origin or be immediately enrolled in their school of residence (per their best interest), as well as other rights and protections. To receive more information and to sign a student up for homeless student rights and protections, contact the district's Homeless Program Coordinator, Monica McRho, at 916-277-6892 (office) or 916-295-7292 (cell), or visit www.scusd.edu/homeless-services.

STUDENT SUPPORT CENTERS

Student Support Centers (SSCs) provide a spectrum of integrated supports that span the areas of youth development, family services, academic enrichment, physical health, and mental health. Student Support staff provide supports and services to remove barriers to learning and promote student academic achievement and overall well-being. The following is a list of current SSCs, and in the 2021-2022 school year, SCUSD will be expanding SSCs to additional schools. Visit Student Support Centers for additional information.

SCHOOL	CONTACT	SITE PHONE	DISTRICT CELL
Abraham Lincoln ES 3324 Glenmoor Dr. 95827	Julie Kauffman	(916)395-4500 Ext 201896	(916)826-3857
Albert Einstein MS 9325 Mirandy Dr. 95826	Adriana Rodriguez	(916)395-5310	(916)826-2822
American Legion HS 3801 Broadway, 95817	Michael White	(916)277-6600	(916)826-2541
Bowling Green Chacon ES 4211 Turnbridge Dr. 95823	Prescilla Medrano	(916)433-7321	(916)826-3521
Bowling Green McCoy ES 4211 Turnbridge Dr. 95823	Prescilla Medrano	(916)433-5426	(916)826-3521
Bret Harte ES 2751 9th Ave. 95818	Liz Sterba	(916)277-7070	(916)826-3050
C.K. McClatchy HS 3066 Freeport Blvd. 95818	Aaron Perry	(916)395-5050 Ext 503428	(916)826-3581
Caroline Wenzel ES 6870 Greenhaven Dr. 95828	Pam Cajucom	(916)433-5280	(916)826-4115

Cesar E. Chavez 7500 32nd St. 95822	Erin Ryan	(916)395-4530	(916)826-2980
Earl Warren ES 5420 Lowell St. 95820	Evelyn Tisdell-Koroma	(916)395-4545	(916)826-3420
Edward Kemble ES 7495 29th St. 95824	Evelyn Tisdell-Koroma	(916)395-4276	(916)826-3420
Ethel I. Baker ES 5717 Laurine Way, 95824	Julie Kauffman	(916)395-4560	(916)826-3857
Ethel Phillips ES 2930 21st Ave. 95820	Liz Sterba	(916)395-4565 Ext. 214118	(916)826-3050
H.W. Harkness ES 2147 54th Ave. 95822	Mishae Parker	(916)433-5042	(916)826-3523
Fr. Keith B. Kenny ES 3525 MLK Jr. Blvd. 95817	Danielle Martin	(916)395-4570	(916)826-3513
Hiram Johnson HS 6879 14th Ave. 95820	Mary Struhs	(916)395-5070 Ext 505712	(916)826-3223
Isador Cohen ES 9025 Salmon Falls Dr. 95826	Erin Ryan	(916)228-5727	(916)826-2980
John Bidwell ES 1730 65th Ave. 95822	Pam Cajucom	(916)433-5285	(916)826-4115
John Sloat ES 7525 Candlewood Way, 95822	Pam Cajucom	(916)433-5051	(916)826-4115
John Still K-8 2118 Meadowview Dr. 95832	Josephine Jones-Pugh	(916)433-2925	(916)826-3823
Leataata Floyd ES 401 McClatchy Way, 95818	Rachel Webb	(916)264-4175	(916)826-2514
Oak Ridge ES 4501 MLK Jr. Blvd. 95820	Ashley Clark	(916)395-4668 Ext. 236230	(916)826-4185
Pacific ES 6201 41st St. 95824	Nailah Kokayi	(916)433-2803	(916)826-3862
Parkway ES 4720 Forest Pkwy. 95823	Jamie Gomez	(916)433-5082 Ext. 239113	(916)826-3615
Rosa Parks K-8 2250 68th Ave. 95822	Amaya Weiss	(916)433-5369	(916)826-2517
Sam Brannan MS 5301 Elmer Way	Marcella Rodriguez	(916)395-5360	(916)826-2928
S.B. Anthony ES 7864 Detroit Blvd. 95826	Christina Borgman	(916)433-5353	(916)826-3932
Will C. Wood MS 6201 Lemon Hill Ave. 95824	Mary Struhs	(916)395-5383	(916)826-3223
Woodbine ES 2500 52nd Ave. 95822	Emily Herr	(916)433-5358	(916)826-3734

SUICIDE PREVENTION

Suicide rates are increasing, and suicide is the second leading cause of death for youth ages 10-14 (CDC, 2017). SCUSD takes concerns about our students seriously and has standardized procedures to follow for supporting students who express thoughts of self-harm.

The best way to prevent suicide is to talk about it directly. We encourage caregivers to start this conversation with their students early and be aware of potential warning signs:

- Talking about wanting to die (including social media posts)
- Feeling hopeless, worried, sad, angry or agitated
- Displaying changes in mood, behavior, sleeping, or eating habits.
- Being withdrawn or isolating from friends and family
- Giving away valued items to others such as clothes, mementos, toys, etc.

How to help your student:

- Take any expression of suicide seriously, no matter how minor it may seem including verbal statements, artistic expression, social media postings, etc.
- Listen to your child with empathy and provide emotional support.
- Don't keep suicide a secret. Talk about these feelings and express to your child the importance of seeking help. (www.suicideispreventable.org)

We are here to help and provide families with resources. For concerns or questions, parents can contact their student's school or the Connect Center at 916-643-2354. To learn more about free trainings please call Jacqueline Rodriguez, LCSW, at 916-752-3353 or visit www.scusd.edu/mental-health-crisis-response-and-suicide-prevention.

Support is also available 24/7 by contacting:

- Crisis Text Line: Text "HOME" to 741-741
- Suicide Prevention Lifeline: 1-800-273-8255 (TALK)
- The Source Sacramento: Call/Text 1-916-787-7678 (Support for youth/caregivers 24/7)

ANNUAL NOTIFICATION FORM

The Healthy Schools Act requires all California school districts to notify parents and guardians of pesticides they expect to apply during the year. We expect to use the following pesticides in your school this year:

Name of Pesticide (Common Name)	Active Ingredient(s)
Ace-jet EPA# 74578-2	Acephate
Advance Dual Choice Bait EPA# 499-496	Abamectin
Advion Ant Gel EPA# 100-1498	Indoxacarb
Advion Cockroach Gel. EPA# 100-1484	Indoxacarb
Alpine Cockroach Gel Bait 1 EPA# 499-507	Dinotefuran
Alpine Cockroach Gel Bait 2 EPA# 499-507	Dinotefuran
Alpine WSG EPA# 499-561	Dinotefuran
Avert EPA# 499-294	Abamectin
BorActin EPA# 73079-4.	Orthoboric Acid
CB-80 Extra EPA# 9444-175	Pyrethrins, Piperonyl Butoxide
Cheetah Pro EPA# 228-743	Glufosinate-ammonium
Demand CS EPA# 100-1066	Lamba-cyhalothrin
Ditrac Blox EPA# 12455-80	Diphacinone
Ditrac Ground Squirrel EPA# 12455-145	Diphacinone
ECO PCO ACU EPA# 89459-59	2-Phenethyl Propionate (Exempt per Section 17610.5)
Essentria IC3 EPA# FIFRA 25(b)	Peppermint oil, Geraniol, Rosemary oil, Wintergreen oil
Essentria Wasp & Hornet EPA# FIFRA 25(b)	Peppermint oil
Essentria G EPA# FIFRA 25(b)	Thyme Oil, Eugenol
Fastrac All-weather Blox EPA# 12455-95	Bromethalin
Gentrol IGR EPA# 2724-351	Hydroprene
IMA-jet EPA# 74578-1	Imidacloprid
Max Force FC EPA# 432-1259	Fipronil
Maxforce Quantum EPA# 432-1506	Imidacloprid
Mosquito Bits EPA# 6218-73	Bacillus Thuringiensis

Name of Pesticide (Common Name)	Active Ingredient(s)
Nyguard Plus EPA# 1021-2580	d-Phenothrin,n-Octyl bicycloheptene, Pyriproxyfen
Pentra-Bark EPA# 83416	Alkylphenol ethoxylate, polyether copolymer, propyleneglycol
Precor 2000 Plus EPA#2724-490	S Methoprene, Permethrin, Phenothrin
PT Wasp-Free II EPA# 499-550	Parallethrin
Safari 20 SG EPA# 86203-11-59639	Dinotefuran
Sluggo EPA# 64402-3-34704	Iron Phosphate
Speedzone Southern 2217-835	2,4-D, 2-ethylhexyl ester, Mecoprop-p acid, Dicamba acid, Carfentrazone-ethyl
Suspend Polyzone EPA# 432-1514	Deltamethrin
Termidor Foam EPA# 499-563	Fipronil
Termidor SC EPA# 769-210	Fipronil

You can find more information regarding these pesticides and pesticide-use reduction at the Department of Pesticide Regulation's website at www.cdpr.ca.gov.

You may view a copy of the district's integrated pest management plan in the school site office, or online at: www.scusd.edu/post/integrated-pest-management

If you have any questions, please contact:
Office of Risk & Disability Management 916-643-9421 or email RiskM@scusd.edu

On the last page of this book, parents may request prior notice of individual pesticide applications at the school. If parents wish to be notified every time a pesticide is going to be applied, they complete the form on the last page and return it. (Education Code §§ 48980.3 and 17612)

ASBESTOS MANAGEMENT

An updated management plan for asbestos-containing material in school buildings is available at the district office. (40 C.F.R.763.93)

ENROLLMENT

Each child has the right to a free public education regardless of immigration status or religious beliefs.

ENROLLMENT CENTER

Families are required to go to the Enrollment Center, which is a one-stop resource, to complete the registration and enrollment process. Families are able to enroll students, submit transfer and open enrollment applications, have questions answered, receive pre-testing services, and benefit from the on-site immunization clinic.

The Enrollment Center ensures fairness and equity in the treatment of families and allows central monitoring of enrollment and intra- and inter-district permits. It also provides an opportunity to consolidate services and create a more efficient enrollment process, as Enrollment Center staff is highly trained and knowledgeable in all processes and procedures.

Online Registration link:
<https://www.scusd.edu/enrollment-center-k-12>

Enrollment Center Hours

In-person front desk support:

Monday through Thursday 8:00 a.m. - 3:30 p.m.
(Closed 11:30 - 12:00 for lunch)

Friday 8:00 a.m. - 11:00 a.m.

Self-Service Lobby:

Monday through Friday 8:00 a.m. - 5:00 p.m.

Closed All School Holidays

MATRICULATION AND ORIENTATION CENTER (MOC)

The Matriculation and Orientation Center is a centralized District location working in conjunction with the Enrollment Center for registration of students who speak a language other than English. The MOC provides assessors/translators who also perform numerous language-related services linking parents to district programs. Languages served are Spanish, Hmong, Chinese, Russian and Vietnamese.

The MOC is open Monday through Friday from 8:00 a.m. to 4:30 p.m. (closed 11:30 a.m. to 12:00 p.m. for lunch.) To book an appointment call 916-643-2162.

The Enrollment Center and the MOC are located next to the Serna Center at 5601 47th Avenue, Sacramento, CA 95824. For more information, contact the Enrollment Center or MOC at 916-643-2400 or visit www.scusd.edu/enrollmentcenter.

PROOF OF IDENTITY/RESIDENCE

For safety and security of all children, only biological parents or legal guardians may enroll a child into the school district. The person enrolling any child will be required to present the following documentation for proof of identity and residential address:

1. Photo Identification – State-issued I.D. or other photo I.D. (work badge, passport, Student I.D., Costco card)
2. Address Verification – Name on I.D. must match name on a bill issued within 30 days. Bring one (1) or other options listed under Ed. Code 48204.1: (a) utility service contract, statement or payment receipts; (b) declaration of residency executed by the parent/guardian; (c) property tax payment receipts; (d) rental property contract, lease, or payment receipts; (e) voter registration; (f) correspondence from a government agency; (g) pay stubs
3. Immunization record for each child
4. Proof of Birth – local registrar or county-issued birth certificate, duly-attested baptism certificate, or a passport; when none of the foregoing is obtainable, the parent/guardian may provide any other appropriate means of proving the age of the child. (Education Code § 48002)

HOMELESS STUDENT ENROLLMENT

Homeless students have the right to remain in their school of

origin or be immediately enrolled in their school of residence (per their best interest), even if missing the documents normally required for enrollment. They have other rights and protections as well. To receive more information and to sign a student up for homeless rights and services, contact the district's Homeless Program Coordinator, Monica McRho, at 916-277-6892 (office) or 916-295-7292 (cell), or visit www.scusd.edu/homeless-services.

EMANCIPATION

An emancipated minor is a pupil whose residence is located within the boundaries of that school district and whose parent or legal guardian is relieved of responsibility, control, and authority through emancipation. [Education Code § 48204 (B4)]

EMPLOYMENT IN THE DISTRICT

Under certain circumstances, the district may have the right to deny the application of parents to enroll a child in the district in which they are employed if they are not residents of the district. [Education Code § 48201 (b)]

CAREGIVER

A pupil may reside in the home of a caregiving adult that is located within the boundaries of the school district.

Execution of an affidavit under penalty of perjury pursuant to Part 1.5 of Division 11 of the Family Code by the caregiving adult is a sufficient basis for a determination that the pupil lives in the caregiver's home, unless the school district determines from actual facts that the pupil is not living in the caregiver's home. [Education Code § 48204 (a)(5)]

CAREGIVER AFFIDAVIT

Upon enrollment, the caregiving adult shall execute, under penalty of perjury, the affidavit specified in Family Code H6552.H Parents/guardians of students living with a caregiver or in foster care shall receive all parental notifications required by law. They shall be contacted for all major educational decisions concerning enrollment, discipline and final grades. If the caregiver or the parent/guardian fails to cooperate with the school district's efforts to determine facts and ascertain the parent/guardian's whereabouts, the affidavit may be denied. Additional information can be obtained by calling the Enrollment Center at 916-643-2400.

FOSTER CARE

This determination is for pupils who are placed within the boundaries of the school district in a regularly established licensed children's institution, a licensed foster home, or a court ordered placement. [Education Code § 48204 (a)(1)(A)] Per AB 490, foster youth have the right to remain in their school of origin when they enter foster care or move (if in their best interest) and be immediately enrolled in a new school even without health/education records. (Education Code § 48850-4855.5) To receive more information about foster youth services and services, contact the district's FYS Coordinator, Aliya Holmes, at 916-643-7991 (office) or 916-752-3579 (cell), or visit www.scusd.edu/foster-youth-services

SPECIFIC SCHOOL REQUEST

Parents or guardians have the right to request a specific school and to receive a response from the school district. Such a request does not obligate the district to grant the request. [Education Code § 51101 (a)(6)]

NOTICE OF ALTERNATIVE SCHOOLS

California state law authorizes all school districts to provide alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy;
- Recognize that the best learning takes place when students learn because of their desire to learn;
- Maintain a learning situation maximizing student self-motivation and encouraging students in their own time to follow their own interests. These interests may be conceived by them totally and independently or may result in whole or in part from a presentation by their teachers' choices of learning projects;
- Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process;
- Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for their information. This law particularly authorizes interested persons to request the Governing Board of the district to establish alternative school programs in each district.

