

Elk Grove Unified School District



PARENT & STUDENT HANDBOOK

2022 - 2023



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Elk Grove Unified Overview 2022-23

www.egusd.net



General Fund Adopted Revenues (2022-23)

\$881.2 Million
General Fund



68 Total Schools

43 Elementary Schools

18 Middle/High Schools

7 Alternative/Other Schools

Student Demographics & English Learners

Calpads
(2021-22)

45% Socioeconomically Disadvantaged

< 1% Foster Youth

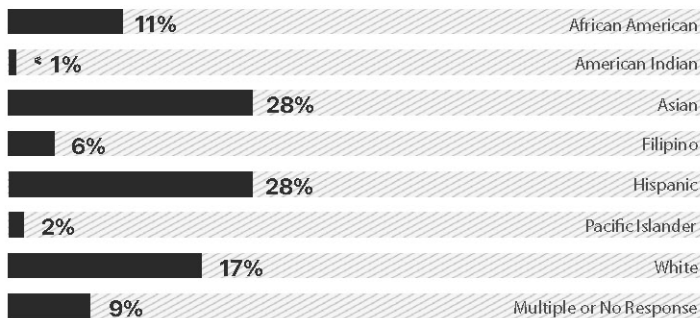
17% English Language Learners

< 1% Homeless

13% Students w/ Disabilities

Total Enrolled Students - 63,041 DataQuest
(2021-22)

32,170 Grades TK-6 **30,871** Grades 7-12



Student Performance



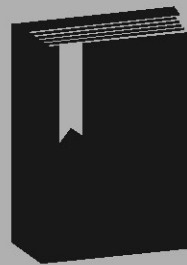
92%

Attendance Rate
(2021-22 LCAP Metrics)



92%

Graduation Rate
(Class of 2022)



College Readiness & Preparedness
(2021-22 LCAP Metrics)

A-G **56%** Completion

AP/IB **27%** Graduates Passing an AP/IB Exam

CTE **24%** Sequence Completion

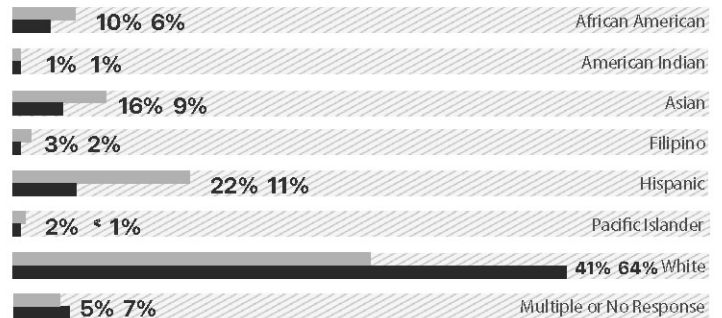


Students Conditionally Ready or Ready for College Level Coursework LCAP Metrics
(2021-22)

56% ELA
32% MATH

Total EGUSD Contracted Employees - 6,538

2,765 Classified **3,535** Certificated **238** Administrators



Message from the Superintendent



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

For us, valuing diversity means recognizing similarities and differences among people, acknowledging that individual differences are a community and organizational asset and that striving for diverse representation is a critical step toward equity. Ultimately, we seek to achieve equity whereby all outcomes are no longer predicted by identity categories such as race, ethnicity, gender, and socioeconomic status. We invite you and your family into our community and ask that you help us create inclusive and welcoming climates where we embrace differences and offer respect in words and actions for all people.

This Parent and Student Handbook contains important annual legal notices related to public schools, an outline of how we can serve educational needs of our students and what the learning environment expectations are of our students, families and staff.

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

Throughout the year, to help keep you informed and engaged, please expect regular communications from me, my staff, your school and many programs via newsletters, flyers, mass notifications by phone, email and/ or text, as well as through social media and on YouTube. We also regularly reach out to recruit for both certificated and classified positions and have developed programs for individuals interested in pursuing a very rewarding educational career within a top-notch district like ours.

I invite you to get to know the staff at your school site and I wish every family an excellent educational experience.

Sincerely,

Christopher R. Hoffman
Superintendent

ABOUT THE ELK GROVE UNIFIED SCHOOL DISTRICT

The [Elk Grove Unified School District](#) (EGUSD) is the fifth-largest school district in California located in southern Sacramento County. EGUSD covers 320 square miles and includes 68 schools: 43 elementary schools, nine middle schools, nine high schools, five alternative education schools, an adult school, one charter school and a virtual academy. Offering a multitude of educational programs, including over 60 career-themed academies and pathways within 13 industry sectors, we prepare our students for college and career by supporting them with the means to be creative problem solvers; self-aware, self-reliant, and self-disciplined; technically literate; effective communicators and collaborators; and engaged in the community as individuals with integrity. We integrate rigorous academics with career-based learning and real world workplace experiences and ensure that *Every Student is Learning, in Every Classroom, in Every Subject, Every Day to Prepare College, Career and Life Ready Graduates*.

Our Mission and Core Values

Elk Grove Unified School District
will provide a learning community that challenges ALL students to realize their greatest potential.

Outcomes for Students

Achievement of core academic skills
Confident, effective thinkers and problem solvers
Ethical participants in society

Commitments about how we operate as an organization

Supporting continuous improvement of instruction
Building strong relationships
Finding Solutions

High expectations for learning for ALL students and staff

Instructional excellence
Safe, peaceful, and healthy environment
Enriched learning environment
Collaboration with diverse communities and families

STRATEGIC GOALS

High Quality Classroom Instruction and Curriculum – All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.

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

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

Family and Community Engagement – All students will benefit from programs and services designed to inform and engage family and community partners.

Targeted Supports – Students with Disabilities, Foster, and African American students will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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SCHOOL COUNSELING

Academic, college career, and social emotional learning opportunities through school counseling are available to all students. Students can meet with school counselors on their school campus to discuss academics, social emotional learning, career preparation, college admission requirements, and/or to enroll in career technical education courses. [E.C. 51229 and 48980(1)]

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

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

HIGH-QUALITY INSTRUCTION AND CURRICULUM

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

Our students benefit from high-quality instruction where they understand learning targets and success criteria, engage in student dialogue, and actively participate with opportunities for regular assessment and feedback. Our teaching and learning model helps every student progress and better understand where they need to grow and develop socially and emotionally, behaviorally, and academically.

Teaching and Learning

Teachers must meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, or, regarding special education teachers, the qualifications described in section 612(a)(14)(C) of the Individuals with Disabilities Education Act [20U.S.C. 1412(a)(14)(C)].

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

- Encouraging accountability for improvement in our lowest-performing schools.
- Instituting High academic standards that will prepare students for college and careers .
- Performing annual statewide assessments that measure student progress.
- Promoting equity for disadvantaged students.

Under ESSA, teachers are legally assigned following the issuance of a California license or certificate, including the use of California Education Code options and permits that allow teachers to teach outside of their certification area.

ESSA Section 1112(e) states that LEAs shall notify the parents of each student attending any school receiving Title I funds and that after parent request, the agency will in a timely manner provide information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

Whether the student's teacher

1. has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. is teaching under emergency or another provisional status through which State qualification or licensing criteria have been waived; and (c) is teaching in the field of discipline of the certification of the teacher, and
3. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Homework

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

Communication on Student Achievement

We believe in regular communication regarding academic progress between parents and teachers as part of the education process and we believe in using multiple forms of communication. Progress reports are intended to reflect student progress with classwork and proficiency levels as well as to provide educational growth information related to the student's ability, citizenship and effort. At elementary schools, report cards may be provided to parents during parent-teacher conferences, can be printed upon request and are available in real-time on their student's electronic student information system called ParentVue.

Similarly, real-time progress and report cards are also available for parents to view on ParentVue for middle and high school students. Any parent wanting special arrangements for receiving report cards, such as by mail, may call the school to make such a request. Parents will be notified when a student is in danger of not passing a course. [E.C. 49063 and 49067]

Email Communication with Teachers

Email communication is an effective way for parents and teachers to communicate. Please know that teachers are not always able to respond immediately to emails they receive. However, they will respond within a reasonable amount of time.

Home and Hospital Instruction

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

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

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

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

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

School Calendar, Minimum Days & Student Free Teacher Development Days

Our school year calendar is available [online and can be downloaded](#). We have schools on three types of calendars: Year-Round with Tracks, Modified Traditional and Traditional. Minimum days, staff development days and district holidays are noted on the calendar. If your child will be affected by minimum days or staff development days, we will give you at least one month's notice. At various times during the year, schools will be on a minimum day schedule. Schools have minimum days due to testing, track change days, and teacher development. [E.C. 48980]

Curriculum: State Standards

The CA Common Core State Standards address English Language Arts (ELA) and mathematics content areas. The ELA section includes literacy standards for history/ social studies, science, and technical subjects. Kindergarten through 12th grade standards provide a progression of knowledge and skills that prepare students to graduate from high school to college, or become career- and life-ready. The standards are research-based and internationally benchmarked.

Information about all of our adopted standards and frameworks can be found on our [Curriculum](#) webpage.