Further, a copy shall be posted in at least two places normally visible to pupils, teachers and visiting parents in each attendance unit for the entire month of March each year. (Education Code § 58501)

INTER-DISTRICT AGREEMENT

An inter-district attendance agreement is established between the Sacramento City Unified School District and surrounding school districts. A pupil may attend a school in a district other than the pupil's district of residence. For more information, contact the Enrollment Center at 916-643-2400. For a more complete description of the inter-district permit statute, please review. (Education Code § 46600)

INTRA-DISTRICT POLICY

An intra-district attendance policy is established between the

student's school of residence and other schools within the Sacramento City Unified School District. Contact the student's school of residence or the Enrollment Center for an application. [Education Code § 35160.5 (b)]

ATTENDANCE

STUDENT ATTENDANCE & ENGAGEMENT OFFICE: CARE TEAM

The SCUSD district staff responsible for student attendance and engagement is known as the CARE team. CARE stands for connect, ask, relate, and engage. This new collaboration, formerly known as Be HERE, uses the multi-tiered system of supports (MTSS) framework to support schools and educate students, families, and the SCUSD community on the negative impacts of chronic absenteeism and the importance of positive school engagement in long term student success.

Vision Statement: Authentic relationships with students, families, and the community are at the core of our work to reduce chronic absenteeism, increase student engagement, and ensure academic success for ALL students, especially our most vulnerable.

IMPORTANCE OF SCHOOL ATTENDANCE

California law requires that children between the ages of 6 and 18 attend school every day. While the law does not currently apply to children below the age of six, research shows that early education (pre-school and kindergarten) are essential for future academic success. This is even more important as students work to get caught up after COVID. It is the parent/caregiver's responsibility to ensure that their child gets to school every day. For support in keeping your child in school, or if you have any questions about District Attendance Policy, please contact the Student Attendance & Engagement Team at 916-643-2121 or visit: www.care.scusd.edu

Tips for Parents/Caregivers: Getting to School on Time:

- Make sure your child goes to bed early and gets a good night's sleep.
- Develop a morning routine (get dressed, eat breakfast, brush teeth) and stick with it.
- Talk with your child about the importance of attending school every day for academic success.
- Arrange a time every night without interruptions for your child to do homework.

Regular attendance is key to academic success!

National and local research has shown that students with frequent absences, whether excused or unexcused, have lower reading levels, lower grades, and higher drop-out rates than students who attend school regularly. All SCUSD students have a goal of attending 96% of the school year, which means missing only 7 days!

The Governing Board believes that regular attendance plays an important role in student achievement. The Board will work with parents/guardians and students to ensure their compliance

with all state attendance laws and may, as a last resort, use tier III interventions, including appropriate legal means, to help correct problems of chronic absence and/or truancy. Students are determined to be chronically absent when they miss 10% or more of enrolled school days, which is only 2 days per month, for any reason including excused absences, unexcused absences, or suspensions. [Education Code § 60901(c)(1)]

ATTENDANCE NOTIFICATIONS

Families will receive official notification of excessive absences, chronic absenteeism (including both excused and unexcused absences) and truancy notifications. (SCUSD AR 5113) In addition, they will receive absence reports and other notices to ensure that attendance data is available to families regularly.

WHAT TO DO WHEN A STUDENT MUST BE ABSENT / VERIFYING ABSENCES

If a student needs to remain at home, the parent/guardian must do one of the following:

1. Call, speak to staff in person, or email the Attendance staff at the school, and identify themselves as the parent/guardian of the student.
2. Write a note explaining the reason for the absence and send it with the student when they return to school.
3. Submit/report an absence form from the school's website.

All of the methods above must include the following information and be documented in Infinite Campus:

- Name of student
- Name of parent/guardian
- Name of verifying employee
- Date(s) of absence
- Reason for absence

Other verification methods include but are not limited to:

- A visit to the student's home by SCUSD employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated.
- Physician's verification including the above information.

When a student has had 10 absences in the school year for illness verified by parent or guardian, any further absences for illness must be verified by a physician.

Notes seeking to have an absence excused should be submitted to the school within 72 hours (3 days) of the absence. If the parent/guardian does not do one of the above, the student will receive an Unexcused Absence.

EXCUSED ABSENCES (AR 5113)

A student's absence shall be excused for the following reasons indicated in Education Code § 48205:

- Personal illness
- Quarantine under the direction of a county or city health officer

- Medical, dental, optometric, or chiropractic appointments (parents must provide doctor's note or appointment slip)
- Attendance at funeral services for a member of the immediate family, which is defined as the mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household (Education Code § 45194, § 48205)
- Jury duty in the manner approved by law
- Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- Participation in religious instruction or exercises in accordance with district policy as indicated in Education Code § 46014
 - In such instances, the student shall attend at least the minimum school day.
 - The student shall be excused for this purpose on no more than four school days per month.
- For the purpose of serving as a member of a precinct board for an election pursuant to Elections Code § 12302 (Education Code § 48205)
- 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 for the above reason shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen. A pupil absent from school under Education Code § 48205 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 the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
- In addition, a student's absence shall be excused for justifiable personal reasons. Advance written request by the parent/guardian and approval of the principal or designee at the site shall be required for absences.
- Appearance in court
- Attendance at funeral services
- Observation of a holiday or ceremony of his/her religion.
- Attendance at religious retreats for no more than four hours during a semester
- Employment interview or conference

Lastly, if a student is the custodial parent of a child, his/her absence shall be excused when the child is ill or has a medical appointment during school hours.

MAKE-UP WORK

A student who is absent from school for an excused reason shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to the tests and assignments that the student missed during the absence. Students whose absences are excused are given an opportunity to make up missed assignments. After any excused absence, it is the student's responsibility to make the initial contact with their teacher(s) to determine make-up assignments and schedule times for taking any tests missed. Students absent one week or less will be allowed double the amount of time they are absent in which to make up missed work. For excused absences longer than one week, the time allowed will be one week plus the number of days absent. Students are expected to fulfill long-term assignments as originally scheduled. Teachers should consider Restorative Practice themes for students who miss class time because of suspension. On a case-by-case basis the site administrator may develop an appropriate plan based on the legitimate needs of an individual student.

UNEXCUSED ABSENCES

An unexcused absence is defined as missing a full day of school or being tardy or absent for 30 minutes or more without a valid excuse. It should be noted that being tardy in any amount of minutes beyond the bell is unacceptable and may result in loss of some school privileges or eligibility for attendance incentive recognitions.

Unexcused absences include:

- Missing class or school without an excused or approved reason, whether the absence is student or parent/guardian/caregiver-initiated (e.g., for childcare or household shopping)
- Absences for which advance approval is necessary and was not obtained before the absence

TRUANCY

When a student has three unexcused absences, or absences/tardies over 30 minutes, SCUSD sends the parent/guardian a letter informing them that the student has been classified as a truant.

Definitions of Truancy:

Legal Truant: A student who has three full-day unexcused absences in a school year, or three unexcused tardies or absences of 30 minutes or more in a school year, or any combination thereof. Patterns of habitual tardiness (more than 10 days) may, in combination with other unexcused absences, form the basis for a referral to the School Attendance Review Board (SARB).

Habitual Truant: A student who has been reported as truant on three or more occasions in the same school year, provided that the District has made a conscientious effort to hold at least one conference with the parent/guardian and student after filing the truancy reports described in the Truancy Report section.

Chronic Truant: A student who has been absent from school without a valid excuse for 10% or more of the school days in one school year, from the date of enrollment to the current date.

Truancy Reports:

- The parent/guardian of a student classified as truant shall be notified of the following:
 - The student is truant.
 - The parent/guardian is obligated to compel the student to attend school.
 - The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution. (Education Code § 48290-48296.)
 - The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's poor attendance.
 - Alternative educational programs are available in the district and the School Attendance Review Board (SARB) may make an involuntary transfer of a student if deemed appropriate by the SARB.
- Upon their third truancy within the same school year, a student may be referred to, and required to attend, a SARB hearing.
- Upon their fourth truancy within the same school year, the student shall be classified a Habitual Truant as defined in Education Code 48262. A Habitual Truant may be referred to a SARB. The student and parent/guardian will be sent, in writing, the name and address of the SARB and the reason for the referral.

(SARB) RESTORATIVE STUDENT ATTENDANCE REVIEW BOARD

The purpose of a School Attendance Review Board (SARB) meeting is to utilize a restorative-practice approach to improve attendance for students who are considered truant and/or chronically absent. A student is referred to SARB when all of the restorative practices implemented at the school site have been unsuccessful. As a result of SARB, students and families may be referred to take part in community services or access resources to help support positive school attendance. It is the goal of SARB to keep students in school and provide them with a meaningful educational experience; however, SARBs do have the power, when necessary, to refer students and their parents or guardians to truancy court. SARB may involve various Community Based Organizations, Parent Advocates, District Supports such as the Connect Center and Student Support Centers, Sacramento County Department of Human Assistance and the Department of Child, Family and Adult Services in a student's case if appropriate. For more information regarding the SARB process, please call 916-643-2121 or email onniel-sanchez@scusd.edu.

MANDATORY REPORT: JUVENILE COURT AND PROBATION

Satisfactory school attendance and school behavior are typically conditions set forth by the court as a condition of

probation. When required by the court, Probation Officers will be notified by the Student Attendance & Engagement Staff or the site staff whenever a student on probation or part of a CPS case violates CA Education Code § 48900.

SCUSD RE ENGAGEMENT PROCESS

The following outlines SCUSD's process for handling all absences (excused, unexcused and truant). These actions are completed in conjunction with appropriate interventions to support the student and assist the family in removing barriers to good school attendance.

First Absence per Quarter/Trimester

- Automated Calls/Texts/Emails home about absence
 - Elementary – 1st Absence: 1 absent day
 - Middle/High – 1st Absence: 1 absent period

Second Absence per QTR/TRI

- Attendance Staff Calls/Texts/Emails home about absence
 - Elementary – 2nd Absence: 1 additional absent day
 - Middle/High – 2nd Absence: 2 full day absences

Third Absence per QTR/TRI

- Administrator/ Academic Counselor call home
 - Elementary – 3rd Absence
 - Middle/High – 3rd Absence: 3 full day absences

Fourth Absence per QTR/TRI

- Excessive Absence Letter sent home
 - Elementary – 4th Absence
 - Middle/High – 4th Absence: 4 full day absences

Fifth Absence per QTR/TRI

- Attendance Improvement or SST Meeting scheduled
 - Elementary – 5th Absence
 - Middle/High – 5th Absence: 5 full day absences

Subsequent Absences

- SART or ESP Meeting scheduled
 - Elementary – 6th Absence
 - Middle/High – 6th Absence: 6 full day absences
 - Engagement Support Plan (ESP) created with family

Subsequent Absence and/or violation of ESP

- Restorative SARB Meeting scheduled
 - Elementary – 7+ absences
 - Middle/High – 7+ full day absences

STATUTORY AND LOCAL ATTENDANCE OPTIONS

Parents/guardians have the right to receive notification of all current statutory attendance options and local attendance options. If parents/guardians would like to receive information about the attendance options discussed throughout this notice, please request the statutory attendance options from the Student Attendance & Engagement Team 916-643-2121. [Education Code § 48980(h)] (Absences excused by State law)

Verification of student absences is accepted only from parents/guardians/caregivers, or the student if they are 18 years old or older.

CONFIDENTIAL MEDICAL SERVICES

When excusing students for confidential medical services (CMS) or verifying such appointments, staff shall not ask the purpose of such appointment but may contact a medical office to confirm the time of the appointment and that the student did in fact attend. Staff cannot provide information of CMS to a student's parent, guardian or caretaker at any time.

A student 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 student is absent shall determine the tests and assignments which shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

SHORT TERM INDEPENDENT STUDIES (AB 130)

AB 130 calls for new independent study guidelines in the 2021-22 school year, providing individualized study for students whose health would be at risk by receiving in-person instruction as determined by the student's parent or guardian. Independent study courses are conducted through Capital City School.

NOTICE OF INDEPENDENT STUDIES AMENDMENTS PER AB/SB 130 – For the 2021-22 school year only, school districts are required to offer students independent study. Under AB 130, a school district must offer independent study for a pupil whose health would be put at risk by in-person instruction, as determined by the parent or guardian, for the 2020-21 school year only.

For special education students, participation in independent study continues to be subject to IEP team determination as already provided in the law. The amendments to independent study enacted under AB 130 require the following:

- Independent study will now be offered to students whose health would be put at risk by in-person instruction, as determined by the student's parent or guardian.
- Students who enroll in independent study will be expected to participate in the following:
 - Grades TK-3: Daily one hour of synchronous instruction, and asynchronous instruction as required by the student's teacher or course;
 - Grades 4-8: Daily live interaction, at least one hour of weekly synchronous instruction, and asynchronous instruction as required by the student's teacher or course
 - Grades 9-12: At least 1 hour of weekly synchronous instruction, and asynchronous instruction as required by the student's teacher or course. Additional information regarding the instructional time in which students will be expected to participate, as well as the curriculum and nonacademic support available to students in independent study, will be provided during the pupil-parent educator conference described in Section 6 below.
- A-G courses and any courses required for graduation must be offered and be aligned to grade-level standards.

- Tiered re-engagement procedures must be implemented for students who are not in attendance for more than three school days or 60% of instructional days in a school week, or who are in violation of their written learning agreement. These procedures must include at least the following:
 - Verification of current contact information for each enrolled pupil.
Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation.
 - A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
 - A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being.
- The following rights and procedures will apply to students who wish to enroll, disenroll, and re-enroll in independent study:
 - For enrollment in a course-based independent study program, a learning agreement must be signed by the student (or student's parent/guardian if the student is under 18 years old), the teacher who will be responsible for the general supervision of the student, and all other persons who will be directly responsible for providing assistance to the student before the student can begin receiving instruction in the course-based independent study program;
 - For enrollment in a traditional independent study program, an independent study agreement must be signed by the student (or student's parent/guardian if the student is under 18 years old), the teacher who will be responsible for the general supervision of the student, and all other persons who will be directly responsible for providing assistance to the student no later than 30 days after the first day of instruction;
 - Parents and guardians have a right to request a pupil-parent-conference, as described in Section 6 below, before enrollment in an independent study program;
 - A plan must be put in place to transition students who wish to return to in-person instruction expeditiously upon parent request (no later than 5 instructional days).
- Before signing a learning agreement, a parent or guardian of a student can request a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting where the student, parent or guardian, or, if requested, an education advocate, may ask questions about the educational options, including which curriculum and nonacademic supports will be available to the student through independent study before making a decision about enrollment or disenrollment in the various options for learning.
- A student's participation in live interaction and synchronous instruction must be documented on each school day, as applicable, in whole or in part, for which independent study is provided.

- Written or computer-based evidence of student engagement must be maintained for each course and student, including a grade book or summary document that, for each course, lists all assignments, examinations, and associated grades.
- Participation in independent study is optional and no student is required.

COLLEGE ADMISSION REQUIREMENTS

Students applying for admission to a California State University (CSU) or University of California (UC) campus must complete a minimum of 15 A-G approved courses in specific content areas. Both CSU and UC campuses have qualifying eligibility requirements based on grade point average (GPA) and Scholastic Assessment Test (SAT)/American College Test (ACT) scores.

For details on CSU admission please visit:

<https://www2.calstate.edu/apply>

For details on UC admission please visit:

<http://admission.universityofcalifornia.edu/>

For details on HBCU admission please visit:

<https://hbculifestyle.com/category/parents/>

For details on Independent Colleges and Universities admission please visit: <https://www.aiccu.edu/>

A-G Requirements		
A	History/Social Science	2 years required
B	English	4 years required
C	Mathematics	3 years required, 4 recommended
D	Laboratory Science	2 years required, 3 recommended
E	Language other than English	2 years required, 3 recommended
F	Visual & Performing Arts	1 year required
G	College Preparatory Elective	1 year required

For additional details about the A-G requirements visit:







































<http://admission.universityofcalifornia.edu/freshman/requirements/a-g-requirements/index.html>

Career Technical Education (CTE) is defined by California Department of Education (CDE) as "Designated Subjects Credential and Single Subject Credential: used in career technical education courses based on a combination of subject preparation and industry experience." Students can learn more about CDE at www.CDE.ca.gov.

School counselors meet with students individually to conduct an academic review. During the individual conference, the school counselor shall apprise the student and his/her parent/ guardian of:

- Programs, courses and career technical education options available for satisfactory completion of high school;
- Student's cumulative records and transcripts;
- Student's performance on standardized and diagnostic assessments;
- Remediation strategies, high school courses and alternative education options available to the student;
- Information on postsecondary education and training.

College Entrance & Graduation Requirements

UC/CSU A-G Requirements			SCUSD Graduation Requirements	
Area	Subject	Years of Study	Subject	Years of Study
A	HISTORY/SOCIAL SCIENCE 2 years Required 1 year of U.S. History 1 year of World History	 	HISTORY/SOCIAL SCIENCE 4 years Required 1 semester of Ethnic Studies 1 semester of Geography 1 year of World History 1 year of US History 1 semester of Government 1 semester of Economics	   
B	ENGLISH 4 years required	   	ENGLISH 4 years required	   
C	MATHEMATICS 3 years required 4 years recommended	  	MATHEMATICS 2 years required 1 year Integrated Math 1 1 year Integrated Math 2	  
D	LAB SCIENCE 2 years required 3 years recommended	 	SCIENCE 2 years required 1 year Biological/Life 1 year Physical	 
E	LANGUAGE OTHER THAN ENGLISH 2 years required in the same language 3 years recommended	 	LANGUAGE OTHER THAN ENGLISH 1 year required	
F	VISUAL AND PERFORMING ARTS 1 year required		VISUAL AND PERFORMING ARTS 1 year required	
G	COLLEGE PREPATORY ELECTIVES 1 year required 1 year in any A-G coursework		ELECTIVES Sixty five credits	     
			Other Requirements: Physical Education 2 years Proficiency in technology literacy Service learning or senior project	 

STANDARDS OF BEHAVIOR AND ACADEMIC HONESTY

DISTRICT AR 5144

District AR5144 provides that “The principal of each school shall ensure that students and parents/guardians are notified in writing of all Board policies, administrative regulations and individual school rules related to discipline at the beginning of each school year. The notice shall state that these rules and regulations are available on request at the principal’s office in all district schools.”

REFERENCE TO BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

Please note that this booklet is a summary that reflects general guidelines aligned with District Board policies.

For More Detailed Information:

- Conduct 5131 BP
- Bus Conduct 5131.1 BP and AR
- Vandalism, Theft and Graffiti 5131.5 BP
- Positive School Climate 5137 BP
- Discipline 5144 BP and AR
- Suspension and Expulsion/Due Process 5144.1 BP and AR
- Suspension and Expulsion/Due Process (Students with Disabilities) 5144.2 AR
- Search and Seizure 5145.12 AR
- Sexual Harassment 5145.7 BP and AR
- Anti-Bullying 5142.4 AR

STUDENT DISCIPLINE

District and school rules pertaining to student discipline are available to parents and guardians of district students in the school office. (Education Code section 35291)

STUDENT RIGHTS

Students have the right to:

- Learn in a safe environment.
- Discuss issues, concerns and progress with administrators, teachers or other SCUSD personnel.

PARENT RIGHTS

Parents/guardians have the right to:

- Information about the progress of their child’s achievement, behavior in school, and attendance.
- Expect a safe environment that is non- threatening and allows their child to maximize their learning potential.
- Information about all school rules, regulations and expectations.

SCHOOL ADMINISTRATOR RESPONSIBILITIES

As representatives of Sacramento City Unified School District, administrators will:

- Establish and enforce school rules to ensure a safe educational environment.
- Provide support to teachers as they carry out discipline responsibilities.
- Communicate effectively our school rules and consequences to students, families and staff.
- Support students by involving them in activities that increase confidence in their academic responsibilities and outcomes.

PARENT, GUARDIAN AND FAMILY MEMBER RESPONSIBILITIES

Parents or guardians are liable for all damages caused by the willful misconduct of their minor children, which results in the death or injury to other students, school personnel, or school property. (Civil Code §1714.1; Education Code § 48904)

Every parent, guardian, and family member of the school community shares in the responsibility for maintaining a safe and productive environment at the child’s school. Parents/guardians share in this responsibility when they:

- Make certain their child arrives at school on time and is ready to learn.
- Acknowledge the rights and authority of the school and the Board of Education to maintain standards of behavior for all students.
- Understand the District’s rules.
- Review the school’s Student Behavior Guidelines and this Standards of Behavior Manual with their child.
- Provide the study materials their child needs. If they are uncertain what materials may be necessary, contact their child’s teacher(s).
- Provide a suitable time and place for study at home. Parents have a great influence on the study habits of their children.
- Keep track of their child’s scholastic achievement and progress. Review each Progress Report and Report Card with their child. Children learn more when their parents or guardians are involved in monitoring their progress. Parents/guardians should participate regularly in their child’s educational program.
- Maintain consistent communication with their child’s teachers, school administrators and other school staff.

TEACHER AND SUPPORT STAFF RESPONSIBILITIES

The teachers and support staff of Sacramento City Unified School District demonstrate appropriate school and classroom behavior in their attitudes and in their communication with students and parents. In addition to academic excellence, it is the goal of SCUSD for each school to:

- Communicate regularly and in a timely manner with

students and their families about their student's academic progress, behavior and attendance.

- Adopt a comprehensive written school safety plan and disaster preparedness procedures.
- Establish an environment in which students can meet their grade level academic standards.
- Involve students in an ongoing process of self-evaluation.
- Communicate the district's and school's standards of behavior.
- Communicate the Course of Study and grading policy.
- Enforce district policies, regulations and school rules fairly and consistently.
- Interact with all parents and students with dignity and respect.
- Provide quality customer service.

ELECTRONIC SIGNALING DEVICES (BP 5131.2)

The Governing Board believes that the unauthorized use of electronic signaling devices adversely affects students' ability to achieve academic success, is disruptive to effective classroom discipline and management, and can lead to an invasion of staff and student's safety and privacy. (Education Code § 48901.5) (Administrative Regulation 5131.2)

Students shall be permitted to use electronic signaling devices, such as cell phones, before and after school hours only. Such devices shall not be turned on or used from the time school starts until the end of school, including non-instructional time and extracurricular activities unless given authorization from site administration. During an emergency declared by the school, text message scripts will be posted for students so they may provide updates of the situation to their parents/guardians. It is important that cell phones and other devices be used sparingly so that emergency services have priority to assist students and staff on site. Site administration shall use a progressive consequence plan when students are found using electronic signaling devices during school hours and without permission, and the device may be confiscated. In the event there is reasonable suspicion that the electronic device has been used in violation of a school rule or district policy, such as cheating or bullying, taking pictures in locker rooms, or for committing an actual crime, or out of concern for the health and safety of the student or others, the Superintendent or designee is authorized to review contents of the device consistent with legal standards.

ANTI-BULLYING AND HARASSMENT (BP 5145.4)

Bullying is an imbalance of power that is repeated over time and intended to do harm (verbally, psychologically, or physically). Students are assured that they need not endure bullying behavior or harassment that impairs the learning environment, interferes with students' ability to benefit from their education, or has a detrimental effect to a student's emotional well-being. Schools will work toward providing an orderly, caring, and non-discriminatory learning environment

and students need not endure bullying behavior whether it takes place on or off school property, electronically, at any school-sponsored function, or in a school vehicle.

All school employees, students, parents and others are required to report bullying behavior to the principal who will determine if the act meets the anti-bullying policy and who may apply consequences. Retaliation towards students or others who report bullying or harassment is prohibited. For more information, including reporting forms, go to www.scusd.edu/pod/report-bullying-behavior.

Reports of bullying behavior or harassment can be made anonymously through the district's Bullying Prevention Hotline at 1-855-86-Bully or 1-855-862-8559. Parents/guardians may also refer to the sections on non-discrimination and Title IX in this booklet.

SEARCH AND SEIZURE POLICY

The Search and Seizure Policy governs the district's authority to search individual students and their property. School officials may search when there is a reasonable suspicion it will reveal evidence that the student is violating the rules and regulations of the district and/or school.

SUSPENSION

Suspension is the exclusion of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or a school administrator. A principal or a designee may suspend from school for up to five consecutive days. A suspension may be extended under certain conditions. There are three kinds of suspensions:

1. Out of School Suspension means that students are not permitted on or near any Sacramento City Unified School District campus, nor are they allowed to participate in any school activities, during the period of suspension. They may, however, be required to complete assignments and tests which will be made available to them through another school employee.
2. In-school Suspension means that the student is removed from class, but remains on campus isolated from other students under the supervision of a certificated staff member.
3. Teacher Suspension allows a teacher to suspend for the remainder of the class in which the misconduct occurred and for the next day's class.

For more information on suspension appeals please contact the Student Hearing and Placement Department. The parent or guardian of a student who has been suspended by a teacher may be required to attend a portion of a school day in his or her child's class. (Education Code § 48900.1)

EXPULSION

An expulsion is the removal of a student from all schools in the Sacramento City Unified School District for violating the California Education Code as ordered by the Board of Education. 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 full due process and rights to appeal any order of expulsion. State law mandates the Board of Education to expel students as indicated in Education Code § 48915 (c) for:

- Sale, possession or furnishing of a firearm
- Brandishing a knife at another person
- Selling a controlled substance
- Sexual assault or sexual battery
- Possession of explosives

California Education Code requires a school administrator to recommend expulsion if a student commits one of the following offenses:

- Causing serious physical injury to another person except in self-defense
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil
- Unlawful possession of any drug except for the first time offense of possession of not more than one ounce of marijuana
- Robbery or extortion
- Assault or battery upon a school employee

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 the Standards of Behavior, district policies or the Education Code § 48900.

A student may be disciplined, suspended for a maximum of five consecutive days, or expelled for acts specified in the Standards of Behavior 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
- During the lunch period, whether on or off campus
- During, going to, or coming from a school-sponsored activity

STUDENT SUPPORT STRATEGIES

(may not be available at all sites)

Supports Available at ALL schools:

- **Universal supports:**
 - Extended Day/Expanded Learning Enrichment Support
 - Social Emotional Learning Skills Development
 - Restorative Practices
 - Extracurricular Club Participation
 - Community Service
 - Student/ Parent Conferences

- **Targeted supports:**

- Daily Check-in with staff
- Home Visits
- Modified Schedule
- Referral to Student Attendance Review Team (SART)
- Referral to School Attendance Review Board (SARB)
- Referral to Tobacco Use Prevention Education (TUPE) Supports
- Saturday School
- Student Study/Success Meetings
- Referral to Connect Center for connection to community resources, etc.

- **Intensive supports:**

- Site-Level Behavior Contract
- Transfer Classes
- Voluntary Short-Term Independent Study
- Alternative Placement

Supports Available at SOME schools:

- Men's & Women's Leadership Academy
- Group Counseling/Support Group
- Conflict Resolution/ Peer Mentorship
- Mentoring
- Peer Mediation
- Referral to School-Based Student Support Center
- Saturday School
- Individual Counseling
- Restorative Justice

California Education Code 48900 Education Code 48900.5 limits situations warranting suspension for a first offense to when the violation involves Education Code 48900(a)-(e) or the student's presence causes a danger to persons. For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)		Alternative to Suspension – See AR 5144 and Guiding Principles For Restorative Discipline Guide	May Suspend	May Recommend Expulsion	Contact Law Enforcement within one day following suspension or expulsion (Ed. Code 48902)
1. Acts of Violence [E.C. 48900(a)]	(a)1 Caused, attempted to cause, or threatened to cause physical injury to another person.	Must be considered	yes	yes	(for potential Penal Code 245 violation)
	(a)2 Willfully used force or violence upon another person, except in self-defense.	Must be considered	yes	yes	(for potential Penal Code 245 violation)
2. Weapons and Dangerous Objects [E.C. 48900(b)]	Possession, sale or furnishing of weapons (knife, gun, sharp object, club or an object that could inflict injury) or explosive.	Must be considered except for explosives – see Mandatory 48915(c)(5)	yes	yes	may
3. Drugs and Alcohol [E.C. 48900(c)]	Possession, use, sale or otherwise furnishing, or being under the influence of alcohol or drugs.	Must be considered except for sale	yes	yes	may
4. Sale of “look-alike” Drugs and Alcohol [E.C. 48900(d)]	Offering, arranging or negotiating to sell drugs, alcohol or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol or an intoxicant.	Must be considered	yes	yes	may
5. Robbery or Extortion [E.C. 48900(e)]	Committed or attempted to commit robbery or extortion.	Must be considered	yes	yes	may
6. Damage of Property [E.C. 48900(f)]	Cause, or attempt to cause, damage to school or private property including electronic files and databases.	may be considered	yes	yes	may
7. Theft or Stealing [E.C. 48900(g)]	Stealing or attempting to steal school or private property including electronic files and databases.	Must be considered	yes	yes	may
8. Tobacco [E.C. 48900(h)]	Possession or use of tobacco or nicotine products.	Must be considered	yes	yes	no
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]	1. Directed at peers. 2. Directed at school personnel.	Must be considered	yes	yes	may
10. Drug Paraphernalia [E.C. 48900(j)]	Possessed, offered, arranged or negotiated to sell any drug paraphernalia.	Must be considered	yes	yes	may
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]	1. Failure to follow school rules. 2. Failure to follow directives or instructions of staff or teachers. 3. Failure to follow conduct code for school bus passengers.	Must be considered	Grades 9-12 only	no	no
12. Possession of Stolen Property [E.C. 48900(l)]	Knowingly receive stolen school property or private property.	Must be considered	yes	yes	may
13. Imitation Firearm [E.C. 48900(m)]	Possession of an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.	Must be considered	yes	yes	may
14. Sexual Assault or Sexual Battery [E.C. 48900(n)]	Committed or attempted to commit sexual assault or battery.	no	yes	Shall see 48915 offenses above – Shall recommend for expulsion under 48915(c)(4)	may

**California Education Code 48900
(Continued)**

	Alternative to Suspension – See AR 5144 and Guiding Principles For Restorative Discipline Guide	May Suspend	May Recommend Expulsion	Contact Law Enforcement within one day following suspension or expulsion (Ed. Code 48902)
15. Harassment of a Student Witness [E.C. 48900(o)] Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.	Must be considered	yes	yes	may
16. Unlawful Drug Soma [E.C. 48900(p)] Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.	Must be considered	yes	yes	may
17. Hazing [E.C. 48900 (q)] Engaged in or attempted to engage in hazing.	Must be considered	yes	yes	may
18. Bullying [E.C. 48900(r)] Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.	Must be considered	yes	yes	may
19. Aids or Abets [E.C. 48900(s)] The infliction or attempted infliction of physical injury to another person.	Must be considered	yes	no, unless judged by a juvenile court to have committed as an aider or abettor causing serious injury. Expulsion would move forward under EC.48900 a1, or a2	may
20. Sexual Harassment [E.C. 48900.2] 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. Applies to grades 4-12.	Must be considered	yes	yes	no
21. Acts of Hate Violence [E.C. 48900.3] Cause, threaten, attempt to cause, or participate in an act of hate violence defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, disability or sexual orientation. Speech that threatens violence when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. Applies to grades 4-12.	Must be considered	yes	yes	may
22. Created Intimidating or Hostile Environment [E.C. 48900.4] Intentionally engaged in harassment, threats or intimidation against district personnel or students, 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 school personnel or students by creating an intimidating or hostile educational environment. Grades 4-12 only.	Must be considered	yes	yes	may
23. Terrorist Threats [E.C. 48900.7] Making terrorist threats against school officials and/or school property.	Must be considered	yes	no	may
24. Attendance Truant [E.C. 48260] (Warning letter #1) Absent from school without a valid excuse.	Must be considered	no	no	no
25. Repeat Truant [E.C. 48261] (Warning letter #2).	Must be considered	no	no	no

California Education Code 48915	Alternative to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement (Ed. Code 48902)
Mandatory Recommendation for Expulsion “unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.” [E.C. 48915(a)] a.1(A) Causing serious physical injury to another person, except in self-defense.	no	yes	may	(For potential Penal Code 245 violation)
a.1(B) Possession of any knife, (3.5 inches) or other dangerous object of no reasonable use to the pupil.	no	yes	may	may
a.1(C) Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana.	no	yes	may	yes
a.1(D) Robbery or extortion.	no	yes	may	may
a.1(E) Assault or battery upon a school employee.	no	yes	may	(For potential Penal Code 245 violation)
Mandatory Expulsion [E.C. 48915(c)] (c)(1) Sale, possession or furnishing of a firearm.	no	yes	yes	yes – Must Report
(c)(2) Brandishing a knife (3.5 inches) at another person.	no	yes	yes	yes
(c)(3) Selling a controlled substance.	no	yes	yes	yes
(c)(4) Committing or attempting to commit Sexual assault or sexual battery.	no	yes	yes	yes
(c)(5) Possession of Explosives. (explosive means “destructive device” as described in Section 921 of Title 18 of the U.S. Code)	no	yes	yes	yes – Must Report

Other Grounds for Expulsion [EC 48915 (b), (e)]

Upon recommendation by the principal, the Board of Education may order a student expelled for any other acts listed in Education Code 48900, as listed on page 15.