Our Course Catalogs

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

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

Instructional Materials Review Process

In accordance with BP 6161.1, EGUSD teachers, administrators, and community members carefully review instructional materials. The recommended instructional materials are aligned with California content standards. Prior to selection and purchase, major adoptions of instructional materials (e.g., mathematics, English/language arts, social science, science) are evaluated and made available to the public for review before being recommended to the Board of Education for adoption. The review process ensures that teachers and students have the best possible materials for teaching and learning. An instructional materials evaluation committee, under the guidance of the Curriculum and Professional Learning Department, evaluates and recommends instructional materials for adoption by the Board of Education. This committee consists of a majority of teachers, as well as administrators and other staff with subject-matter expertise.

Your child's teacher should share information with you about classroom instructional materials. Teachers should also inform you about any particularly sensitive or possibly objectionable portions of instructional materials. Parents may also request a course outline from their child's teacher.

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

Special Education

Special Education provides the continuum of special education support as outlined in the Individuals with Disabilities Education Act (IDEA '04). Students receive support from Special Education as delineated on their Individual Education Plan (IEP). Programs include services and support for Autism (Aut), Deaf/Blind (DB), Deaf, Hard of Hearing (DHOH), Emotional Disturbance (ED), Intellectual Delay (ID), Orthopedic Impairment (OI), Other Health Impairment (OHI), Multiple Disabilities (MD), Speech and Language Impairment (SLI), Specific Learning Disability (SLD), Traumatic Brain Injury (TBI) and Visually Impairment (VI). The District annually notifies parents of the rights related to special education identification, referral, assessment, instructional planning, implementation and review and procedures for initiating a referral for assessment.

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

9th Grade Math Placement

We strive to ensure that students are provided with rigorous and meaningful educational choices. Our commitment extends to providing high school students with the opportunities to take mathematics courses that are recommended for college admission. Pursuant to the CA Mathematics Placement Act of 2015, grade 9 students are scheduled into math courses using the following, but not limited to, placement criteria:

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

Incoming 9th Grade Placement

- Mathematics I or Mathematics IA/IB.
- Mathematics II.
- Mathematics I or Applied Mathematics.
- Mathematics I.

8th Grade Math Placement

- Mathematics 8.
- Mathematics I (C or better).
- Mathematics I (D).
- Mathematics I (F).

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

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

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

Comprehensive Sexual Health Education

Every year our schools offer a unit of Comprehensive Sexual Health and HIV Prevention education to students in grades 5, 7, and 9. Our Comprehensive Sexual Health curriculum addresses the goals of the California Healthy Youth Act pursuant to Education Code 51930-51939, including providing students with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. Our educational program also promotes students understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family. Instruction is medically accurate, unbiased, age-appropriate, and inclusive of all students. The curriculum is monitored by the District's Comprehensive Sexual Health Education Advisory Committee.

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

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

Please notify the teacher in writing if you want to opt out of all or part of the Comprehensive Sexual Health program. The request only covers the current school year. [E.C. 51930–51939]

Parents/guardians have the right to preview all materials presented in the classroom under state law and to request a copy of the California Healthy Youth Act. Parents of middle and high school students who wish to preview Comprehensive Sexual Health materials should contact their child's school. Additional inquiries, including requests to review elementary materials, may be addressed by emailing HealthEducation@egusd.net.

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

Dissection of Animals

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

Notification of Films, Videos, Digital Media Content, and Television Shown at School

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

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

Movies that fall under the policy that teaches plan to show appear in the course syllabus. The syllabus includes a form to withhold parent permission. Copies of the syllabus will be available during back-to-school nights and sent home with students.

Teachers send home a notice before showing a movie approved by the committee. A form to withhold parent permission will be included. Parents shall be informed in writing if controversial or sensitive media is used for student viewing, regardless of Motion Picture Association of America (MPAA) film rating.

Parents who wish to withhold permission for students in grades 6-8 to see PG-13 movies or for students in grades 9-12 to see R-rated movies for the entire school year should complete the "opt-out" form that comes home with students during the first weeks of school.

Students may decline to view a film approved by our committee, even without a signed form from a parent. A parent may schedule an appointment to preview an "R" or "PG-13" District-approved video to be shown in their child's classroom by contacting the teacher. Any students who do not view a movie will be entitled to an appropriate and comparable alternative assignment.

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

Student Use of Technology

The Elk Grove Unified School District (EGUSD) recognizes that technology owned or otherwise provided by the district as necessary for instructional purposes, including network and Internet services offers a wide variety of opportunities to further educational goals and objectives and therefore provides technology services and network access to its staff and students. Access to these vast resources and information is an educational opportunity requiring responsible use by each individual. As such, every EGUSD user should act in an ethical and legal manner consistent with district goals and objectives and should conform to educationally appropriate use. Please reference Board Policy 6163.4 for complete information.

Users of EGUSD technology and network services should remember that the level of confidentiality on district-owned computers may not be the same as that expected when using personally owned equipment or Internet services. Electronic communications, files and Internet records may be examined for educational and administrative purposes and to verify that acceptable-use guidelines are being followed.

EGUSD has taken reasonable steps to ensure that technology services and network use is primarily for activities that support district goals and objectives. While EGUSD has deployed Internet content filtering technology in the interest of keeping harmful and inappropriate content from being accessed, Internet content filtering is not perfect and it may be possible for users of the Internet to access information that is intended for adults. Likewise, computer security cannot be made perfect and it is possible that a determined user can make use of computer resources for inappropriate purposes. EGUSD believes that the benefits of Internet access in the form of information resources and opportunities for collaboration far exceed any disadvantages. Ultimately, parent(s) and guardian(s) of minors are responsible for setting and conveying the standards that their child or ward should follow.

The use of the EGUSD technology, network services, and the Internet is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and the Acceptable Use Agreement. EGUSD reserves the right to suspend access at any time, without notice, for any reason, or revoke access at any time for inappropriate conduct. The use of the Internet, network, and technology services are strictly limited to educational purposes. EGUSD expects all students to use technology responsibly in order to avoid potential problems and liability. EGUSD may place reasonable restrictions on the sites, material, and/or information that students may access through EGUSD technology services and network. Each student authorized to use EGUSD technology services and network and their parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement online via Synergy.

Inappropriate Technology/Network/On-Line conduct includes, but it not limited to::

- Using EGUSD technology or network services for illegal activities, including unauthorized installation, use, storage, or distribution of copyrighted software or materials in violation of copyright laws.
- Unauthorized installation or use of any software or hardware not belonging to, or properly licensed by EGUSD (e.g., games, applications, operating systems, "shareware", computer components, and peripherals).
- Accessing, posting, submitting, publishing or displaying harmful or inappropriate matter that is threatening, libelous, defamatory, obscene, disruptive, sexually explicit, or that could be construed as harassment or disparagement of others ("cyber bullying") based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion or political beliefs. (Penal Code Section 313(a).)
- Bullying, harassing, intimidating, threatening other students, staff, or other individuals.
- Using EGUSD technology or network services for private business, commercial enterprise, or for political activities.
- Use of another individual's name, user account, or password.
- Allowing another user access to my account, sharing electronic account passwords, leaving passwords available in obvious locations, or leaving "signed on" or "logged on" computers unattended.
- Disclosure, use, or dissemination of personal identification or "contact information" (of another student, staff member, or other person) when using electronic communication. (Students are cautioned not to disclose personal information by any means to individuals located through the Internet without the permission of staff members and are urged to discuss on-line privacy issues with their parents or guardian. Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.)

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- Reading or accessing other users' electronic mail, chat messages or files. (Collaborative efforts will have appropriate and identified locations and/or resources for sharing files and information.)
- Attempting to interfere with other users' ability to use technology resources, send or receive electronic mail, deleting, copying, modifying, or forging other users' mail or files.
- Sending or exchanging messages that are inconsistent with school or district policies, or this Acceptable Use Agreement.
- Using encryption, encoding, or passwords to deliberately conceal or hide email or files.
- Distributing electronic media files in a manner that is likely to cause network congestion or significantly hamper the ability of other people to access and use the system (e.g., downloading extremely large files; sending/distributing mass electronic messages or chain letters; downloading of video and audio files not directly related to district goals; excessive chat or instant message use for non-educational purposes).
- Intentionally uploading, downloading, or creating malware.
- Attempting to vandalize, harm, intentionally disrupt, tamper with, intercept, or destroy EGUSD technology, district operations, equipment, data, or materials including use and/or possession of "hacking" tools.
- Attempting to bypass, circumvent, or disable: network security, virus protection, or Internet content filtering; including, but not limited to the use of Internet anonymizers to disguise user/computer origin or content.
- Manipulating the data of another user, school, or EGUSD resource.
- Unauthorized access to servers, computer systems, or network equipment.
- Use or connection of any person (non-district) equipment to the EGUSD network.
- Engage in or promote any practice that is unethical or violates any law, Board policy or administrative regulation, or this Acceptable Use Agreement.

Web & Social Media Page Creation

Access to the Internet through our network and creation of a web page using our network or server and as part of the educational program is a limited forum, similar to the school newspaper, and the District will exercise its rights within the law to regulate speech within that forum. District administration, building principals, and classroom teachers may restrict speech that is obscene, libelous, slanderous, or likely to incite students. Any language that creates a clear and present danger to the operation of the schools, or otherwise interferes with the educational mission of our District, also may be restricted. [Education Code Section 48907] The District will not restrict a student's speech on the basis of a disagreement with the opinions a student expresses. Web pages are defined as actual HTML pages, blog pages, portal entries or other representation/depiction on the World Wide Web.