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; or
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.



TITLE IX POLICY ON SEXUAL HARASSMENT (BP 5145.7)

The District recognizes:

- (i) That sexual and other gender-based harassment has a detrimental impact on all students' ability to learn, and all students are entitled to a harassment-free educational environment;
- (ii) That sexual harassment and other gender-based discrimination has a disproportionately negative effect on students of color, immigrant students, students who identify as LGBTQI or gender non-conforming or non-binary, and students with disabilities;
- (iii) That the District takes all complaints of gender-based discrimination seriously, will investigate all reports, and will appropriately discipline students and employees found to have violated its anti-discrimination policies;
- (iv) That reporting of sexual harassment and other gender-based discrimination is strongly encouraged, retaliation prohibited; and
- (v) That the District is collaborating with Equal Rights Advocates to continue to improve its policies and practices to ensure a safe and discrimination-free educational environment for its students.

As such, the Governing Board is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by an employee, student, or other person at school or at any school-related activity. Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities, including in an electronic or virtual/on-line medium, will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct. Parents/guardians have the right to receive the district's sexual harassment policy as it relates to students. [Education Code § 231.5 § 48980(g)] Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to appropriate disciplinary action.

Board Policy 5145.7

The Governing Board is committed to maintaining a safe learning environment that is free of harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by any person. The Board also prohibits retaliatory behavior or action against any person who submits a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The District strongly encourages any student who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment, including cyber harassment/on-line/social media activity and/or sexual violence, that has a continuing effect on campus, to immediately contact their teacher, the principal, or any other available school employee. Any district employee who receives a report or observes an incident of sexual harassment shall notify the principal, Site Designated Title IX Administrator or a District Title IX Compliance Officer. Once notified, the Site Designated Title IX Administrator or District Title IX Compliance Officer shall take the steps to promptly investigate and address the allegation, as specified in the accompanying administrative regulation. District and site personnel shall take immediate steps to intervene when safe to do so when she or he witnesses an act of discrimination, harassment, intimidation, retaliation, and/or bullying. While the district has promulgated a written complaint form, there is no requirement that the reporting student provide their complaint in writing in order for an investigation to occur.

(cf. 0410 – Nondiscrimination in District Programs and Activities) (cf. 1312.1 – Complaints Concerning District Employees) (cf. 5131 – Conduct) (cf. 5131.2 – Bullying) (cf. 5137 – Positive School Climate) (cf. 5141.4 – Child Abuse Prevention and Reporting) (cf. 5145.3 – Nondiscrimination/Harassment) (cf. 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction)

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed by a fellow student, staff member, or other person. District and site staff shall promptly report complaints of sexual harassment to the Site Designated Title IX Administrator or the District Title IX Compliance Officer designated in AR 5145.7 and AR 1312.3. District and site staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The Superintendent through the District Title IX Compliance Officer shall take appropriate actions to reinforce the District's sexual harassment policy.

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

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

- The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
- Submission to or rejection of the conduct by an individual is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any District program or activity.

(cf. 5131 – Conduct) (cf. 5131.2 – Bullying) (cf. 5137 – Positive School Climate) (cf. 5145.3 – Nondiscrimination/Harassment)(cf. 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction)

Types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures or obscene gestures, or computer-generated images of a sexual nature
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking, or brushing the body
- Touching an individual's body or clothes in a sexual way
- Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex or gender identity or expression
- Displaying sexually suggestive objects
- Sexual assault, sexual battery, sexual violence, or sexual coercion
- Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus and outside of school- related or school-sponsored programs or activities will be regarded as sexual harassment in violation of District policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Instruction/Information

The Superintendent and District Title IX Compliance Officer shall ensure that students receive age-appropriate information related to sexual harassment. Such instruction and information shall include:

- What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence;
- A clear message that students do not have to endure sexual harassment under any circumstance;
- That any and all students are encouraged to immediately report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained;
- A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved;
- A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements of a uniform complaint, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students;
- Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made;
- Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the District investigation of a sexual harassment complaint is ongoing; and
- A clear message that, when needed, the District will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment.

The District Title IX Compliance Officer shall receive training and shall oversee appropriate trainings for District staff, including management as well as certificated and non-certificated staff. Each Site Designated Title IX Administrator shall receive initial and ongoing training, as appropriate, to carry out their duties.

(cf. 5131.5 – Vandalism, Theft and Graffiti) (cf. 5137 – Positive School Climate) (cf. 5141.41 – Child Abuse Prevention) (cf. 5145.3 – Nondiscrimination/Harassment) (cf. 6142.1 – Family Life/Sex Education)

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law, this policy, Administrative Regulation 5145.7, and the District's Uniform Complaint Procedures specified in BP and AR 1312.3. Principals and Site Designated Title IX Administrators are

responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under BP/AR 1312.3, and where to obtain a copy of the procedures.

(cf. 1312.3 – Uniform Complaint Procedures)

The Site Designated Title IX Administrator shall promptly investigate any report of the sexual harassment of a student pursuant to the processes outlined in AR 5145.7. Upon verifying that sexual harassment occurred, they shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the District's Title IX Compliance Officer in accordance with the District's Uniform Complaint Procedures.

(cf. 1312.3 – Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to appropriate disciplinary and/or other corrective action or interventions. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Students in grades K-3 may not be suspended or recommended for expulsion pursuant to Education Code 48900.2, however appropriate restorative discipline and/or other corrective actions will be provided based upon the totality of the circumstances involved.

(cf. 5144 – Discipline) (cf. 5144.1 – Suspension and Expulsion/Due Process)

Upon investigation of a sexual harassment complaint, any employee who engages in, permits or fails to report sexual harassment or sexual violence toward any student shall be subject to appropriate disciplinary action up to and including dismissal in accordance with law and the applicable collective bargaining agreement. District personnel shall take immediate steps to intervene when safe to do so when she or he witnesses an act of discrimination, harassment, intimidation, retaliation, or bullying. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

(cf. 4118 – Suspension/Disciplinary Action) (cf. 4218 – Dismissal/ Suspension/Disciplinary Action) (cf. 4119.11/4219.11/4319.11 – Sexual Harassment) (cf. 5141.4 – Child Abuse Reporting Procedures) (cf. 1312.3 – Uniform Complaint Procedures)

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be kept confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/ Privileged Information)

Record-Keeping

The District's Title IX Compliance Officer shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in District schools.

(cf. 3580 – District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

Sexual harassment

Sexual harassment policy

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, 1972 Education Act Amendments UNITED STATES CODE, TITLE 42

2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended

Franklin v. Gwinnet County Schools (1992) 112 S. Ct. 1028

Doe v. Petaluma City School District (1995, 9th Cir.) 54 F.3d 1447

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th

567 Gebser v. Lago Vista Independent School District, (1998) 524

U.S. 274 Oona R.-S. etc. v. Santa Rosa City Schools et al (N.D. Cal. 1995) 890 F.Supp. 1452

Patricia H. v. Berkeley Unified School District (N.D. Cal. 1993) 830 F.Supp. 1288

Davis v. Monroe County Board of Education (1999) 526 U.S. 629

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014 Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015 Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001 WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: [http:// www.ed.gov/about/offices/list/ocr](http://www.ed.gov/about/offices/list/ocr)

Administrative Regulation 5145.7

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: (Education Code 212.5)

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.

- Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment.
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome sexual flirtations or propositions
- Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements
- Limiting a student's access to educational tools
- Displaying sexually suggestive objects

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980) (cf. 5145.6 – Parental Notifications)
2. Be displayed in a prominent location near each school principal's office (Education Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 212.6)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct (Education Code 212.6)
5. Be provided to employees and employee organizations

Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
 - The student who is complaining
 - The person accused of harassment

- Anyone who saw the harassment take place
 - Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
 3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - The Superintendent or designee
 - The parent/guardian of the student who complained
 - The parent/guardian of the person accused of harassing someone
 - A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
 - Child protective agencies responsible for investigating child abuse reports
 - Legal counsel for the district (cf. 5141.41 – Child Abuse Prevention)
 4. When the student who complained and the person accused of harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
 5. The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the district's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this. (cf. 1312.3 – Uniform Complaint Procedures)
 6. In reaching a decision about the complaint, the principal or designee may take into account:
 - Statements made by the persons identified above
 - The details and consistency of each person's account
 - Evidence of how the complaining student reacted to the incident
 - Evidence of past instances of harassment by the accused person
 - Evidence of past harassment complaints that were found to be untrue
 7. To judge the severity of the harassment, the principal or designee may take into consideration:
 - How the misconduct affected one or more students' education
 - The type, frequency and duration of the misconduct
 - The number of persons involved
 - The age and sex of the person accused of harassment
 - The subject(s) of harassment

- The place and situation where the incident occurred
 - Other incidents at the school, including incidents of harassment that were not related to sex
8. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
 9. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he/ she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment.
 10. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up at his/ her discretion.

Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following steps:

1. Removing vulgar or offending graffiti
2. Providing staff inservice and student instruction or counseling
3. Notifying parents/guardians
4. Notifying child protective services
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

SCUSD Title IX Coordinator:

Stephan Brown
 Director, Student Hearing and Placement Department
 5735 47th Avenue, Sacramento, CA 95824
 916-643-9425

www.scusd.edu/post/title-ix-harassment-complaint-forms

TITLE V

The Title V Compliance Officer for SCUSD is the Director of the Student Hearing and Placement Department.

ALTERNATIVE EDUCATION PROGRAMS

AMERICAN LEGION CONTINUATION HIGH SCHOOL

3801 Broadway, 95817 916-395-5000

- Voluntary/involuntary entry and exit procedures
- Special Education: RSP only
- Program Information: Diploma

CAPITAL CITY SCHOOL (Independent Study)

Verification form must be completed

7222 24th Street, 95822 916-395-5020

- Grades K-12
- Voluntary only
- Program: Same district and state curriculum. One hour per week with teacher, 20 hours/week independent study
- Special Education: NO

CHARLES A. JONES CAREER & EDUCATION CENTER

5451 Lemon Hill Avenue, 95824 916-395-5800

- Age 18 or older, open enrollment
- Special Education: if IEP designates
- Hours: Monday-Friday 7:30 a.m.- 4:30 p.m.
 Monday-Thursday 5:30 p.m.- 9:30 p.m.
 Saturday 9:00 a.m.- 3:30 p.m.

SACRAMENTO ACCELERATED ACADEMY

5601 47th Avenue, 95824 916-643-2341

- Grades: 11-12
- Special Education: RSP only
- Program: Sacramento Accelerated Academy (SAA) is the District's online credit recovery program, located at the Enrollment and Family Services Center. SAA students do coursework in a computer lab setting and have the assistance of onsite teachers and online teachers.

SUCCESS ACADEMY

2221 Matson Drive, 95824 916-395-4990

- Grades: 4-8
- Special Education: RSP only
- Program: Academic and social/emotional support for high-risk students
- All Success Academy referrals come from the Student Hearing and Placement Department.

STUDENT / PARENT AFFAIRS

PARTICIPATION IN ADVISORY COUNCILS

A parent or guardian has the right to participate as a member of a school site council, a parental advisory council, or a site-based management leadership team in accordance with the rules governing parent or guardian membership in those organizations. (Education Code § 51101)

VOLUNTEERING TIME AND RESOURCES

Parents or guardians may volunteer their time and resources for the improvement of school facilities and programs under the supervision of district employees. [Education Code § 51101(a)(14)]

To ensure student safety, **ALL** volunteers must go through the

fingerprint screening process (Education Code § 32390) and complete a TB test.

For more information and to complete a volunteer application, check the SCUSD volunteer website at: www.scusd.edu or call the Serna Parent Resource Center at 916-643-7924.

CALIFORNIA HEALTHY KIDS SURVEY

6th Grade Students

Students may be asked to be part of the school's Healthy Kids Survey, sponsored by the California Department of Education. This is a very important survey that will help promote better health among youth and combat problems such as drug abuse and violence. It will take students approximately one class period to complete the survey. Written permission from a parent/guardian is required for students to complete the survey. Only Sixth grade students will receive the Elementary School Survey.

7th, 9th and 11th Grade Students

Students may be asked to participate in order to gather information regarding their physical activity and nutritional habits; alcohol, tobacco, and other drug use, school safety, environmental and individual strengths and assets. This information will be shared with an outside evaluator(s) for research purposes. Parents/guardians may examine the questionnaire in the school office or the Healthy Kids website: www.wested.org/hks

The survey is voluntary and anonymous and no names will be recorded or attached to the survey forms or data. Students who participate only have to answer the questions they want to answer and they may stop taking the survey at any time.

Contact the Foster Youth Services/Targeted Prevention/Intervention Unit at 916-643-9409 for any questions about these surveys or about parent/guardian/student rights.

All students in grades K-12 will be asked to take part in an annual School Climate Survey.

KELVIN WELL-BEING PULSE SURVEYS

This year SCUSD will collect ongoing feedback from students via a short online survey, to help build healthier, happier places to learn. A positive learning environment, strong adult-to-student and peer-to-peer relationships, and social and emotional learning have been shown to have a measurable impact on student outcomes. This tool will help provide insight outside of grades, attendance, and behavior and create a picture of the whole child so SCUSD can best meet their needs. The survey will measure aspects of school culture and social and emotional learning from students' perspective. Students respond to the Pulse while using their devices.

There's no need to have students log in to a website or portal, so there's no fussing with forgotten passwords and usernames. They will be able to answer the survey from any web page. Students will see an animated dog in the bottom right-hand of their school devices while browsing in Chrome. Their answers are confidential. For more information or a copy of the survey

questions please contact Kelvin@scusd.edu or [please use this link to opt out.](#)

PSYCHOLOGICAL TESTING

Parents/guardians have the right to receive information about psychological testing the school does involving their child and to deny permission to give the test. (Education Code § 51101)

PUPIL AND FAMILY PRIVACY

It is the district's policy that personal information concerning students and their families should be kept private in accordance with law. District staff is prohibited from administering or distributing survey instruments to students for the purpose of collecting personal information for marketing or selling that information. Any personal information disclosed during counseling with a school counselor either by a pupil 12 years of age or older, or by a parent or guardian of a pupil 12 years of age or older, shall be kept confidential except as provided by law. (Education Code § 49602) (Subject to Board and/or Superintendent approval of revised district policy and/or regulation)

PUPIL PARTICIPATION IN SURVEY

No pupil shall be given any test, survey, questionnaire or examination containing questions about personal or family beliefs or practices in sex, family life, morality, or religion without affirmative parent consent.

However, anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitude concerning, or practices relating to sex, may be administered to any student in grades 7 through 12 if parents or guardians have not requested in writing that their child not participate. [Education Code § 51513 § 51938.60614:20 U.S.C. 1232h(a) and (b)] (Subject to Board and/or Superintendent approval of the revised district policy and/or regulation.)

POLITICAL AFFILIATIONS / BEHAVIOR / CLOSE FAMILY RELATIONSHIP SURVEY

Parents/guardians will be notified in writing if a test, questionnaire, survey, or examination is to be administered to their children containing questions about their own (or their parents') political affiliations or beliefs; illegal, anti-social, self-incriminating, or demeaning behavior; mental or psychological problems; lawyer, physician, minister, critical appraisals of individuals with whom they (or their parents) have close family relationships, and income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents have the right to inspect all instructional materials, including teacher's manuals, films, tapes, or other supplementary material to be used in connection with any survey, analysis or evaluation. Parents have the right to consent to the administration of such test, questionnaire, survey, or examination. [20 U.S.C. § 1232h (a) and (b)]

TOBACCO-FREE CAMPUS

Sacramento City Unified School District prohibits the use of tobacco products at all times on district grounds. This prohibition applies to all employees, students, and visitors at any activity or athletic event. Students shall not smoke, chew, or possess tobacco or nicotine products on school property or during school hours, at school-sponsored events, or while under the supervision of district employees.

PUPIL INSURANCE

The district or county office provides or makes available medical or hospital services for injuries to students arising from school programs or activities. No student will be compelled to accept such services without his/her consent or, if a minor, without the consent of a parent or guardian. Parents/guardians may obtain further information regarding availability of pupil accident insurance by contacting the school principal. (Education Code §49472)

FREE AND REDUCED-PRICE MEALS

SCUSD Nutrition Services offers students a high-quality, nutritious breakfast and lunch (and supper in the extended learning programs) every school day.

Enrollment at a Community Eligibility Provision (CEP) school automatically qualifies a student for breakfast and lunch at no cost. There is no need to apply for a program.

All non-CEP schools offer the School Breakfast Program and National School Lunch Program. Parents of students at these schools can apply for free or reduced-price meals at www.scusd.edu/applyformeals.

Breakfast is free at every SCUSD school for every student.

For a complete list of CEP and non-CEP schools, meal prices, payment options, or to learn more about our meal program, visit www.thecentralkitchen.org.

PERSONAL PROPERTY

The district or the county offices are not responsible for personal property. Students are discouraged from bringing non-instructional items to school.

RELEASE OF DIRECTORY INFORMATION

DEFINITION OF PUPIL RECORD

Pupil record is any item of information other than directory information that is directly related to an identifiable student and maintained by the district or required to be maintained by an employee in the performance of his/her duties.

NOTIFICATION OF PRIVACY RIGHTS OF STUDENTS

Federal and state laws grant certain privacy rights and rights or access to pupil records to students and to their parents or

guardians. Full access to all personally identifiable written records maintained by the school district or county office must be granted to:

- Parents or guardians of students age 17 or younger;
- Parents or guardians of students age 18 or older if the student is a dependent for tax purposes;
- Students age 16 or older or have completed 10th grade.

Parents/guardians may review individual records by making a request to the principal. At each school, the principal or designee shall act as custodian of records. The principal will see that explanations and interpretations are provided if requested. A parent or guardian has the right to question and receive an answer regarding items on their child's record that appear inaccurate, misleading, or that invade his/her child's privacy. Information which is alleged to be inaccurate, inappropriate or misleading, may or may not be removed by the Superintendent or his/her designee. A log or record of the maintenance of each pupil record of enrolled students shall be kept in the school office.

In addition, parents or guardians of eligible students may receive a copy of any information in the pupil's records at a reasonable cost per page. School district policies and procedures relating to types of records, kinds of information retained, persons responsible for maintaining pupil records, directory information, access by other persons review and to challenge the content of records are available through the principal or his/her designee. Parents may contact the school to review the log listing of those that have requested or received information from a pupil's file, as required in Education Code § 49064.

Access to a pupil's records will only be granted to those with a legitimate educational interest who are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstance, require that they have access to pupil records. School officials may be authorized to inspect student records if a legitimate educational interest exists. 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 is a person employed by the district as an administrator, supervisor, instructor, support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Governing Board; a person or company with whom the district has contracted to perform a special task (such as attorney, auditor, consultant or therapist); a parent or student serving on an official committee (such as a disciplinary or grievance committee) assisting another school official in performing his or her tasks. [FERPA, 34 Code of Federal Regulations (C.F.R.) Part 99.7(a)(3)(iii) and 99.31(a)(1) and Ed. Code § 49063 (d), 49064 and 49076]

When a student moves to a new school district, records, including disciplinary records, will be forwarded upon request of the new district. At that time, the parent or an eligible student may challenge, review, or receive a copy at a reasonable cost per page, of the requested records. Parents or guardians may contact the school district or county office for any policy

regarding the review and expunging of pupil records.

Parents/guardians who believe the school district is not in compliance with federal regulations regarding privacy may file a complaint with the United States Department of Education at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave SW, Washington, DC 20202-5920.

The school district also allows certain student directory information available in accordance with state and federal laws. This means that each student's name, birthdate, address, telephone number, major course of study, participation in school activities and sports, dates of attendance, degrees and awards, and the most recent public or private school of attendance may be released to certain specified agencies. In addition, height and weight of athletes may be made available.

Directory information does not include citizenship status, immigration status, place of birth, or national origin. Such information shall not be released without parental consent or a court order.

MILITARY RECRUITERS

Federal Law requires that military services representatives shall have access to directory information. However, parents or guardians have the right to request in writing information not be released to a military recruiter without their prior written consent. See the last page of the book to request in writing not to release a student's information.

Directory information may not be provided to any private profit-making entity other than employers, prospective employers or to representatives of the news media. Names and addresses of seniors or terminating students may be given to public or private schools and colleges. Parents or guardians also have the right to notify the district in writing within 30 calendar days of the receipt of this notice that they do not want a certain category of information designated as directory information.

Upon written request from the parent or guardian of a student age 17 or younger, the school district will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of post-secondary instruction and makes a written request, the pupil's request to deny access to directory information will be honored. (Education Code § 51101)

DIGITAL MEDIA/STUDENT WORK

The district requires parent/guardian permission before use of student images or student work by the district in any official publication or website. Parents/guardians who have an objection to their child's image or student work appearing in any district or school official publication or website need to check the "no" box and sign the permission form on the back of this notification. Parents/guardians who do not have an objection do not need to check the box. (Please note that the news media is asked to not come onto Sacramento City Unified School District campuses without prior permission.)

Parents/guardians who have any questions should contact the principal at their student's school of attendance. Additional information can be attained by calling the Communications Office at 916-643-9042.

INSTRUCTION

MULTI-TIERED SYSTEM OF SUPPORTS

SCUSD is committed to providing high-quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to maximize student success by organizing instruction, behavioral guidelines, and attendance expectations to help all students. The goal then is to provide supports based on student need at the first signs of trouble. MTSS also helps educators by providing information to identify students needing additional support (academic, attendance and behavioral) and also identify students who may need special education. For more information on MTSS contact the academic office at 916-643-9086.

CURRICULUM AND INSTRUCTIONAL MATERIALS

All primary and supplemental instructional materials and assessments, including textbooks, teacher manuals, films, tapes and software, will be compiled and stored by the classroom instructor and made available promptly for inspection by a parent or guardian in a reasonable time frame or in accordance with district or county office policies or procedures. (Education Code § 49091.10, § 51101)

Parents/guardians have a right to review instructional materials and discuss the curriculum in their student's course. [Education Code § 49063(k), § 49091.14; No Child Left Behind Act 20 U. S. C. 1232h (c) and (d)]

DAMAGED OR LOST INSTRUCTIONAL MATERIALS / WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS

Instructional materials provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

Parents/guardians and the students are held responsible for all willfully damaged or lost properties. If properties are lost or damaged, students or parents/guardians shall be responsible for restitution equal to the current replacement cost of the materials. (BP 6161.2)

If payment is not made, the district shall afford the student his/her due process rights in conformance with Education Code expulsion procedures and may withhold the student's grades, diploma, or transcripts. (AR 5125.2)

OBSERVATION

Upon written request, a parent or guardian has the right to

observe instruction that involves his or her child or for the purpose of selecting a school in accordance with board policies on inter-district and intra-district transfers. Any observation will be done in accordance with policies established to ensure the safety of pupils and school personnel and to prevent undue interference with instruction or harassment of school personnel. [Education Code § 49091.10(b), § 51101]

STAFF QUALIFICATIONS

Parents may ask for the following information about their child's teacher: (20 USC 6311)

- Whether their child's teacher has met state qualification and licensing standards for the grade levels and subject areas that they teach;
- Whether their child's teacher is teaching with an emergency credential;
- What the teacher's college major(s) is/are and the types of college or graduate degree(s) they hold;
- Whether their child is provided services by paraprofessionals and, if so, their qualifications.

BELIEFS

A pupil may not be compelled to affirm or disavow any particular personally or privately held worldview, religious doctrine, or political opinion. This section does not relieve pupils of any obligation to complete regular classroom assignments. [Education Code § 49091.12(a)]

EXCUSE FROM HEALTH INSTRUCTION ON RELIGIOUS (MORAL) GROUNDS

Parents may request in writing that their student be excused from any part of a school's instruction in health which conflicts with religious training and beliefs. (Education Code § 51240)

CURRICULUM

The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, shall be compiled at least once annually in a prospectus. The prospectus is available for review upon request and for copying at a reasonable charge. (Education Code § 49091.14; § 49063)

ANIMAL DISSECTION

A pupil who has a moral objection to dissecting or otherwise harming or destroying animals as part of an instructional program has a right to request an alternative education project. A pupil's moral objection must be substantiated by a note from his/her parent or guardian. (Education Code § 32255, § 32255.6)

COMPREHENSIVE SEXUAL HEALTH EDUCATION

California law mandates comprehensive sexual health education once in middle and once in high school – this instruction will generally happen in 7th grade life science and

high school biology. Written and audiovisual educational materials used in comprehensive sexual health education are available for inspection by parents or guardians on the district's website (www.scusd.edu/chya) or at the school site upon request. District personnel and/or health educators may teach this curriculum. If not using the district's adopted curriculum, health educators must make their curriculum available to parents for preview at least 14 days prior to instruction.

Parents or guardians may request in writing or via opt-out form that their child not receive comprehensive sexual health education, and may also request a copy of Chapter 5 and 6, California Healthy Youth Act. (Education Code § 51930-51939).

MINIMUM DAYS AND STAFF DEVELOPMENT

The calendar for the school year indicating the current schedule of any minimum days or pupil-free staff development days shall be provided by each school. A parent or guardian will be notified during the school year of any additional minimum days and pupil-free staff development days. (Education Code § 48980)

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE EXAMINATION FEE REDUCTION

Participation in AP/IB exams is a vital component of participation in college preparation courses. To ensure that all SCUSD students are able to participate in exams, income qualifying students who are enrolled in an Advanced Placement (AP) OR International Baccalaureate (IB) course are eligible to take the end of course exam at reduced or no cost. Information about fee reductions is available through the school site. Fee reductions for Advanced Placement end-of-course exams are available through The College Board.

CAREER COUNSELING

Educational counseling shall include academic counseling, in which pupils receive counseling in the following areas:

- Development and implementation, with parental involvement, of the pupil's immediate and long-range educational plans
- Optimizing progress towards achievement of proficiency standards
- Completion of the required curriculum in accordance with the pupil's needs, abilities, interests, and aptitudes
- Academic planning for access and success in higher education programs, including advisement on courses needed for admission to public colleges and universities, standardized admissions tests, and financial aid
- Career and vocational counseling, in which pupils are assisted in doing all of the following:
 - Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition

- Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success
- Developing realistic perceptions of work, the changing work environment, and the effect of work on lifestyle
- Understanding the relationship between academic achievement and career success, and the importance of maximizing career options
- Understanding the value of participating in career technical education and work-based learning activities and programs, including but not limited to, service learning, regional occupational centers and programs, partnership programs, job shadowing, and mentoring experiences
- Understanding the need to develop essential employable skills and work habits
- Understanding the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures (Education Code § 49600)

ACCOUNTABILITY REPORT CARD

A copy of the school district's accountability report card may be obtained from the school upon request. (Education Code § 35256, § 51101)

PARENT OR GUARDIAN MEETING WITH TEACHER AND PRINCIPAL

Upon reasonable notice, a parent or guardian has the right to meet with their child's teacher and principal. (Education Code § 51101)

ACADEMIC ACHIEVEMENT AND SCHOOL RULES

A parent or guardian has the right to be notified concerning their child's classroom, standardized, and statewide test performances and to be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, school visiting procedures, and the person to contact should problems arise with their child. (Education Code § 51101) Parents/guardians have the right to be notified when a teacher has determined that their child is in danger of failing a course. (Education Code §49063, § 49067)

PROMOTION OR RETENTION

A parent or guardian has the right to be informed in advance about retention and promotion policies. A parent or guardian shall be notified as early in the school year as possible if their child is identified as being at risk of retention, and has the right to consult with school personnel responsible for a decision to retain or promote their child and to appeal a decision to retain or promote their child. (Education Code § 48070.5, § 51101)

ACADEMIC EXPECTATIONS

A parent or guardian has the right to be informed of the academic expectations of their child. (Education Code § 51101)

Students entering high school in the fall with fewer credits than listed below are considered to be "credit deficient":

- Sophomore: 50 credits
- Junior: 110 credits
- Senior: 160 credits

Students who are deficient in credits must enroll in extra classes to graduate. Additional credits may be earned by accessing one or more of the options listed below:

- Online Credit Recovery
- Summer School (students needing summer school after their senior year will not be eligible to participate in graduation ceremony)
- Alternative High School

It is the student's responsibility to see that these credits are transferred to the high school registrar.

PARTICIPATION IN STATE ASSESSMENTS (EC 60615, 5 CCR 852)

Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law.

Each year, a parent may submit a written request to excuse his or her child from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent.

School district employees will not solicit or encourage any exemption request on behalf of a pupil or group of pupils.

RULES FOR USE OF COMPUTERS, COMPUTER NETWORKS, TECHNOLOGY, AND ON-LINE DISTANCE LEARNING PLATFORMS

When students use school computers, networks, or technology, including District On-Line Distance Learning Platforms, they agree to:

- Follow the directions of teachers and school staff.
- Abide by the rules of the school and school district.
- Obey the rules of any accessed computer network.
- Be considerate and respectful of other users.
- Use school computers for school-related education and research only.
- Not use school computers and networks for personal or commercial activities.
- Not change any software or documents (except documents they create).

USE OF SCHOOL COMPUTERS, NETWORKS, TECHNOLOGY, AND ON-LINE DISTANCE LEARNING PLATFORMS

If students do not follow the rules, they may be disciplined and lose their computer privileges.

Students may not produce, distribute, access, use or store information that is:

- Unlawful
- Private or confidential
- Copyright protected
- Harmful, threatening, harassing, abusive, or denigrating to others
- Obscene, pornographic or inappropriate in language
- Disruptive to the work of others
- Damaging to systems (or that is designed to slow down the system)

Students should not allow anyone else to use their password and should not use anyone else's password.

Students should use caution when giving their e-mail address to anyone.

Students should never give out personal information such as their home address or telephone number.

Students should protect the privacy of others and never give out personal information about themselves or anyone else.

Students have no expectation of privacy.

AMERICAN INDIAN EDUCATION PROGRAM

The American Indian Education Program (AIEP) at SCUSD strives to support American Indian/Alaska Native students by providing academic support and cultural enrichment opportunities, youth leadership opportunities, and parent engagement support, as well as by building a community for Native students in SCUSD. The services provided include academic tutoring, family and community engagement, cultural enrichment programs, field trips, summer learning opportunities, volunteer opportunities, and participation in the AIEP graduation recognition event.

The program serves American Indian students in grades K-12, which includes all SCUSD schools. Students are enrolled throughout the year and there are two recruitment periods – one in the Fall and one in early Spring. Students are enrolled by completing a 506 Indian Student Eligibility Certification form.

For more information, please contact:
Manpreet Kaur 916-643-9262 / Manpreet-Kaur@scusd.edu or
Christina Prairie Chicken Narvaez 916-643-9364 /
Christina-Prairie-Chicken@scusd.edu

ENGLISH LEARNERS PROGRAM

The English Learners Program is a federal and state mandated program for students whose primary language is not English

and who are working toward English language proficiency.

The goal for English learners is to develop fluency in English and achieve academic proficiency as rapidly and effectively as possible in an established English Language classroom through Structured English Immersion (SEI) and a course of study with materials designed specifically to develop English language proficiency.

Students are identified as potential English learners via the Home Language Survey (HLS) which is completed by the family/primary caregiver during the school enrollment process. The English Language Proficiency Assessment for California (ELPAC) is given to students whose home language is not English in order to determine the student's level of English proficiency. Students who have not yet met District criteria for English proficiency will be considered English learners (EL).

When an EL student achieves proficiency in all areas of English (listening, speaking, reading and writing) as well as academic proficiency comparable to an average native English-language speaker, the student is reclassified as Fluent English Proficient.

Parents play a very important role in their children's education. In addition to monitoring their children's homework and making sure they attend school regularly and on time, parents also need to be aware of the program for EL students and the services available to their children. Parents may participate in advisory committee meetings at their children's school site, such as the English Learner Advisory Committee (ELAC), or at the district level in the District English Learner Advisory Committee (DELAC).

Bilingual Teaching Associates and staff are the bridge of communication between families and school when English is a barrier. Bilingual Associates and staff responsibilities are to support EL students and their families as they navigate the school and classroom. They provide interpretation and translation support to families and students to facilitate and enhance school-to-home communication.

Contact your school site principal for more information.

DISTRICT LANGUAGE PROGRAMS

English Learner Program (EL)

The goal of SCUSD 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 SCUSD. 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's administrative office.

Dual Language Enrichment (DLE) or Dual Immersion (DI)

SCUSD absolutely affirms and supports the development of students' home language. Several elementary sites in SCUSD offer dual immersion programs. Some of these schools offer the 50/50 model and others the 90/10 model. The 50/50 model consists of the instructional day being 50% in English and 50% in the primary language. In this case, the primary language is Spanish, Hmong, Cantonese, or Mandarin. In the 90/10 model, 90% of the school day is spent learning in the primary language and 10% in English. The percentage of the English language instruction increases by 10% as students advance to the next grade level. Ultimately, students will be taught 50% English and 50% primary language.

The district also has three charter schools that are dual immersion sites. Families may contact their site principal or the Multilingual Department at 916-643-9446, if they are interested in enrolling in one of these schools.

Structured English Immersion (SEI)

Students who perform at an overall composite score of Somewhat Developed (2) or Beginning to Develop (1) on the summative ELPAC receive an SEI program of instruction and are taught mostly 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 perform at an overall composite score of Well Developed (4) or Moderately Developed (3) on the summative ELPAC, 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 may be offered additional services, such as tutoring or language electives, to support their journey toward reclassification.

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 Multilingual Literacy Office at 916-643-9446. Parents may request the language acquisition program that best suits their child. [Education Code § 310(a)] If a preferred program is not offered by the school, parents may make a request to establish a new language acquisition program. 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 SCUSD employees on behalf of parents of SCUSD students, in compliance of California Proposition 58: Education for a Global Economy, can contact the Multilingual Literacy Office at 916-643-9446. Interpreting services for school related matters are provided for parents of

English Learners. For more information, please check with your school site principal or EL Coordinator.

EXPANDED LEARNING PROGRAM

ELEMENTARY SITES	SERVING AGENCY	CONTACT
Abraham Lincoln ES 3324 Glenmoor Dr.	Sacramento Chinese Community Service Center	916-442-4228
Bowling Green McCoy 4211 Turnbridge Dr.	Sacramento Chinese Community Service Center	916-442-4228
Bret Harte 2751 9th Ave.	Target Excellence	916-420-1886
Camellia Basic 6600 Cougar Dr.	Sacramento Chinese Community Service Center	916-442-4228
Caroline Wenzel 6870 Greenhaven Dr.	Sacramento Chinese Community Service Center	916-442-4228
Cesar E. Chavez 7500 32nd St.	Sacramento Chinese Community Service Center	916-442-4228
David Lubin 3535 M St.	Sacramento Chinese Community Service Center	916-442-4228
Earl Warren 5420 Lowell St.	Sacramento Chinese Community Service Center	916-442-4228
Edward Kemble 7495 29th St.	Boys and Girls Club	916-281-7208
Elder Creek 7934 Lemon Hill Av.	Sacramento Chinese Community Service Center	916-442-4228
Ethel I. Baker 5717 Laurine Way	Boys and Girls Club	916-392-2582
Ethel Phillips 2930 21st Ave.	Sacramento Chinese Community Service Center	916-442-4228
Father Keith B. Kenny 3525 Martin L. King	Center for Fathers and Families	916-730-3586
Golden Empire 9045 Canberra Dr.	Sacramento Chinese Community Service Center	916-442-4228
H. W. Harkness 2147 54th Av.	Center for Fathers and Families	916-286-9625
Hollywood Park 4915 Harte Way	New Hope Community Development Corporation	916-896-6221
Hubert H. Bancroft 2929 Belmar St.	Sacramento Chinese Community Service Center	916-442-4228
Isador Cohen 9025 Salmon Falls Dr.	Leaders of Tomorrow	916-494-4308
James Marshall 9525 Goethe Rd.	Target Excellence	916-420-1886
John Bidwell 1730 65th Ave.	Sacramento Chinese Community Service Center	916-442-4228
John Cabrillo 1141 Seamas Av.	Sacramento Chinese Community Service Center	916-442-4228
John D. Sloat 7525 Candlewood Wy.	Leaders of Tomorrow	916-272-5060
Leataata Floyd 401 McClatchy Way	Roberts Family Development Center	916-646-6631
Mark Twain 4914 58th St.	Target Excellence	916-420-1886
New Joseph Bonnheim 7300 Marin Av.	Center for Fathers and Families	916-890-5179
Nicholas 6601 Steiner Dr.	Sacramento Chinese Community Service Center	916-442-4228
O. W. Erlewine 2441 Stansberry Way	Sacramento Chinese Community Service Center	916-442-4228
Oak Ridge 4501 Martin L. King	Center for Fathers and Families	916-738-5316

Pacific 6201 41st St.	Sacramento Chinese Community Service Center	916-442-4228
Parkway 4720 Forest Pkwy.	Rose Family Creative Empowerment Center	916-376-7916
Peter Burnett 6032 36th Av.	Sacramento Chinese Community Service Center	916-442-4228
Pony Express 1250 56th Av.	Sacramento Chinese Community Service Center	916-442-4228
Sequoia 3333 Rosemont Dr.	Sacramento Chinese Community Service Center	916-442-4228
Susan B. Anthony 7864 Detroit Blvd.	Rose Family Creative Empowerment Center	916-376-7916
Tahoe 3110 60th St.	Sacramento Chinese Community Service Center	916-442-4228
Theodore Judah 3919 McKinley Bl.	Sacramento Chinese Community Service Center	916-442-4228
Washington 520 18th St.	Sacramento Chinese Community Service Center	916-442-4228
William Land 2120 12th St.	Sacramento Chinese Community Service Center	916-442-4228
Woodbine 2500 52nd Ave.	Sacramento Chinese Community Service Center	916-442-4228
MIDDLE / K-8 SITES	SERVING AGENCY	CONTACT
A. M. Winn Waldorf 3351 Explorer Dr.	Sacramento Chinese Community Service Center	916-442-4228
Albert Einstein 9325 Mirandy Dr.	Sacramento Chinese Community Service Center	916-442-4228
California 1600 Vallejo Way	Sacramento Chinese Community Service Center	916-442-4228
Fern Bacon 4140 Cuny Av.	Sacramento Chinese Community Service Center	916-442-4228
John H. Still 2200 John Still Dr.	Rose Family Creative Empowerment Center	916-376-7916
Kit Carson Int'l Acad. 5301 N St.	Sacramento Chinese Community Service Center	916-442-4228
Martin Luther King, Jr. 480 Little River Way	Sacramento Chinese Community Service Center	916-442-4228
Rosa Parks 2250 68th Av.	Target Excellence	916-420-1886
Sam Brannan 5301 Elmer Way	City of Sacramento	916-384-8114
School of Engineering & Sciences 7345 Gloria Dr.	Sacramento Chinese Community Service Center	916-442-4228
Will C. Wood 6201 Lemon Hill Av.	Sacramento Chinese Community Service Center	916-442-4228
HIGH SCHOOL SITES	SERVING AGENCY	CONTACT
American Legion 3801 Broadway	Sacramento Chinese Community Service Center	916-442-4228
Arthur A. Benjamin Health Professions 451 McClatchy Way	Sacramento Chinese Community Service Center	916-442-4228
C.K. McClatchy 3066 Freeport Bl.	Sacramento Chinese Community Service Center	916-442-4228
Hiram Johnson 6879 14th Av.	Sacramento Chinese Community Service Center	916-442-4228
John F. Kennedy 6715 Gloria Dr.	Sacramento Chinese Community Service Center	916-442-4228
Luther Burbank 3500 Florin Rd.	Rose Family Creative Empowerment Center	916-376-7916
Rosemont 9594 Kiefer Bl.	Sacramento Chinese Community Service Center	916-442-4228

INDIVIDUALS WITH DISABILITIES

In accordance with federal and state laws, the school district does not discriminate against individuals with disabilities in its programs and activities. For special accommodations, parents should contact the school or the county office.

SPECIAL EDUCATION

Parents and guardians have a right to be informed of district programs for students with disabilities, to be consulted about the assessment, to participate in the development of the Individualized Education Program (IEP), and to discuss the appropriate placement of their child. Students with disabilities have a right to a free and appropriate public education. (Education Code § 5600)

When parents/guardians have concerns about their child's progress in the general education classroom, it is important they contact their child's teacher or site administrator to talk conversation often solves the problem and helps maintain open communication. However, if parents/guardians suspect that their child has a disability that significantly impacts the ability to access instruction in the general education classroom, they have the right to request an assessment for eligibility for special education services.

SECTION 504

If parents/guardians suspect that their child has a disability (e.g., learning disabilities, chronic health problems, attention deficit/hyperactivity disorder, etc.) which may substantially limit a major life activity, such as learning, they may request that their child be evaluated under Section 504 of the Rehabilitation Act of 1973. A qualified educational team will evaluate the child to determine if he/she qualifies as a student with a disability. Qualified students will have an individualized 504 plan developed by an educational team that will include the school site 504 coordinator, the child's teacher(s), other support personnel as needed, and the parent. This plan will be reviewed regularly and will address appropriate interventions to assist the child's educational program. For transfer students with current 504 plans, an educational team will review the plan to determine whether to continue it until the next review or to schedule a meeting to recommend revisions to the plan. Parents/guardians should contact their child's teacher, the school site 504 coordinator, or the district 504 coordinator at 916-643-9144 or visit <https://www.scusd.edu/section-504-accommodations> for more information.

NON-DISCRIMINATION

Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 prohibit discrimination on the basis of race, color, national origin, or sex in federally financed education programs or activities. The district does not discriminate in admission or access to its programs or activities.

Under California law discrimination is prohibited in any program which receives state financial assistance on the basis of gender (which includes sex and a person's gender identity

and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth); gender expression; age; race (includes ancestry, color, ethnic group identification and ethnic background); national origin; religion (includes all aspects of religious belief, observance, and practice and includes agnosticism and theism); immigration status; mental or physical disability; sexual orientation (includes heterosexuality, homosexuality, and bisexuality); or because a person is perceived to have one or more of the above characteristics or because a person associates with a person or group with one or more of these actual or perceived characteristics.

Complaints may be filed with a site administrator or department supervisor for initial attempts at resolution under the district's Uniform Complaint Procedure. (Education Code § 200, § 220; Penal Code § 42.55; Gov. Code § 11135.5 CCR 4610 and 5 CCR 4622)

SEXUAL AND GENDER NON-DISCRIMINATION

The school district has a policy of nondiscrimination on the basis of sex and gender. This policy applies to all students in any program and activity of the district. Under limited circumstances, separate arrangements may be made for students according to gender, such as separate locker room facilities, in accordance with federal law. Complaints alleging noncompliance with this policy should be directed to the school principal or the district office. Appeals may be made to the district's Title IX Officer.

MARRIED/PREGNANT/PARENTING STUDENTS (BP 5145.6)

The Governing Board recognizes that responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The Board supports married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(cf. 5113.1 - Chronic Absence and Truancy)(cf. 5147 - Dropout Prevention)(cf. 6011 - Academic Standards)(cf. 6164.5 - Student Success Teams)

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the

law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets. (Education Code § 222.5, § 48980)

(cf. 5145.6 - Parental Notifications)

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 – Uniform Complaint Procedures)

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in the regular education program or an alternative education program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child.

(cf. 6158 - Independent Study)(cf. 6181 - Alternative Schools/Programs of Choice)(cf. 6184 - Continuation Education)(cf. 6200 - Adult Education)

Any alternative education program, activity, or course that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (Education Code 221.51; 5 CCR 4950)

If required for students with any other temporary disabling condition, the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the regular education program or activity. (Education Code § 221.51; 5 CCR 4950; 34 CFR 106.40)

(cf. 6142.7 - Physical Education and Activity)(cf. 6145 - Extracurricular and Cocurricular Activities)(cf. 6183 - Home and Hospital Instruction)

To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

- Child care and development services for children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. 5148 - Child Care and Development)

- Parenting education and life skills instruction
- Special school nutrition supplements for pregnant and lactating students pursuant to Education Code § 49553, 42 USC 1786, and 7 CFR 246.1-246.28
(cf. 3550 - Food Service/Child Nutrition Program)(cf. 5030 - Student Wellness)
- Health care services, including prenatal care
(cf. 5141.6 - School Health Services)
- Tobacco, alcohol, and/or drug prevention and intervention services
(cf. 5131.6 - Alcohol and Other Drugs)(cf. 5131.62 - Tobacco)
- Academic and personal counseling
(cf. 6164.2 - Guidance/Counseling Services)
- Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation
(cf. 6179 - Supplemental Instruction)

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

(cf. 4131 - Staff Development)(cf. 4231 - Staff Development)(cf. 4331 - Staff Development)

Absences for Pregnant and Parenting Students

Pregnant or parenting students may be excused for absences for medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence.
(Education Code § 48205)

(cf. 5113 - Absences and Excuses)

Parental Leave for Pregnant and Parenting Students

A pregnant or parenting student shall be entitled to eight weeks of parental leave 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. Such leave may be taken 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. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code § 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code § 46015)

When a student takes parental leave, the attendance supervisor

shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code § 46015)

(cf. 5113.11 - Attendance Supervision)

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and re-enrollment in courses. (Education Code § 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code § 46015)

(cf. 6146.1 - High School Graduation Requirements)(cf. 6146.11 - Alternative Credits Toward Graduation)(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Accommodations for Pregnant and Parenting Students

When necessary, the district shall provide accommodations to enable a pregnant or parenting student to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:
(Education Code § 222)

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

Complaints for Pregnant and Parenting Students

Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code § 46015, or district noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code § 222, § 46015; 5 CCR 4600- 4670)

(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation for Pregnant and Parenting Students

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)(cf. 6162.5 - Student Assessment)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

221.51 Nondiscrimination; married, pregnant, and parenting students

222 Reasonable accommodations; lactating students

222.5 Pregnant and parenting students, notification of rights

230 Sex discrimination

8200-8498 Child Care and Development Services Act

46015 Parental leave

48205 Excused absences

48206.3 Temporary disability, definition

48220 Compulsory education requirement

48410 Persons exempted from continuation classes

48980 Parental notifications

49553 Nutrition supplements for pregnant/lactating students

51220.5 Parenting skills and education

51745 Independent study

52610.5 Enrollment of pregnant and parenting students in adult education

CIVIL CODE

51 Unruh Civil Rights Act

FAMILY CODE

7002 Description of emancipated minor

HEALTH AND SAFETY CODE

104460 Tobacco prevention services for pregnant and parenting students

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4950 Nondiscrimination, marital and parental status

CODE OF REGULATIONS, TITLE 22

101151-101239.2 General licensing requirements for child care centers

101351-101439.1 Infant care centers

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Education Act Amendments

UNITED STATES CODE, TITLE 42

1786 Special supplemental nutrition program for women, infants,

and children

CODE OF FEDERAL REGULATIONS, TITLE 7

246.1-246.28 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 168 (2004)

COURT DECISIONS

American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS

Pregnant Students and Confidential Medical Services, 2013

Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, 2012

The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Women's Law Center: <http://www.cwlc.org>

U.S. Department of Agriculture, Women, Infants, and Children

Program: <http://www.fns.usda.gov/wic>

U.S. Department of Education: <http://www.ed.gov>

UNIFORM COMPLAINT PROCEDURES (UCP)

BP & AR 1312.3

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

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

- Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, career technical and technical education and training programs, child care and development programs, child nutrition programs, consolidated categorical aid programs, compensatory education, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Prevention Education programs, and any other district-implemented program which is listed in Education Code § 64000(a).