The following guidelines must be followed when staff design web pages for display, use web pages on the Internet in connection with their work, or post or allow the posting of student web pages or student work:

- Web pages must support course objectives and be educationally informative.
- First and last names of students, without photos, may be posted to a district web page or official social networking web page, unless the student has an opt-out form on file requesting that their photo or name not appear on web pages.
- Images (photos, videos, etc.) of students without names may be posted to a district web page or official social networking web page, unless the student has an opt-out form on file requesting that their photo or name not appear on web pages.
- To post images of students with their first and last name on the district website or official social media pages, parent/guardian written permission must be obtained first.. The page also must be approved by an administrator.
- Administrator approval must be obtained before a video is posted containing students and before a video conferencing session involving students begins. Videos are required to follow the same guidelines in using names and student images.
- Student work may be published on a web page if both the student and their parent/guardian provide written permission.
- Electronic student newspapers are required to follow the same requirements.
- Students' mailing addresses, email addresses, and/or phone numbers shall not be posted in any public web space or private web space unless parent/guardian written permission is obtained before the information is posted. One exception to this is in the case of Technology Services and Superintendent's

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

Digital Citizenship

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

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

- Incorporating cyberbullying resources into the District's Anti-bullying Initiative.
- Facilitating Digital Citizenship workshops for families through the EGUSD Family and Community Engagement Department.
- Maintaining an internet filtering solution designed to comply with Children's Internet Protection Act (CIPA) guidelines.
- Managing a Digital Citizenship website with extensive resources to help parents and children use the internet safely, effectively and ethically. blogs.egusd.net/digitalcitizenship
- Offering professional development for staff on the skills necessary to make safe, lawful and appropriate use of the internet in an educational environment.
- Providing District-approved digital citizenship/internet safety curriculum for grades K-12.

Cell Phones, Pagers, Electronic Signaling Devices

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

Alternative Schools

California state law authorizes all school districts to provide for 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:

- Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- 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.

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- Recognize that the best learning takes place when the student learns because of his desire to learn. 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. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

Our Alternative School Programs

- Jessie Baker School (Special Education K-6)
- Calvine High School (9-12)
- Elk Grove Unified Charter School (7-12)
- Rio Cazadero High School (9-12)
- William Daylor High School (9-12)

Individualized Instruction

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

EGUSD Independent Study Program (ISP)

Our Independent Study Program (ISP) is an educational program that provides instruction based on the state-adopted content standards by certificated teachers. Parents or guardians may select an instructional program that best suits their child's needs and should contact their home school's principal to inquire about an ISP program available at Las Flores: Las Flores High School (9-12) and the EGUSD Virtual Academy (K-8).

Expanded Learning

The California Department of Education defines expanded learning to mean before school, after school, during the summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that all Expanded Learning programs are pupil-centered, results-driven, include community partners, and complement - but do not replicate - learning activities in the regular school day and school year.

Current Expanded Learning Afterschool Programs in EGUSD

The After School Education and Safety (ASES), 21st Century Community Learning Centers (21st CCLC), and After School Safety and Enrichment for Teens (ASSETs) Programs are state and federally funded expanded learning programs. Grants are administered by the California Department of Education and are intended to provide safe and educationally enriching alternatives for children and youth during non-school hours.

The ASES, 21st CCLC, and ASSETs programs are Expanded Learning Programs designed to assist Elk Grove students and families after school and/or during the summer. This involves a partnership between home and school for the academic success of students and for the benefit of the entire family.

There are several components in these grant-funded Expanded Learning Programs:

- Educational and Literacy Component that includes tutoring/ homework assistance in the core subjects (language arts, math, history/ social science, and science).
- Educational Enrichment Component that offers students engaging activities in a variety of areas which may include visual and performing arts; physical activity; career technical education; prevention and intervention strategies; science, technology, engineering, and math; and more.
- Nutritious snack or meals offered daily that meet requirements in CA Education Code Section 49430.

Programs are designed to assist K through 12th grade students and their families by providing students with a place to study and learn after the school day while supporting family involvement with their student's education. After school programs have been in operation since 2002 in our District and have become part of our educational structure. ASES/21st CCLC/ASSETs Expanded Learning Programs are located at 17 elementary, 3 middle schools, and 3 high schools that serve low income neighborhoods.

Future Expanded Learning Opportunities Program in EGUSD

The Expanded Learning Opportunities Program (ELO-P) will provide additional funding to support before and after school programs, extended summer offerings, and intersessional programs for students in grades TK-6. The funding, authorized by AB 130, will enable the District to expand before and after school programs to all elementary sites over the next few years. Parents are encouraged to speak with their school about expanded learning opportunities.

Elk Grove Adult and Community Education (EGACE)

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

It is never too late, nor are you ever too old, to complete your high school education. We offer all our required high school courses and High School Equivalency – GED® and HiSET test preparation courses - throughout the day and in the evenings. With our program you can:

- Brush up on your reading, writing, speaking, math, or computer skills to prepare for college, career training, or a job by taking our Academic, College and Career Preparation classes.
- Take English as a Second Language classes from beginning to advanced levels at the EGACE main campus.
- Prepare for your naturalization interview with EGACE citizenship preparation classes.

8401-B Gerber Road, Sacramento, CA 95828

Phone: (916) 686-7717

Fax: (916) 689-5752

E-mail: adultedinfo@egusd.net



STUDENT PROGRAMS AND SERVICES

Services to Students With Disabilities

If you have reason to believe your child (ages 0 to 21) has a disability requiring special services or accommodations, you should inform school officials. Your child will be evaluated to determine whether he/she is eligible for free special instruction or services. The District wants to locate, identify and assess all children with disabilities whether homeless, wards of the state or enrolled in public or private schools. [E.C.56020 et. seq., 56040, 56301; 20 U.S.C. 1412; 35 C.F.R.300.111]

Early Childhood and Pre-Kindergarten Education Programs

We are committed to providing opportunities for pre-kindergarten early childhood education by offering several programs that help 3 and 4-year old children get ready for transitional kindergarten and kindergarten. The programs are funded from different sources including Head Start and California Department of Education (state preschool) with requirements varying based on the funding source.

Head Start, Title I, and State Preschool programs are free to income eligible families with the submission of income documentation and all necessary documents. Champions and CDI are fee based Preschool programs. Parent-Child Playgroups is a parent participation program for family members and children from ages 0–3 years old that is free and funded through the First 5 Sacramento partnership.

Title I Program

Title I is a federal program that provides funds to high-poverty schools to assist students in attaining proficiency on state academic standards/assessments. We support many important strategies for student success with Title I funds, including preschool, after school instruction, academic intervention, professional development, parent involvement and education, and the homeless student program.

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

English Learner Program (EL)

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

Structured English Immersion (SEI)

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

English Language Mainstream (ELM)

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

English Fluency Level Parent Communication Parents are notified annually of their child's English fluency level and program placement. For more information, please contact your school site principal, EL Coordinator or the Department of English Learner Services at (916) 793-2953.

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

If a preferred program is not offered by the school, parents may make a request to establish a new language acquisition program using the form below. If the school receives a sufficient number of requests, the school will review the feasibility of the request and provide a response to the school community. Parent/guardians or school district employees on behalf of parents of our students, in compliance of California Proposition 58: Education for a Global Economy, can enter their request at <https://goo.gl/forms/TfpMQlgKdeXE9AD42>.

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

Native American Education Program

The Native American Education Program provides supplementary education services for eligible Native American and Alaska Native students. These services include academic assistance; presentation of Native American cultural classes during the regular day, after school, and during summer; college/career sessions and information; outreach to students who have not met grade level requirements and are at risk of retention; and family engagement. For more information, please call the Educational Equity Department at (916) 831-2041, email edequity@egusd.net, or visit the [Native American Education Program webpage](#).

Foster Youth Services

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

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

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

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

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

- Has the opportunity to meet the same academic achievement standards to which all pupils are held;
- Is placed in the least restrictive educational programs;
- Has access to the academic resources, services, extracurricular and enrichment activities as all other pupils [E.C. 48850].

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

- Right to remain in "school of origin" [E.C. 48853.5]
 - Students have the right to stay in the same school after they move to a new foster care home.
 - The "school of origin" can be:
 - The school attended when you first entered foster care;
 - The school most recently attended; or
 - Any school attended in the last 15 months that the student feels connected to.

If transitioning from elementary school to middle school or from middle school to high school, students have the right to transition to the same school as their classmates. If there is any disagreement about which school the student will attend, they have the right to stay in their school of origin until the disagreement is resolved.

- Right to immediate enrollment in school [E.C. 48853.5] Students have the right to immediately enroll in school and begin attending classes, even if they do not have the paperwork normally required for enrollment (such as birth certificate, transcript, or IEP) or did not check-out from their previous school. Education records must be sent within two business days to the new school after receiving a school records transfer request.
- Right to partial credits for high school students [E.C. 51225.2]

If the student changes schools during the school year, they have a right to partial credits in all classes that they are passing. The new school must accept the partial credits issued by the previous school. After changing schools, students have the right to enroll in the same or similar classes at their last school. Schools cannot require a student to retake a class or part of a class that they have already completed with a passing grade, if it would make them off-track for high school graduation. Students have the right to take or retake any class that they need to go to a California State University or University of California. Grades cannot be lowered because of absences related to a court hearing, placement change, or a court-related activity.

Foster Youth Graduation Rights [E.C. 51225.1]

- Students have the right to stay in high school for a fifth year to complete district graduation requirements, even if they are over 18.
- If a student is behind on credits, and they transferred schools after 10th grade, they may be eligible to graduate under AB 167/216 by completing only the state graduation requirements instead of the school district's requirements.
- If the student is determined eligible, the decision of whether to graduate under AB 167/216 is made by the student's education rights holder.

Foster Youth School Discipline Rights [E.C. 48853.5]

- The student's attorney and social worker must be invited to a meeting before a suspension can be extended beyond 5 days.
- If the student is in special education, the student's attorney and social worker must be invited to a manifestation determination meeting to decide whether the behavior was related to the student's disability.
- If the student is facing a possible expulsion, the student's attorney and social worker must be notified.
- At a formal hearing, the student has the right to be represented by an attorney before being expelled.

Foster Youth Right to School Records [E.C. 49076]

- The student's social worker/probation officer and education rights holder can access school records.
- The student's Foster Family Agency, Short-Term Residential Treatment Program, or caregiver who has direct responsibility for the care of the student can access school records.

Homeless Education Program

Children and youth who are experiencing homelessness are entitled to equal access to the same free and appropriate public education provided to all children and youth. The District serves students identified as homeless under the federal McKinney-Vento Homeless Assistance Act through the EGUSD Student and Family Empowerment Office (SAFE). Students may be eligible for special assistance and services if they lack a fixed, regular, and adequate nighttime residence, such as staying in a hotel/motel or shelter; sharing a house or apartment with others due to loss of housing, economic hardship, or a similar reason; or living in a car, campground or recreational vehicle. This includes students who are unaccompanied youth not in the care or custody of a parent or guardian and runaways.

In order to remove barriers and reduce the hardships students who are experiencing homelessness face, Student and Family Empowerment Office (SAFE) staff may provide or assist with the following:

- Enrollment assistance—determine school of residence and school of origin; assist with gathering and transferring records; make appropriate placements and mediate disputes regarding enrollment of homeless students.

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

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

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

- Attend a Graduation Exemption Determination Meeting with the school counselor and obtain the signatures of the student, educational rights holder, school counselor, principal, and the District's homeless liaison on the Graduation Exemption Determination form, indicating all who have signed agree to the alternative graduation plan and documenting the student and educational rights holder have been informed of how the alternative plan will affect admission to postsecondary schools.
- Be informed of the option to remain in school for a 5th year, and how staying the 5th year will affect postsecondary school admission.

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

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

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

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

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

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

Homeless Student Questionnaire and Website Posting Requirements

AB 27 and SB 400 require school districts to annually administer a housing questionnaire, developed by the California Department of Education (CDE), to parents and to unaccompanied youths. The EGUSD housing questionnaire is translated into the District's primary languages for parents, guardians, and/or an unaccompanied youth, and hard copies of the housing questionnaire will be made available. A sample copy of the EGUSD Housing Questionnaire is included in this handbook's Appendix and on the District's website. Elk Grove Unified must collect the completed housing questionnaires and annually report to the CDE the number of enrolled homeless students and unaccompanied youths.

Homeless Enrollment Dispute Resolution Process

Complaint forms are available at the school, but the form need not be used to make a complaint. Homeless students are to be maintained in their school of origin whenever feasible, unless the parent prefers the student attend their school of residence. If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. [42 U.S.C. 11432]

If, after enrollment, it is determined that a student is not homeless as defined in the law, the student may be disenrolled and the District will follow policies in place to address fraud.

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

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

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

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

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

For more information, please contact the nearest SAFE Center. See contact information below:

SAFE (Student and Family Empowerment) Office

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

LGBTQIA+ Programs and Services

The Youth Development Office provides district-wide support to EGUSD's LGBTQIA+ students, staff and families. The Youth Development Office staff facilitate awareness building training on LGBTQIA+ issues, provide district-level coordination and support for campus Gender Sexuality Alliance Clubs (GSA) and other site-based LGBTQ programs, and consult with EGUSD school staff on creating LGBTQIA+ inclusive and affirming campuses and classrooms.

Student Success and Opportunity Act (AB1266) and Gender Support Plans

Under the Student Success and Opportunity Act (AB1266) students have the right to participate in sex-segregated school programs, activities, and use facilities consistent with their gender identity, without respect to the gender listed in a pupil's records. Additionally, it is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state. (Education Code Section 200.)

Any student or family, regardless of age and grade, can request a Gender Support Plan. Gender Support Plans create shared understandings about the ways in which the student's authentic gender will be accounted for and supported at school. School staff, caregivers and the student work together to complete the plan. Any student or family who would like to discuss a Gender Support Plan should reach out to their school Principal or a Counselor to request a meeting.

If you have questions about Gender Support Plans or any other LGBTQIA+ programs please contact the Youth Development Office at (916) 686-7568.



STUDENT ACADEMIC PROGRAMS

Advancement Via Individual Determination (AVID)

AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. AVID is now offered at all 61 of our comprehensive elementary, middle, and high schools, starting the 2022-2023 school year. In addition, we added AVID Excel to James Rutter Middle School - a branch of the AVID system that specifically focuses on our English Learners.

AVID is an in-school academic support program for students. In the Elementary level, AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers. In the Secondary level, for one period a day, students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses. Secondary students apply to participate in the AVID program; if your student is interested in participating in AVID, please check the school's website for the coordinators contact information.

Honors, Advanced Placement (AP) and International Baccalaureate (IB)

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

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

2022-2023 AP/Advanced Placement Courses

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

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

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

Career Connected Learning: Academies, Pathways & Career Technical Education Courses

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

- Rigorous Academic Study: A-G-approved academic classes that are integrated with career themes and work-based learning opportunities.
- Relevant Career Technical Education (CTE): A three-to-four-year sequence of CTE courses related to a career focus area featuring project and inquiry-based curricula and such real-world experiences as community service, interaction with business and industry, and field trips to colleges.
- Wrap-around Student Support: Development of strong relationships and systems of support in the "school-within-a-school" atmosphere of an academy, along with critical 21st-century skills aligned with EGUSD's Graduate Profile.

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- **Work-Based Learning Opportunities:** Partnerships with local business and industry leaders who contribute their expertise by speaking to classes, mentoring, hosting industry tours, job shadows and internships; and participating in advisory meetings.

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

- **Academies:** Career academies provide an intensive level of implementation of Linked Learning within a small learning environment – like a school within a school. Typically, academies feature some cohort scheduling in order to build a learning community among teachers and students and support curriculum integration: Students will be scheduled into several common core academic and CTE courses, while teachers may teach two or three courses within the academy. All career academies include at least one CTE pathway and teachers develop cross-curricular projects around particular career themes.
- **Pathways:** California identifies 15 industry sectors – broad categories including multiple interrelated careers for Career Technical Education (CTE) from Agriculture and Natural Resources to Transportation. Thirteen are represented in EGUSD. Each industry sector is further broken down into more focused pathways. For example, the Public Services Sector includes three pathways: Emergency Response, Legal Practices, and Public Safety. In EGUSD, a CTE pathway is a coherent, three-course sequence of rigorous career technical courses, commencing in tenth grade and ultimately leading to postsecondary pathways, associate degree, baccalaureate degree, industry-recognized certificate, and/or professional licensure. A CTE pathway can be part of an academy or exist independently from an academy. All EGUSD CTE pathways are aligned with a state industry sector and pathway.
- **Programs:** A CTE program is a single intensive training program comprised of at least 300 hours of study. In EGUSD, CTE programs usually are offered through Explore Satellite CTE and are open to students from throughout the District. EGUSD's CTE programs are typically offered at the end of the school day or after school in order to allow students to travel to and from their home site. Most CTE programs provide students with the opportunity to earn an industry-recognized credential or transferable college credits.

To explore Career-Connected Learning and EGUSD's academies, pathways and programs visit the [EXPLORE website](#).



STUDENT ASSESSMENT

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

Standardized Assessment and Testing

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

CAASPP (California Assessment of Student Performance and Progress)

CAASPP is California's statewide testing program which consists of the following assessments:

SBAC (Smarter Balanced Assessment Consortium) The Smarter Balanced Assessments in English language arts/ literacy (ELA) and math are administered in grades 3-8 and 11 to measure what students know and can do. These computer-adaptive assessments include a variety of item types like multiple-choice, constructed response, technology-enabled/enhanced items, and performance tasks. In grade 11, results can be used as an indicator of college readiness.

CAST (California Science Tests)

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

CAA (California Alternate Assessments)

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

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

ELPAC (English Language Proficiency Assessments for California)

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

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

PFT (Physical Fitness Test)

This test is used to assess the physical fitness of students in grades 5, 7, and 9. It consists of assessments in five fitness areas: Aerobic Capacity, Abdominal Strength & Endurance, Trunk Extensor Strength & Flexibility, Upper Body Strength & Endurance, and Overall Flexibility. Student participation is recorded and required for each component. Student performance is reported to students and parents/guardians as a raw score for each respective component.