(cf. 3553 – Free and Reduced Price Meals)(cf. 3555 – Nutrition Program Compliance)(cf. 5148 – Child Care and Development)

(cf. 5148.2 – Before/After School Programs)(cf. 6159 – Individualized Education Program)(cf. 6171 – Title I Programs)(cf. 6174 – Education for English Language Learners)(cf. 6175 – Migrant Education Program)(cf. 6178 – Career Technical Education)(cf. 6178.1 – Work-Based Learning)(cf. 6178.2 – Regional Occupational Center/Program)(cf. 6200 – Adult Education)

- Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code § 200, §220; Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 5145.7 – Sexual Harassment)

- Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (Education Code § 222)
(cf. 5146 – Married/Pregnant/Parenting Students)
- Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)
(cf. 3260 – Fees and Charges)
(cf. 3320 – Claims and Actions Against the District)
- Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan. (Education Code § 52075) If the district finds merit in pupil fees, LCAP, and/or a Course Period without Educational Content complaint, the district shall provide a remedy. Specifically, in Course Period without Education Content the remedy shall go to the affected pupil. In LCAP and pupil fee complaints, the remedy shall go to all affected pupils, parents and guardians, which in the case of pupil fees, also includes reasonable efforts by the district to ensure full reimbursement to all affected pupils, parents and guardians subject to procedures established through regulations adopted by the Board.

(cf. 0460 – Local Control and Accountability Plan)

- Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code § 48853, § 48853.5, § 49069.5, § 51225.1, § 51225.2)

(cf. 6173.1 – Education for Foster Youth)

- Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, a former juvenile court school student, or a child of a military family as defined in Education Code 49701 who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code § 51225.1, § 51225.2)
(cf. 6173 – Education for Homeless Children)

- Any complaint alleging district noncompliance with the requirements of Education Code § 51228.1 and § 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code § 51228.3)
- Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code § 51210, § 51223)

(cf. 6142.7 – Physical Education and Activity)

- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall

keep confidential the identity of the complainant and/or the subject of the complaint if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)(cf. 5125 – Student Records)(cf. 9011 – Disclosure of Confidential/Privileged Information)

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

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 – Staff Development)(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(cf. 3580 – District Records)

Non-UCP Complaints

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

- Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
- Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
- Any complaint alleging fraud shall be referred to the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 – Nondiscrimination in Employment.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code § 35186)

(cf. 1312.4 – Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children

51210 Courses of study grades 1-6

51223 Physical education, elementary schools

51225.1-51225.2 Foster youth, homeless children, and former juvenile court school students, and military-connected students; course credits; graduation requirements

51226-51226.1 Career technical education

51228.1-51228.3 Course periods without educational content

52060-52077 Local control and accountability plan, especially

52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

52800-52870 School-based program coordination

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56867 Special education programs

59000-59300 Special schools and centers

64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6577 Title I basic programs

6801-6871 Title III language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act

7201-7283g Title V promoting informed parental choice and innovative programs

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 Family Educational Rights and Privacy
 100.3 Prohibition of discrimination on basis of race, color or national origin
 104.7 Designation of responsible employee for Section 504
 106.8 Designation of responsible employee for Title IX
 106.9 Notification of nondiscrimination on basis of sex
 110.25 Notification of nondiscrimination on the basis of age
 Management Resources:
 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
 Sample UCP Board Policies and Procedures
 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL
 RIGHTS PUBLICATIONS
 Dear Colleague Letter: Title IX Coordinators, April 2015
 Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
 Dear Colleague Letter: Harassment and Bullying, October 2010
 Revised Sexual Harassment Guidance: Harassment of Students by
 School Employees, Other Students, or Third Parties, January 2001
 WEB SITES
 CSBA: <http://www.csba.org>
 California Department of Education: <http://www.cde.ca.gov>
 U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>
 Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 adopted: November 16, 1998 Sacramento, California
 revised: June 7, 2007
 revised: October 6, 2011
 revised: May 2, 2013
 revised: June 19, 2014
 revised: November 20, 2014
 revised: November 3, 2016
 revised: June 15, 2017
 revised: November 26, 2018
 Administrative Regulation AR 1312.3
 Community Relations
 Uniform Complaint Procedures Except as the Governing Board may
 otherwise specifically provide in other district policies, these general
 uniform complaint procedures (UCP) shall be used to investigate and
 resolve only the complaints specified in BP 1312.3.
 (cf. 1312.1 – Complaints Concerning District Employees)
 (cf. 1312.2 – Complaints Concerning Instructional Materials)
 (cf. 1312.4 – Williams Uniform Complaint Procedures)
 (cf. 4031 – Complaints Concerning Discrimination in Employment)

Compliance Officers

The Board designates the following compliance officers to receive and investigate complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding sex discrimination.

The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 – Nondiscrimination/Harassment)
 (cf. 5145.7 – Sexual Harassment)

Lead Compliance Officer

Cancy McArn, Chief Human Resources Officer
 5735 47th Avenue, Sacramento, CA 95824 916-643-7474

Compliance Officer for Claims of Student-to-Student Discrimination or Harassment

Stephan Brown, Title IX Coordinator
 5735 47th Avenue, Sacramento, CA 95824 916-643-9425

The compliance officer who receives a complaint may assign another compliance officer to investigate the complaint. The compliance officer shall promptly notify the complainant if another compliance officer is designated to investigate the complaint.

In no instance shall a compliance officer be designated to investigate a complaint if he/she is mentioned in the complaint or has a conflict of interest that would prohibit him/her from fairly investigating the complaint. Any complaint filed against or implicating a compliance officer may be filed with the Superintendent or designee.

For complaints concerning insufficiency of instructional materials, emergency or urgent facilities conditions, and/or teacher vacancy or misassignment issues, the complaint shall be filed with the school principal or his/her designee at the school site where the complaint arises as provided in Administrative Regulation 1312.4.

The Superintendent or designee shall ensure that employees designated to investigate complaints receive training and are knowledgeable about the laws and programs which they are assigned to investigate. Training provided to such designated employees shall include current state and federal laws and regulations governing the program, applicable processes for investigating complaints, including those involving alleged discrimination, applicable standards for reaching decisions on complaints, and appropriate corrective measures. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 – Staff Development)(cf. 9124 – Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the results of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement, if possible, one or more of the interim measures. The interim measures may remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code § 234.1)

The Superintendent or designee, shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. The notification shall include, information regarding the prohibition of discrimination, harassment, intimidation, and bullying, unlawful student fees, local control and accountability plan (LCAP) requirements,

and requirements related to the educational rights of foster youth and homeless students former juvenile court school students, and children of military families (Education Code § 262.3, § 49013, § 48853, § 48853.5, § 49010-49013, § 49069.5, § 51225.1, § 51225.2, § 52075; 5 CCR 4622)

(cf. 0420 – School Plans/Site Councils)(cf. 1220 – Citizen Advisory Committees)(cf. 3260 – Fees and Charges)(cf. 4112.9/4212.9/4312.9 – Employee Notifications)(cf. 5145.6 – Parental Notifications)(cf. 6173 – Education for Homeless Children)(cf. 6173.1 – Education for Foster Youth)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code § 234.1 and § 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination.
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging retaliation, unlawful discrimination, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
 - d. Complaints should be filed in writing and signed by

the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.

- e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation reveals that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.
- f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
- g. The Board is required to adopt and annually update a local control and accountability plan (LCAP), in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP. (cf. 0460 – Local Control and Accountability Plan)
- h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.
- i. A foster youth homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools shall be notified of the district's responsibility to:
 - (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
 - (2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
 - (3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted

pursuant to Education Code 51225.1

- j. The complainant has a right to appeal the district's decision to CDE by filing a written appeal within 15 calendar days of receiving the district's decision.
- k. The appeal to CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
- l. Copies of the district's UCP are available free of charge.

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

District Responsibilities

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation, unlawful discrimination, or bullying confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

Filing of Complaint

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in accordance with the following:

1. A written complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement

related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code § 49013, § 52075)

3. A complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may be filed only by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant or alleged victim of unlawful discrimination or bullying requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of a sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation, unlawful discrimination, or bullying the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631) If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation, shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place.

To resolve a complaint alleging retaliation, unlawful discrimination, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a

violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Final Written Decision

The report of the district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties that may be involved in implementing the decision or affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In other all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians and students with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct

- e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
 3. Disposition of the complaint
 4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination, including discriminatory harassment, intimidation, or bullying, the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
 - b. The type, frequency, and duration of the misconduct
 - c. The relationship between the alleged victim(s) and offender(s)
 - d. The number of persons engaged in the conduct and at whom the conduct was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600.

For complaints of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, the notice may, as required by law, include:

- a. The corrective actions imposed on the individual found to have engaged in the conduct that relate directly to the subject of the complaint
 - b. Individual remedies offered or provided to the subject of the complaint
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal
- The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, and bullying, based on state law, the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private

interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code § 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code § 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies, training for faculty, staff, and students, updates to school policies, or school climate surveys.

For complaints involving retaliation, unlawful discrimination, or bullying, appropriate corrective actions that focus on the victim may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation, unlawful discrimination, or bullying, appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, including discriminatory harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code § 49013, § 51223, § 52075)

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person. The remedy shall go to the affected pupil in the case of complaints regarding: course periods without Educational Content, Reasonable accommodations to a Lactating Pupil, and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in our school district, and pupils in military families.

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code § 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision of a complaint regarding any specified federal or state educational program subject to the UCP may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code § 49013, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with the CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with by a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

Upon notification by CDE that the complainant has appealed the district's decision, the Superintendent or designee shall

forward the following documents to CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by CDE

PUPIL FEES

A pupil enrolled in a District school shall not be required to pay a pupil fee for participation in an educational activity. Complaints alleging pupil fees shall be filed no later than one year from the date the alleged violation occurred. (5 CCR §4630(c) (2))

All of the following requirements apply to the prohibition identified above:

- All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge.
- A fee waiver policy shall not make a pupil fee permissible.
- The District shall not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that the school district or school does not provide.
- The District shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians, and a school district or school shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school district or school.

The District shall not be prohibited from soliciting for voluntary donations of funds or property, voluntary participation in fundraising activities, or from providing pupils with prizes or other recognition for voluntarily participating in fundraising activities.

This is declarative of existing law and shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law.

A complaint of noncompliance with the requirements of this pupil fee law may be filed with the principal of a school 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.

If the District finds merit in a complaint regarding: Pupil fees, LCAPs, Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and/or the Physical Education Instructional Minutes (grades one through eight), the District shall provide remedy.

In the case of complaints regarding: Course Periods without Educational Content, Reasonable Accommodations to a Lactating Pupil, and Education of Pupils in Foster Care, Pupils who are Homeless, and/or former Juvenile Court Pupils now enrolled in a school district, the remedy shall go to the affected pupil.

In the case of complaints regarding: Pupil Fees, Physical Education Instructional Minutes, and/or LCAP, the remedy shall go to all affected pupils and parents/guardians.

A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements.

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

The District 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 District, which is funded directly by, or that receives or benefits from any state financial assistance.

A COMPLAINANT NOT SATISFIED WITH THE DECISION OF THE DISTRICT REGARDING SPECIFIC PROGRAMS HAS A RIGHT TO APPEAL THE DECISION TO THE CALIFORNIA DEPARTMENT OF EDUCATION BY FILING A WRITTEN APPEAL WITHIN 15 DAYS OF RECEIVING SCUSD'S DECISION. THE APPEAL MUST INCLUDE A COPY OF THE COMPLAINT FILED WITH SCUSD AND A COPY OF SCUSD'S DECISION.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3. (Education Code § 234.1, § 262.3, § 49013; 5 CCR § 4622)

If the District finds merit in a complaint, or the California Department of Education finds merit in an appeal, the District shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the District to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

Information regarding the requirements of this pupil fee law shall be included in the annual notification distributed to pupils, parents and guardians, employees, and other interested parties pursuant to Section 4622 of Title 5 of the California Code of Regulations.

The District shall establish local policies and procedures to implement the provisions of this law. (cf. Education Code § 49011-49013)

The District shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, children of military families, and former juvenile court pupils now enrolled in a school district as specified in Education Code § 48853, § 48853.5, § 49069.5, § 51225.1, § 51225.2. This notice shall include complaint process information, as applicable.

A copy of SCUSD's UCP policy and complaint procedures shall be available free of charge and via the district website www.scusd.edu.

FEDERAL REGULATIONS AND ACTS

FEDERAL TITLE I FUNDS

As a recipient of federal Title I funds, under the Every Student Succeeds Act, parents of students participating in programs or activities supported by Title I funds have a right to participate in the development of parent and family engagement policies by the district and by individual schools that receive Title I funds.

For information about parent engagement policies, please contact Department of State & Federal Programs at 916-643-9051. (20 U.S.C. § 6318)

TITLE I SCHOOLS

- Each year the district shall ensure that its parent involvement strategies are jointly developed with the parent/guardians of students participating in Title I programs. These strategies, to establish greater expectations for parent involvement, will address how the district shall carry out each activity listed in 20 USC 6318.
- The district will consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. The district shall also involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allocated for parent involvement activities.
- The district will ensure that each school receiving Title I funds develop a school-level parent involvement policy.

The district shall coordinate Title I funded programs for the purpose of coordinating and integrating parent involvement programs and activities. The district shall also promote parent resource centers in district schools that encourage and support parents/guardians.

PARENT ENGAGEMENT BOARD POLICY

The Governing Board believes that family and community engagement is a fundamental component to student success and achievement. When families are engaged at home and at school, students increase achievement. The engagement of families and community members in the education of students creates a positive bond between the home and the school.