College Entrance and Placement Exams

We also support preparation for college entrance and placement exams. The PSAT 8/9, PAST 10, and PSAT/NMSQT are offered several times during the year at various locations. Information and opportunities for AP exams, as well as the SAT and ACT, are offered several times during the year. Please call your school counseling office for information about requirements, deadlines to register, and testing dates and locations. More information on the PSAT, SAT, and AP can be found at www.collegeboard.org.

- ACT (American College Testing)
- AP (Advanced Placement)
 - AP Financial Assistance: All high schools offer a wide selection of honors and advanced placement (AP) courses. Some colleges and universities will give credit to students who have scored well on an AP test. Our Student Support and Academic Enrichment Grant (ESSA: Title IV, Part A) is available to students who need assistance paying the AP exam fees [E.C. 52240, 52242].
- PSAT (Preliminary Scholastic Aptitude Test)
- NMSQT (National Merit Scholarship Qualifying Test)
- SAT (Scholastic Aptitude Test)

Tests/Surveys on Personal Beliefs

Unless required by law, your child will not be given any test, questionnaire, survey, examination, or marketing material containing questions about their or their parents' or guardians' views on the following:

- Personal beliefs or practices in politics
- Mental health,
- Anti-social, illegal, self-incriminating or demeaning behavior
- Critical appraisals of others close to the family, legally confidential relationships such as ministers or doctors,
- Income (unless to determine eligibility in a program or for receiving assistance)
- Sex,
- Family life
- Morality or religion

Prior notification and written permission of the parent or guardian applies to any exception to this rule. Parents have the right to review any survey or educational materials related to the survey on any of the above items. We have developed policies relating to surveys and personal information. [E.C. 51513, 60614; PPRA, 34 C.F.R. 98; NCLB, 20 U.S.C. 1232h(b)]

Student Surveys, Tests and Questionnaires Regarding Sexual Attitudes and Practices

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

PROMOTION, RETENTION, GRADUATION and HIGHER EDUCATION

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

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

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

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

EGUSD Graduation Requirements

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

Comprehensive High School Course Completion Requirements

In order to graduate from the district, students in comprehensive high schools must earn a minimum of two hundred-twenty (220) credits, in grades nine (9) through twelve (12), complete all required courses and a Validating Experience (as defined in this regulation), demonstrating College and Career Readiness.

To obtain a high school diploma, students shall complete the coursework identified below in grades 9–12. Courses taken in EGUSD Middle Schools that have the same course codes and requirements as high school courses shall be granted high school credits toward graduation. Grades for such classes will not be counted toward high school grade point average.

Continuation high school and comprehensive high school students will have different sets of credit and course requirements for graduation.

Credit and Course Requirements for Comprehensive High School Students

- Forty (40) credits of English.
- Thirty-five (35) credits of social science including World Geography; United States History; World History; American Government, and Economics.
- Twenty (20) credits of Physical Education, unless the student has been exempted pursuant to the Education Code or effective July 1, 2007, is mandated to enroll in additional Physical Education classes due to failure to meet state fitness standards.
- Thirty (30) credits of Mathematics* including Math I, and thirty (30) credits of Science, including Life and Physical Sciences; **or** Forty (40) credits of Mathematics*, including Math I, and twenty (20) credits of Science, including Life and Physical Sciences.
- Ten (10) credits of World Language* and ten (10) credits of Visual and Performing Arts; **or** twenty (20) credits of the same World Language*.
- Five (5) credits of Health.
- Five (5) credits of Technology*.
- Thirty-Five (35) elective credits[SB1] .

* Students may demonstrate proficiency in identified subject areas through specific district proctored assessments.

Validating Experience

We believe it is important for students to validate their educational experience and demonstrate College and Career Readiness. In order for students to demonstrate College and Career Readiness, and graduate from EGUSD, students must pass ten (10) credits in one (1) of the following in their Senior Year:

AP/IB Course;
JROTC Senior Course;
AVID Senior Seminar;
Math Course; or
Career Technical Education (CTE) Capstone Course;
Alternatively, seniors may also demonstrate College and Career Readiness and graduate by the following:
Meeting UC/CSU A – G requirements; or
Earning a Seal of Biliteracy.

Credits for Work Experience

Seniors may enroll in a maximum of twenty (20) credits of work experience (ten [10] per semester) in their junior or senior year. Students may earn up to a maximum of forty (40) credits of work experience during their junior and senior year combined.

Credits for Teachers' Aides

1. Schools shall limit the number of teachers' aides (TA) per teacher/department
2. Unless approved by the principal, students may not earn more than ten (10) TA credits during high school.
3. Unless approved by the site principal, only juniors and seniors may work as TA's.
4. Teachers' aides and work experience may not be taken concurrently.

Continuation High School Graduation Requirements

Our credit guidelines for continuation high school operate on the philosophy that students will earn credits through satisfactory completion of course objectives as demonstrated in coursework and assessments assigned by classroom teachers. The special nature of continuation education also provides the opportunity for students to earn credits through completion of project contracts. The issuance of credits and the corresponding credit options are provided as a direction to site administrators and teachers. Granting of any credit in variance with the credit guidelines must be authorized in advance by written approval of the Assistant Superintendent of Secondary Education and site principal.

Specific credit and course requirements for continuation students in the class of 2022 and thereafter are:

- English: 40 Credits
- Mathematics*: 30 Credits (includes Math 1) Life Science: 10 Credits
- Physical Science: 10 Credits US History: 10 Credits World History: 10 Credits
- American Government: 5 Credits Economics: 5 Credits
- World Geography: 5 Credits Physical Education: 20 Credits World Language*: 10 Credits,
- and/or 10 Credits Visual/Performing Arts, and/or 10 Credits Career Technical Education Health: 5 Credits
- Technology*: 5 Credits
- Electives: 55 credits

Total credits: 220

* Students may demonstrate proficiency in identified subject areas through specific district proctored assessments. Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

District students are required to complete graduation course requirements as specified earlier, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Within 30 days of the transfer or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure. Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4. In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.
2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars. Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.
3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school.
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

Honorary Diplomas

An honorary high school diploma may be granted to:

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district. (cf. 6145.6 - International Exchange)
2. A student who is terminally ill.

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Requirements For Students Living in Active Duty Military Households; Former Juvenile Court School Students; Homeless Students and Foster Youth; and Migratory and Newly Arrived Immigrant Students

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

- Attend a Graduation Exemption Determination Meeting with the school counselor and obtain the signatures of the student, parent, school counselor, and principal on the Graduation Exemption Determination form. Doing so is indication that all who have signed agree to the alternative graduation plan and documenting the student and parent/guardian have been informed of how the alternative plan affects admission to postsecondary schools.
- Be informed of the option to remain in school for a 5th year, and how staying the 5th year affects postsecondary school admission.

California High School Proficiency Examination (CHSPE)

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

Diploma State Seals

State Seal of Civic Engagement

Beginning with the class of 2023, seniors are eligible to earn the State Seal of Civic Engagement that can be affixed to their transcript, diploma, or Certificate of Completion. Seniors earn the designation by demonstrating excellence in civic learning, participation in civics-related projects, contributions to their community, and an understanding of the United States Constitution, the California Constitution, and the American democratic system.

Golden State Seal of Merit

The Golden State Seal Merit Diploma was established in 1997 to provide recognition to public school graduates who have demonstrated a superior level of performance in English, mathematics, science, and U.S. History on Smarter Balanced Summative Assessments, course grades, and/or results from assessments produced by private providers.

California State Seal of Biliteracy

The State Seal of Biliteracy award was established in 2011 to provide recognition to students who have demonstrated fluency in two or more languages by high school graduation. Fluency in English is demonstrated by completing all English-language arts (ELA) requirements for graduation with an overall GPA of 2.0 or above and by passing the Smarter Balanced Summative Assessment in ELA at the “standard met” level in grade 11. Students whose Primary Language is not English must also achieve Well Developed (4) proficiency level on the English Language Proficiency Assessments for California (ELPAC).

Proficiency in a language other than English is demonstrated by successfully completing a four-year high school course of study in a foreign language with an overall GPA of 3.0 or above or by passing an SAT, Advanced Placement or International Baccalaureate exam. Additional recipients will be awarded the seal as official scores are received from test vendors.

CSU & UC Admissions Requirements

The University of California (UC) has two additional paths to eligibility for graduating California high school seniors who plan to attend have met the minimum requirements (at least 15 A - G courses completed with a grade of C or better and a GPA of at least 3.0 in these courses) and aren't admitted to any UC campus to which they apply. These students will be offered a spot at another UC campus if space is available, provided:

1. Because the UC no longer considers SAT or ACT scores as a factor in admissions decisions, Admission by Examination has been suspended.
2. Eligibility in the Local Context (ELC)—The students must rank in the top nine percent of their graduating class at a participating California high school.
3. Eligibility in the Statewide Context (SWC)—The students rank in the top 9 percent of California students according to our updated [Statewide Index](#).

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

- <https://admission.universityofcalifornia.edu/index.html>
- <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/>

The California State University (CSU) system has “a-g” standards. Most applicants who are admitted meet the standards in each of the following areas:

- Specific high school courses (referred to as the “a-g” courses)
- Grades in “a-g” courses and test scores
- Graduation from high school
- The California State University (CSU) Freshman: Testing Requirements

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

University Partnerships

We have partnerships with California State University, Sacramento (CSUS) and the University of California, Davis (UCD) to increase the number of our graduates earning degrees. Part of the agreement states that UCD and CSUS counselors are available to our students. We also work closely with Cosumnes River College, which offers classes to help high school students prepare for college. Post-secondary education financial assistance information is available at each high school. Translators and translated financial aid materials are available to those families whose primary language is not English.

Early College Credit

Opportunities may be available for qualified students to enroll in courses offered by local community colleges or California State University, Sacramento, that may be taught on the high school campus or at individual colleges. Students must contact their school counselors for more information and to gain prior approval from the school principal for dual enrollment or advanced education opportunities. Students also may enroll in articulated college courses through their career technical education (CTE) teacher.

California Colleges' Tool for Students and Families DREAM to REALITY with www.CaliforniaColleges.edu (CCGI) , an all-inclusive, one-stop location to guide you and your child through the process of college and career decision-making and planning for life after high school. We have adopted this college-and career-planning website for students in grades 7-12.

The website provides tools for exploring how student interests can guide academic preparation for college, career decision-making, and early financial planning. Additionally, this platform allows for collaborative relationships with college and career support programs and/ or post-secondary institutions. All students in 7th-12th grade have an account. To access their accounts, students must register at www.CaliforniaColleges.edu.

Once an account is registered, all educational rights holders can also create an account and gain access to their student's individualized college and career plan. For specifics concerning how to register as a student or educational rights holder, please see your school counselor or CCGI lead.

Cal Grant GPA Submission

The Cal Grant is a need and merits-based form of financial aid distributed by the State of California. It's available to college-going students (includes vocational and career technical training programs). Education Code 69432.9 deems all high school seniors (except students who opt-out) to be Cal Grant applicants. It requires school districts to electronically submit GPAs on their behalf to the California Student Aid Commission (CSAC) for award consideration. Along with the GPA, the electronic submission includes other identifying information to help match students with their Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA). Students, or the parents/guardians of minor students who wish to opt out of the electronic submission, must notify their school counselor by September 15th of their senior year. We submit GPAs to CSAC on or before the October 1st deadline of each year.

SCHOOL PERFORMANCE DATA

California Dashboard

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

School Support and Improvement Activities

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

CSI, TSI and ATSI

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

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

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

School Accountability Report Cards (SARC)

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

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

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

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



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STUDENT HEALTH AND WELLNESS

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

- Health Education
- Physical Education
- Health Services
- Nutrition Services (See Part III)
- Mental Health and Social Services
- Healthy and Safe School Environment
- Health Promotion for Staff
- Family and Community Involvement (See Part III)

More information about these components can be found on our website at [Healthy Body, Healthy Mind, Healthy Learning](#).

Social and Emotional Learning

Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction and practice opportunities, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

Effective SEL programming begins in preschool and continues through high school. Elk Grove Unified has adopted the 5 core SEL competencies from the Collaborative for Academic and Social Emotional Learning (CASEL):

- Self-awareness: the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.
- Self-management: the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.
- Social awareness: the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.
- Relationship skills: the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate clearly, listen actively, cooperate, work collaboratively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

continued on next page

- Responsible decision-making: the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

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

Immunizations

We cooperate with the local health officer to control and prevent communicable diseases in school-age children. Per the immunization law known as SB 277, effective January 1, 2016, exemptions based on personal beliefs will no longer be an option for the vaccines that are currently required for entry into school in California. Personal beliefs exemptions on file for a child already attending school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten), or 7th grade.

A student may not be admitted to school unless they have been fully immunized against Diphtheria, Pertussis (whooping cough), Tetanus, Poliomyelitis, Measles, Mumps, Rubella, Hepatitis B and Varicella. The required immunizations are available from the Sacramento County Department of Public Health or a physician.

Students who do not present evidence of inoculation (for any of the diseases listed in Health & Safety Code 120335) shall be excluded, and the parent or guardian will be notified that they have two weeks to supply evidence either that the student has been properly immunized, or that the student is exempted from the immunization requirement. [Pursuant to Section 120365 or 120370 of the Health and Safety Code]. Such exclusion shall not be deemed an absence in computing average daily attendance. [E.C. 48216(a) (b)]

Parents will be notified and asked to take their child to the student's usual source of medical care to obtain the immunization. If no usual source exists, the parent or guardian will be referred to the county health department, or if eligible, the immunization may be administered at one of our immunization clinics.

Your student must be immunized against certain diseases before being admitted to school, unless formally exempted for medical reasons. Students who had a signed waiver based on religious or personal beliefs on file before January 1, 2016 are exempt from the immunization requirement until they complete the "grade span" they were in as of January 1, 2016.

Grade spans are:

- (1) birth through preschool.
- (2) transitional kindergarten through 6th grade.
- (3) 7th through 12th grade.

Students entering our schools for the first time after January 1, 2016 are no longer exempt from immunizations based on their religious or personal beliefs. Students who had a medical exemption issued before January 1, 2021 will be allowed continued enrollment until they enroll in the next grade span. [H.S.C. 120372(a)]

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

Documented proof of immunization is required upon admission. Consistent with applicable laws, unless a student provides or has on file with the school a recognized medical exemption, we shall exclude a student who is not properly immunized. We will notify the parent/guardian to supply evidence that the student is properly immunized or is exempt from immunization for medical reasons. For more detailed information regarding student immunizations, please refer to the website of the [California Department of Public Health, Immunization Branch](http://www.cdph.ca/Programs/CID/DCDC/Pages/Immunization/Pages/default.aspx). For questions regarding school-age immunization requirements for your student, please contact your school nurse.

Dental Screening and Oral Health Information

California law requires proof of a dental screening by May 31 of a student's first year of public school, whether it is kindergarten or first grade. California Education Code Section 49452.8, went into effect in 2007. The goal of the law is to establish dental care for every child.

The screenings will identify children who need further examination and dental treatment. SB 379 allows schools to provide on-site oral health screenings to fulfill the Kindergarten Oral Health Assessment (KOHA) with passive consent. **Parents/guardians must notify the school in writing that they do not want their student screened.** Primary teeth, also known as milk or baby teeth, play a vital role in eating, speaking, and smiling for children. They also hold space in the jaws for permanent teeth growing under the gums. Problems with primary teeth often cause pain and swelling which can distress the child and interfere with the ability to chew or speak properly.

Oral health is a valuable asset to a child's overall health and learning. Oral health includes:

- Teeth
- Gums
- Hard and soft palate
- Mucosal lining of the mouth and throat
- Tongue
- Lips
- Salivary glands
- Chewing muscles

Jaw early and thorough oral examination can detect the early signs of nutritional deficiencies, as well as a number of systemic diseases.

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

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

We adhere to the same privacy requirements per the [California Department of Education](#).

Parents who have questions about the dental screenings can call our Student Support & Health Services Department at (916) 686-7568. For additional support in accessing a dentist, call the toll-free telephone number to obtain eligibility requirements and request an application:

Early Smiles Sacramento: (916) 572-4860

Medi-Cal: (800) 322-6384

Child Health and Disability Prevention Program: (916) 875-7151

Sacramento County Public Health Department: (916) 875-5947

Physical Exam—First Grade

State law requires that for each child enrolling in the first grade, the parent or guardian must present a certificate, signed by a physician, verifying that the child has received a physical examination within the last 18 months. If your child does not receive this exam, you must file a waiver with the school district stating the reasons you are unable to obtain such services. Your child may be sent home if you fail to provide the certificate or waiver, or if your child is suspected to be suffering from a contagious disease. You may find it convenient to have your child immunized at the same time that the physical examination is conducted. [E.C. 49450; Health and Safety Code 124085, 124100, 124105]

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

Medication

Students with a medical disability that requires a physician-prescribed medication taken during the school day must follow California Education Code Section 49423, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

Whether the prescribed medication is of limited or permanent duration, students are entitled to seek assistance from the district in meeting their medication needs when they are under our care, custody, or control. The provision includes regular school hours, plus field trips, sporting events, and other off-campus, school-sponsored activities.

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

Until we receive an updated authorization signed by the parent/legal guardian and physician or surgeon, we will continue the directives in the existing authorization unless:

- (a) there is evidence the student's health may be endangered by the continued use of the existing medication directive.
- (b) the parent/legal guardian provides a written statement that medication assistance is to cease or be suspended until the new authorization can be provided.

All medication must be provided to the district by a parent/ legal guardian. We store the medication and dispense it in compliance with the medication directive. All medication supplied to us must be in its original labeled form (i.e., in the original prescription bottle, sealed package, etc.) as received from the physician, pharmacist, or store. State law provides that students may carry and self-administer prescription auto-injectable epinephrine and inhaled asthma medication upon the school's receipt of specified written confirmation and authorization from the student's physician, surgeon, and parent/guardian. [E.C.49423 and 49423.1] Except for personal asthma inhalers and personal epi-pens, a student may not independently possess medication during the school day or while on district property. There are no exceptions to this requirement due to health and safety concerns, including the potential theft of the medication or the potential for sharing/use of the medication by other students who may then suffer unexpected allergic or other negative reactions. Any student possessing medication, or providing medication to another student, may face disciplinary action.