The Board also believes that strong, ongoing family and community engagement, in all aspects of school programs and activities, provides support for measurable improvement in student achievement.

Consequently, the Board supports a collaborative environment in which the parents, families, and communities of SCUSD students are empowered to become partners with our schools and to participate as Stakeholders in the vision of creating a world-class educational system that enables all students to excel.

In order to establish the framework and responsibilities for the implementation of strategies to increase family and community engagement in student achievement in schools, the district shall ensure that:

- The district commits to building engagement capacity in developing parenting skills, communication, home learning, volunteering at school, classroom support roles, decision making, advocacy, and collaboration.
- The district will provide awareness of the importance of family and community engagement, academic goals, and assessment of their student and of the resources and programs available to support their student's learning and post-secondary preparation.
- The district will support upon available fiscal resources the volunteer Teacher-Parent Home Visitation program.
- The district will develop and implement district-wide and school-based strategies and programs based on the California Strategic Plan for Parental Involvement in Education.
- Schools will create and communicate participation opportunities for parents/guardians and other community members to partner with schools to participate in and support students' education at the elementary, middle, and high school levels.
- Parent/guardians shall be notified annually of their rights to be informed about and to participate in their children's education and the parent and family engagement opportunities available to them.
- Teachers and administrators will receive training including all Title I and non-Title I schools that fosters effective and culturally sensitive communication with parents/guardians. This includes training on how to communicate with non-English speakers and how to give parents/guardians opportunities to participate in the decision-making process and to support their student's instruction both at school and at home.
- The district welcomes and creates opportunities for parent/guardians to participate in leadership and school

site councils, advisory councils, and in other activities in which they may undertake governance, advisory, and advocacy roles as well as volunteer in the schools.

- The district will encourage school-family-community partnerships that reflect the ethnic and cultural diversity of the district.
- The district will encourage a School-Family-Community Partnership Plan to provide support and technical assistance to schools in order to help them integrate family involvement practices. Family engagement programs and activities in schools will recognize the diversity of family structure, circumstances, and cultural backgrounds and respect families as important decision-makers for their children's education. The district will regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including but not limited to input from parents/guardians and school staff on the adequacy of parent involvement opportunities. The district shall develop and implement strategies, including Title I and non-Title I schools, to involve and support parents/guardians in the education of their students, as well as to describe how the district and schools will address the purposes and goals described in Education Code 11502.

CONSTITUENT SERVICES OFFICES

The Board created the Constituent Services Office at the beginning of the 2017-18 school year, and the main responsibilities are:

- To provide an efficient pathway for families, community members and staff to resolve concerns.
- Meet with parents, community members, and advocates to problem solve and facilitate resolution.
- Provide constituents with requests for district information and or other services.
- Ensure that constituents receive a timely response for requests for information and services.
- Report on regular basis to the Superintendent and the Board regarding the services provided to constituents.

Constituent Services can be reached at 916-643-9000.

It is the District's goal to resolve most concerns or complaints from parents/guardians informally and/or at the level closest to the concern/ complaint as possible with the assistance of the school site administrators and a district Ombudsperson, who is part of the Constituent Services Office. If this is not possible, or if parents/guardians wish to file a written complaint about an employee; or unlawful discrimination, discriminatory harassment, intimidation, or bullying in district program and activities; or alleged violations of federal or state laws/regulations; or decencies related to instructional materials; or the condition of a facility that is not maintained in a clean or safe manner or in good repair; or a teacher vacancy or missed assignment; or requiring students to pay fees, deposits for participating in educational activities, parents/guardians may initiate the formal complaint process.

- Complaint forms are specific to the type of complaint (i.e., employee, program, discrimination, Williams Act, Uniform Complaints, etc.). Complaint forms are available at any school site and the Serna Center.
- The process begins by completing a complaint form and returning it to the site administrator, department head, or the district person/department identified to receive the complaint.
- The complaint process is handled in a confidential manner. Retaliation for filing a complaint is prohibited by law and Board policy.

PARENT COMPLAINT PROCEDURE

Federal law requires the school district and county office to adopt and notify parents and guardians of the district's complaint procedures for state and federal educational programs, including the opportunity to appeal to the state department. The district must investigate and seek to resolve complaints at the local level and follow uniform complaint procedures pursuant to state regulations when addressing complaints alleging unlawful discrimination for failure to comply with the law. For a list of federal programs that are within the uniform complaints procedures and how to file a complaint, please see page 33 of this Handbook.

SCHOOL DIRECTORY

ELEMENTARY SCHOOLS

Abraham Lincoln	395-4500
3324 Glenmoor Drive	
Bret Harte	395-5190
2751 9th Avenue	
Caleb Greenwood	395-4515
5457 Carlson Drive	
Camellia Basic	395-4520
6600 Cougar Drive	
Caroline Wenzel	395-4540
6870 Greenhaven Drive	
Cesar E. Chavez	395-4530
7500 32nd Street	
Crocker/Riverside	395-4535
2970 Riverside Boulevard	
David Lubin	395-4555
3535 M Street	
Earl Warren	395-4545
5420 Lowell Street	
Edward Kemble	395-4550
7495 29th Street	
Elder Creek	395-4555
7934 Lemon Hill Avenue	
Ethel I. Baker	395-4560
5717 Laurine Way	
Ethel Phillips	395-4565
2930 21st Avenue	
Golden Empire	395-4580
9045 Canberra Drive	
H. W. Harkness	395-4585
2147 54th Avenue	
Hollywood Park	395-4590
4915 Harte Way	
Hubert H. Bancroft	395-4595
2929 Belmar Street	
Isador Cohen	395-4600
9025 Salmon Falls Drive	
James W. Marshall	395-4605
9525 Goethe Road	
John Bidwell	395-4610
1730 65th Avenue	
John Cabrillo	395-4615
1141 Seamas Avenue	
John D. Sloat	395-4610
7525 Candlewood Way	
Leataata Floyd	395-4630
401 McClatchy Way	
Mark Twain	395-4640
4914 58th Street	
Matsuyama	395-4650
7680 Windbridge Drive	
Nicholas	395-4655
6601 Steiner Drive	
O. W. Erlewine	395-4660
2441 Stansberry Way	
Oak Ridge	395-4665
4501 Martin Luther King Jr. Blvd	

Pacific	395-4675
6201 41st Street	
Parkway	433-5082
4720 Forest Parkway	
Peter Burnett	395-4680
6032 36th Avenue	
Phoebe A. Hearst Basic	395-4685
1410 60th Street	
Pony Express	395-4690
1250 56th Avenue	
Sequoia	395-4695
3333 Rosemont Drive	
Susan B. Anthony	395-4710
7864 Detroit Boulevard	
Sutterville	395-4730
4967 Monterey Way	
Tahoe	395-4750
3110 60th Street	
Theodore Judah	395-4790
3919 McKinley Boulevard	
Washington	395-4760
520 18 th Street	
William Land	395-4890
2120 12 th Street	
Woodbine	395-4910
2500 52nd Avenue	

K-8 SCHOOLS

A. M. Winn Waldorf	395-4505
Inspired K-8 School	
3351 Explorer Drive	
Alice Birney Public Waldorf	395-4510
EK-8 School	
6251 13 th Street	
Father Keith B. Kenny	395-4570
3525 Martin L. King Jr. Boulevard	
Genevieve Didion	395-4575
6490 Harmon Drive	
John Morse Therapeutic Center	395-4774
1901 60 th Avenue	
John Still	2200 John Still Drive (K-5) 395-4625
2250 John Still Drive	(6-8) 395-5335
Leonardo da Vinci	395-4635
4701 Joaquin Way	
Martin Luther King Jr.	395-4645
480 Little River Way	
Rosa Parks	395-5327
2250 68th Avenue	

MIDDLE SCHOOLS

Albert Einstein	395-5310
9325 Mirandy Drive	
California	395-5302
1600 Vallejo Way	
Fern Bacon	395-5340
4140 Cuny Avenue	
Sam Brannan	395-5360
5301 Elmer Way	
Sutter Middle	395-5370
3150 I Street	
Will C. Wood	395-5380
6201 Lemon Hill Avenue	

MULTIPLE GRADE SCHOOLS

Capital City/Independent Study	395-5020
7222 24th Street	
Kit Carson	395-5350
5301 N Street	
School of Engineering & Sciences (7-12)	395-5040
Success Academy	395-4990
2221 Matson Dr.	

HIGH SCHOOLS

American Legion	395-5000
3801 Broadway	
Arthur A. Benjamin Health Professions	395-5010
451 McClatchy Way	
C.K. McClatchy	395-5050
3066 Freeport Boulevard	
Hiram W. Johnson	395-5070
6879 14th Avenue	
John F. Kennedy	395-5090
6715 Gloria Drive	
Luther Burbank	395-5110
3500 Florin Road	
Rosemont	395-5130
9594 Kiefer Boulevard	
Sacramento Accelerated Academy	643-2341
5601 47 th Avenue	
West Campus	395-5170
5022 58th Street.	

DEPENDENT CHARTER SCHOOLS

Bowling Green	395-5212
Chacon Language & Science	
6807 Franklin Boulevard	
Bowling Green	395-5210
McCoy Academy for Excellence	
4211 Turnbridge Drive	
George Washington Carver	395-5266
School of Arts and Science	
10101 Systems Parkway	
New Joseph Bonnheim Community Charter	395-5240
7300 Marin Ave	
Sacramento New Technology	395-5254
1400 Dickson Street	
The Met Sacramento	395-5417
810 V Street	

ADULT SCHOOLS

A. Warren McClaskey	395-5480
5241 J Street	
Charles A. Jones Career and Education Center	395-5800
5451 Lemon Hill Avenue	



SCHOOL DISTRICT
Application for Inter-district Transfer Permit (ITP)
(Grades TK-12)

☐ New ITP Application ☐ ITP Renewal **Must attach current report card/transcript, discipline, & attendance records from last school of attendance.**

(One student per app.)

Student Name _____ Current School Year _____ ITP Requested School Year(s) _____

Date of Birth _____ Current Grade _____ ITP Requested Grade(s) _____

Legal Parent/Guardian _____ Email Address _____

Cell # _____ Home # _____ Work # _____

Home Address _____ City _____ Zip _____

Last School Attended _____ District _____

School of Residence _____ District _____

Requested School * _____ District _____

(*Enrolling School District Shall Decide School of Enrollment)

Applicant must attach written documentation to justify each reason(s) for the transfer request.

- | | |
|---|--|
| <input type="checkbox"/> Romero Open Enrollment Request API of (Romero) School of Residence _____ | <input type="checkbox"/> Child Care (TK-8) (Letter and Proof of Residency from Provider) |
| <input type="checkbox"/> Parent Employment (Proof of Employment with Work Address) | <input type="checkbox"/> Academic Program Outside of District (Acceptance Letter) |
| <input type="checkbox"/> Health and Safety (Letter of Explanation and/or Doctor's Note) | <input type="checkbox"/> Sibling on Current Approved ITP (Proof of Sibling Attendance) |
| <input type="checkbox"/> Complete Current School Year <input type="checkbox"/> Complete Final Two Years at Current School | <input type="checkbox"/> SARB/Probation/CPS Ordered Placement (Court Documents) |
| <input type="checkbox"/> Planned Relocation to Requested District within 60 Days (Lease/Loan Docs) | <input type="checkbox"/> Other (Letter of Explanation) |

Is the student currently pending disciplinary action or under an expulsion order? ☐ Yes ☐ No **Is student a foster youth?** ☐ Yes ☐ No

Special Services? (check all that apply)

- ☐ GATE (Proof of Enrollment)
☐ Section 504 Plan (Copy of 504 Plan)
☐ English Learner (Proof of Enrollment)

Special Education Services? ☐ Yes ☐ No

Currently Receives Services? ☐ Yes ☐ No

Pending Assessment? ☐ Yes ☐ No

(Must Attach Most Recent IEP)

PARTICIPATION IN SPORTS – If the pupil participates in any athletic program governed by the California Interscholastic Foundation (CIF), he/she may not be eligible to participate at the new school. The parent/guardian should check the CIF rules before submitting an application.

BY MY SIGNATURE BELOW, I certify that to the best of my knowledge the information provided in this application is true and correct. I understand that issuance of a permit does not guarantee initial enrollment at the requested school site, and the district of attendance has discretion to determine the appropriate school site. I attest that I am the legal parent/guardian with custodial and educational rights.

Legal Parent/Guardian's Signature _____ Date _____

This application for Inter-district Transfer and attendance and any approved Inter-district Transfer Permit (ITP) are governed by the Terms of the Inter-district Transfer and Attendance Agreement.

INTER-DISTRICT ATTENDANCE PERMIT (GRADES TK-12) FOR SCHOOL YEARS 20____ - 20____*

(*ITP Term to be completed by enrolling district in consultation with district of residence. ITP Term is not to exceed 5 school years or the date the pupil is expected to transition from one school to another within the enrolling district.)

RESIDENT SCHOOL DISTRICT: <input type="checkbox"/> GRANTED <input type="checkbox"/> DENIED	
Reason(s) for denial: _____	
Authorized Signature _____	Date _____
Special Education Only:	
Authorized Special Education Signature _____	Date _____

REQUESTED / ENROLLING DISTRICT: <input type="checkbox"/> GRANTED <input type="checkbox"/> DENIED	
Reason(s) for denial: _____	
Authorized Signature _____	Date _____
Special Education Only:	
Authorized Special Education Signature _____	Date _____



Sacramento City Unified School District
2021-2022

**Standards of Behavior
Parent and Student Commitment**

PLEASE READ AND SIGN

We hereby acknowledge receipt of the 2021-2022 Standards of Behavior, as explained beginning on page 12, and have read and reviewed its contents.

We understand it is our obligation to meet these behavior standards.

Parent/Guardian (Print Name)

Student (Print Name)

Parent/Guardian (Signature)

Student (Signature)

Date

Date

School Name



Sacramento City Unified School District 2021-2022

Parent/Student Acknowledgement of Receipt of Annual Parent and Student Rights Notification

This form is to be returned to your student's school.

Parent and/or student may request a copy for your own record.

Authorization for Release of Student Information and Other Health Coverage Inquiries

This information is necessary for the school district to participate in the LEA Medi-Cal Billing Option.

☐ Yes ☐ No

Student's Name: _____ Date of Birth: _____ / _____ / _____

Student's Health Insurance Coverage is provided by: _____

Student's Health Insurance Policy Number: _____ Group Number: _____

Student's Health Insurance Carrier Claims Address: _____

Name of Policy Holder: _____

Healthy Schools Act Annual Notification of Pesticide Products

This notification identifies the active ingredients in each pesticide product that are intended to be used this school year.

☐ I wish to be notified during the 2021-2022 school year whenever a pesticide product is going to be applied.

California Healthy Kids Survey: 6th Grade Students Only

☐ By checking this box, I do **NOT** give permission for the district to gather information on behaviors from my sixth grade student(s) such as physical activity and nutritional habits; alcohol, tobacco, and other drug use; school safety; environmental and individual strengths and assets.

Release of Directory Information to Outside Agencies Including Military Recruiters

The purpose of this document is to inform you of your rights regarding release of student directory information.

Please **do not** release my child's directory information to the following entities:

☐ **Military Recruiter** (high school students only)

☐ Institutions of Higher Learning

☐ News Media

☐ Parent Groups (PTA, School Site Council, etc.)

☐ Prospective Employers

District Use of Student Images and Student Work

☐ By checking this box, I do **NOT** give permission for the district to use the image of my child or their classroom work in any official district or school publication or website.

I hereby acknowledge receipt of the Annual Parent and Student Rights Notification 2021-2022 which is information required by Education Code Section 48980. My signature is acknowledgement that I have been informed of my rights.

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

PLEASE RETURN THIS PAGE TO YOUR STUDENT'S SCHOOL.