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

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

Assistance means the providing of the child with medication in accordance with a physician's written instructions or directives, when the child presents themselves at the agreed time, or in response to urgent or emergency circumstances. Except as otherwise legally required, assistance may be provided by a district employee other than a nurse or licensed or trained medical care provider. Any emergency assistance provided to a student will be promptly brought to the attention of the parent/guardian. All additional reports of emergency assistance will keep with governing laws and district policies and procedures. At the end of the current school year, all medications must be picked up by the parent within five working days. Medication that is not retrieved by a parent/guardian will be destroyed per safety regulations.

Notice to School of Non-Episodic Condition

The parent or legal guardian of any public school pupil on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of:

- the medication being taken.
- the current dosage.
- the name of the supervising physician.

With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. The Superintendent of each school district shall be responsible for informing parents of all pupils of the requirements of this section. [E.C. 49480-49480. Article 6]

Private Duty Nurses

Parents who provide a private duty nurse for their child at school must notify both our Student Support and Health Services Department at (916) 686-7568, and their child's assigned school site, in order to comply with our procedural guidelines. Specific guidance will be given upon notification..

Physical Examination Exemptions

If you want your child to be exempt from physical examinations at school, you must file a written statement with the school refusing such an exam. However, when there is a good reason to believe that your child is suffering from a recognized contagious or infectious disease, they will be sent home and shall not be permitted to return to school until school authorities are satisfied that any contagious or infectious disease does not exist. [E.C.48980, 49451]

Sun Protection

Students, when outdoors, can wear sun protective clothing such as hats. Students may also apply sunscreen during the day without a doctor's note or prescription. [E.C. 35183.5]

Vision and Hearing Appraisal

Vision and hearing will be checked by a credentialed school nurse in grades transitional kindergarten, kindergarten, second, fifth, and eighth. A credentialed school nurse or audiologist will screen students unless you present to the school a certificate from a physician or optometrist verifying prior testing, or a letter stating it violates your faith in a recognized religious belief. [E.C. 49455, 49452]

Covered California Insurance

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

The federal government may pay a portion of the health insurance premium. Individuals and families may also qualify for Medi-Cal benefits. The open-enrollment period for Covered California health insurance plans happens once a year. Once the open-enrollment period closes, you may enroll in a Covered California health plan only if you have a qualifying life event that makes you eligible to apply. Some examples of qualifying life events are:

- losing your health coverage.
- getting married.
- moving outside your plan's coverage area.
- having a baby and turning 26.

Undocumented and non-citizen or permanent-resident parents who apply for their eligible children or dependents do not need to fear that doing so will result in deportation or other immigration-related actions.

For more clarification, read the [Immigrations and Customs Enforcement memo](#) on health enrollment and immigration.

To see if you qualify, visit www.coveredca.com/special-enrollment.

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

AWARENESS AND PREVENTION PROGRAMS

Comprehensive Sexual Health and HIV/AIDS Prevention

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

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

If a guest speaker gives a presentation or presents at an assembly, parents are given the dates and names of the guest speaker/organization at least 14 days before the dates of the presentation. This instruction will emphasize sexual abstinence and abstinence from intravenous drug use as the most effective means for HIV/AIDS prevention and avoiding the spread of sexually transmitted diseases. The instruction will also assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.

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

Suicide Prevention

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

Bullying Prevention

Because student safety is one of our top priorities, we do not allow any behaviors that infringe on the security or emotional or physical well-being of any student. We have developed strategies for bullying prevention and intervention to help keep students safe and ensure a healthy learning environment. We have an extensive board policy on bullying that covers a variety of areas, including cyberbullying, bullying prevention, intervention, complaints and investigation, discipline, and enforcement mechanisms.

Student in Crisis: What to Do

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

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

When interacting with a student in crisis, the following may be helpful strategies:

- Provide information about a current or upcoming life transition can help lessen anxiety.
- Remember, your job is not to act in the role of the mental health professional.
- Maintain visual contact with student at all times.
- Always provide a student with a 24-hour crisis number (see below). Have them put the contact information into their phone if possible.
- Connect the student with a counselor, administrator or mental health professional immediately. School and Community Resources: EGUSD Counselors, School Psychologists, School Social Workers and Mental Health Therapists.

— EGUSD Prevention Information & Resources

- Bullying and Cyberbullying Prevention
- Suicide Prevention
- Catapult EMS - (Anonymous Bully & Threat Reporting) How to Report Link

— Local Suicide Prevention Crisis Line (916) 368-3111

National Suicide Prevention Lifeline 1 (800) 273-TALK (800-273-8255)

— Sources of Strength

— Know the Signs

— American Foundation for Suicide Prevention

— NAMI Sacramento

- Be aware of the identified individuals on your site who are working with you to provide more long-term professional support.
- The wider your network of support, the more effective you will be in managing the crisis for the student, family, and others.

Student In Crisis: Communication

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

Student in Crisis: What to Avoid When Helping

- The student could be in a state of distress and confusion, so modeling and maintaining a sense of calm is essential.
- In an effort to provide support, be careful that you are not providing your opinions. Do your best to avoid being impatient, judgmental, or shocked.
- Be careful not to minimize the student's experience but do not overreact, as it may cause the student to shut down.
- Base the foundation of your relationship on honesty and trust.
- Do not promise secrecy in an effort to glean information regarding the crisis.

Student Crisis: Warning Signs

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

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

STUDENT BEHAVIOR MANAGEMENT AND SUPPORT

Positive Behavior Interventions and Supports (PBIS)

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

PBIS is a data-driven, team-based system that enhances the capacity of schools, families, and communities to respond to the unique needs of each student. This Multi-Tiered System of Supports (MTSS) focuses on creating and sustaining universal/school-wide (all students), targeted (small group), and intensive (individual) systems of support that improve the academic and social/emotional outcomes for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

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

Bullying Prevention in PBIS

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

Drug, Alcohol, Steroid and Tobacco Prohibition and Prevention

We work to educate students on the dangers of drug and weapon possession through classroom and individual presentations by school staff, Safety and Security Division staff, and local law enforcement partners. We define “tobacco and nicotine products” as a lighted or unlighted cigarette, cigar, pipe, or other smoking product or material, smokeless tobacco in any form and electronic cigarettes. “Electronic cigarettes” are defined as battery-operated or other electronic products designed to deliver nicotine, flavor and other chemicals by turning the substance into a vapor that is inhaled by the user, including, but not limited to electronic vaping devices, personal vaporizers, digital vapor devices, electronic nicotine delivery systems and hookah pens.

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

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

Students determined to have used or to be in possession of products at school or school-related activities that can be used to consume and/or use tobacco or nicotine products, including but not limited to “electronic cigarettes” as defined above, but which do not contain tobacco, nicotine, or any other controlled substance, may be subject to discipline under district policy, Education Code 48900(k), and/or other applicable laws. [E.C. 48901] Secondary student-athletes and their parents/guardians must sign an acknowledgement form that they will adhere to all of the policies of the Student-Athlete/Parent Handbook. One of these policies states that student-athletes will not use tobacco, drugs, alcohol, steroids or any performance-enhancing drug. Students and parents must sign the form before the student-athlete will be allowed to participate in any contests. The form and policy are available online at www.egusd.net. This notice is provided in compliance with the requirements of state and federal law as a part of the our drug, alcohol, and tobacco prevention programs. The unlawful manufacture, distribution, dispensing, possession, or use of illicit drugs, alcohol or any form of tobacco or nicotine product on district premises or as a part of any of its activities is harmful and strictly prohibited.

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

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

Progressive Discipline and Disciplinary Practices

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

- While on school grounds.
- While going to or coming from school.
- During the lunch period, whether on or off campus.
- During, while going to, or coming from a school sponsored activity.
- For conduct which occurs after school hours and off district property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance. [EGUSD AR 5144.1]

Alternatives, Interventions and Progressive Discipline

We have a defined and progressive set of interventions, remediations, and consequences that schools follow when a student misbehaves. They are outlined on the [EGUSD Disciplinary Matrix](#), which can be found in the Appendix of this handbook. The superintendent or principal may use their discretion to provide alternatives to suspension or expulsion to address student misconduct. [E.C. 48900(v), 48900.5] [EGUSD AR 5144]

- Parent Contact—verbal or written communication with the parent or guardian.
- Counseling—individual or group meetings of the student, which consist of teachers, counselors, administrators, parents, and the student to address the behavior issue and develop a plan of action to correct the student’s behavior.
- Personal Responsibility—students participate in directed activities such as written apologies, restitution, school/ community service, conflict resolution skills.
- Detention—Students participate in behavior modification for a period of 30 minutes to 1 hour during non-instructional time.

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- Community Service—Student may be assigned work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.
- Parent Conference—a formal meeting between the parents or guardians and school personnel to discuss the student's needs.
- In-School Suspension—assignment of student to separate supervised activity during the school day with the intent of correcting inappropriate activity.

Prohibition on Possession and Use of Tobacco and Nicotine Products

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

“Electronic cigarettes” are defined as battery-operated or other electronic products designed to deliver nicotine, flavor, and other chemicals by turning the substance into a vapor that is inhaled by the user. E-cigarettes include but are not limited to:

- electronic vaping devices.
- personal vaporizers.
- digital vapor devices.
- electronic nicotine delivery systems, hookah pens.

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

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

Grounds for Suspension or Expulsion

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

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

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

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

Major acts of misconduct must be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from the school following suspension due process procedures. Suspension is the removal of a student from the classroom for disciplinary reasons for a defined period of time by a teacher or school administrator.

There are two kinds of suspension:

1. On-campus suspension (by school/district teacher, administrator and/or designee)
2. Home suspension (by school/district administrators and/or designee)

Under due process procedures, the following may occur:

- A principal or designee may suspend a student for up to five days.
- A teacher may suspend a student for the remainder of the class in which the misbehavior occurred and for the next day's class.
- A suspension may be extended under certain conditions.

Students placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during suspension. They may, however, be required to complete assignments and tests which will be made available to them through an intermediary.

Expulsion, as ordered by the Board of Education, is the removal of a student from all schools in the Elk Grove Unified School District for violating the California Education Code. The expulsion is for a defined period of time. An application for re-admission must be considered within a specified time period. State law provides for due process and rights to appeal any order of expulsion.

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

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

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

Behavioral Requirements for Participation in Graduation Ceremonies

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

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

Partnerships with Law Enforcement

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

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

Interview of a Student by Law Enforcement

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

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

Release of a Student to Peace Officer

If a peace officer removes a student from school, the principal or designee shall take immediate steps to notify a parent or guardian, except when a student has been taken into custody as a victim of suspected child abuse or neglect. In such cases, the peace officer will notify the parent or guardian. [E.C. 48906; Penal Code 11165.6]

Search and Seizure Policy

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

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

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

To ensure the safety of students and staff, schools may conduct random searches for weapons using metal detectors. We may use specially trained, non-aggressive dogs to detect the presence of substances prohibited by law or district policy. Dogs may be used in the inspection of lockers, vehicles, or personal property, but may not be used to search a person.

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Family Engagement with School and the District

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

- Develops programs and activities that enable parents/ guardians to actively participate in their child's education.
- Helps parents/guardians develop skills and home environments that support their child's growth as responsible members of society.
- Provides parents/guardians with techniques and strategies to improve their child's academic and social emotional learning at both home and school.
- Initiates consistent and effective two-way communication between the home and school. Provides training to teachers, administrators and other school staff that fosters effective and culturally sensitive communication with the home. [B.P. 6020 (a), E.C. 11500-11506, L.C. 230.8]

Parents and guardians have a key role in maintaining welcoming, safe campus environments that are conducive to learning and school rules are designed to teach children to be responsible, respectful, and safe. Parents and guardians are urged to review district and school standards of conduct and rules with their children at the start of each school year, with special emphasis during critical transitional years when children move from elementary to middle school, and from middle to high school. Reinforcing positive behavior and acknowledging children for demonstrating appropriate conduct is important. If parents or guardians spot a behavior problem, they should contact school staff, who will partner with them to find solutions.

We are committed to strong partnerships between home and school to establish and enforce appropriate standards of conduct for students. In the event of student misconduct, teachers, school or district personnel will contact parents first, unless the infraction is so serious that police notification is mandated. Assistance is available for parents or guardians who are dealing with difficult or out-of-control children.

Parents are given tools to empower them as they work toward modifying the behavior of their difficult children. To find out more, visit the webpage of [Student Support and Health Services](#).

EGUSD SAFE (Student and Family Empowerment) Centers

Using the school site as a hub for service coordination, the our SAFE Centers assist students and families to improve educational, health, and social outcomes. Using a case management approach, the centers link students and families with resources that address their needs and goals.

SAFE Center staff assist parents, students, and educators throughout the District to identify and navigate the resources available in the community and on school campuses. Center staff refer families who need assistance to an array of services, including local clothing and food closets, medical and counseling providers, and dental and vision care.

SAFE Centers collaborate with community partners to bring programs and services to District families, including: Elk Grove Optimist/Kohl's Child Spree; Smiles for Kids Dental Clinic (sponsored by the Sacramento District Dental Society); Early Smiles and Carrington College dental hygiene programs (dental hygiene education and screenings); Vision to Learn vision care program (vision exams and glasses); holiday 'Celebrate the Season' programs; Sacramento Covered Health Navigators (connection to health insurance); and Sacramento County Department of Human Assistance (consultation with Human Services Specialists).

SAFE Centers coordinate the District's Homeless Education Program and Project A.C.T. The programs serve students and families experiencing homelessness. Students have eligibility rights based on federal and state laws governing the education of homeless children and youth. For more information, see the Homeless Education Program section in this handbook.

SAFE Centers

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

PARENT COMMUNICATION

Websites

Our district website is www.egusd.net and to find each school's website, visit [Our Schools](#) found on our homepage..

Synergy ParentVUE Portal

We utilizes Synergy, by Edupoint for its Student Information System. Synergy has a fully integrated parent portal called ParentVUE. ParentVUE helps parents/guardians stay informed and connected by providing day-to-day insight into their child's academic experience. Parents will need to register for a ParentVUE account using an activation code and instructions available at each school or by calling the Office of Family and Community Engagement. Instructions on how to register and update information in the system are included on the activation code handout. If you lose your activation code or need another one, please contact your child's school. This portal is available on the web or mobile phone app.

ParentVUE Features:

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

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

Please refer to our website for more information about [Synergy, registration and ParentVUE Guides](#).

District and School Mass Notifications for Updates and Emergencies (SchoolMessenger)

In an effort to enhance our communication efforts, please download the School Messenger app, which was designed to help us stay connected to you and allows you to set your preferences on messages you receive. School Messenger is a notification service that provides a recipient inbox where parents can access recent voice calls, text messages, email messages, and push notifications from any device and at any time. The app helps parents access critical information on their schedule and on whatever device they choose. During emergency situations. School Messenger is the preferred method to send parent notifications due to its multi-method messaging ability, which is not available with ParentVUE.

Parent Information

Our Department of Communications issues a bi-monthly **Community Update** to provide all parents and staff information regarding important district news, announcements or information. They also issue a monthly newsletter called **Community Connection**. When parents subscribe to SchoolMessenger, they will receive these messages via email and occasionally, the text and phone call features will be used.

Parent Emergency Notification

In the event that an emergency takes place on a school campus, student safety is our top concern. Depending on the level of the emergency, parents will be notified by telephone call, email or a letter home. We have an automated telephone dialing system through School Messenger for emergency situations. In the case of an emergency, the auto dialer system will call all telephone numbers listed under a student's emergency contact information as well as the student's home phone. Please make certain that your child's school has your most current emergency contact information. Questions about the emergency auto dialer system can be directed to the Communications Department at (916) 686-7732 or egusdcom@egusd.net.

School Messenger gives busy, on-the-go parents powerful new ways to stay connected to the school or district and for parents with children at different school sites, this app will help identify which message corresponds to the appropriate child. To see how the preference function works, you can try InfoCenter for yourself now. Visit go.schoolmessenger.com or download the InfoCenter app from iTunes or Google Play.

Opt-In to Receive Text Messages

Parents can also choose to receive text messages. To do this, please contact your school's front office to request adding or making sure your preferred mobile number is noted in your child's student record. Once you have your mobile number noted in your child's student record, in order to receive a text message generated through School Messenger, you must subscribe to texting.

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

How to Subscribe and Opt-In to Receive Text Messages For users in the United States, you can participate in School Messenger's service via short code 67587. If you would like to receive messages from your school or district you must reply affirmatively with one of the opt-in key words: Send a text message to 67587 with either the words "opt in" or "subscribe".

Standard message and data rates may apply.

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

Participating carriers: AT&T, T-Mobile®, Sprint, Verizon Wireless, Alltel, Boost, U.S. Cellular™, MetroPCS and other carriers. (The mobile carriers are not liable for delayed or undelivered messages.)
schoolmessenger.com/txt.

Talking Points App

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

Translation and Interpretation Services

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

- Español: Si usted necesita apoyo en traducción, por favor envíe un correo electrónico a egusd-translate@egusd.net para programar una junta vía ZOOM o una llamada telefónica con un intérprete. Por favor incluya su nombre y número de teléfono.
- Hmoob: Yog koj xav tau kev pab txhais lus, thov sau email mus rau egusd-translate@egusd.net thiab yuav teem tau sijhawm sablaj hauv ZOOM nrog rau tus neeg txhais lus lossis nws thiab yuav hu tau xovtooj rau koj. Thov qhia koj lub npe thiab xovtooj.
- Ngôn Ng. Tiếng Việt: Nếu bạn cần hỗ trợ dịch thuật, vui lòng gửi email tới egusd-translate@egusd.net để lên lịch cuộc họp về ZOOM hay gọi điện thoại cho thông dịch viên. Vui lòng ghi rõ có tên và số điện thoại của bạn.

Social Media

Follow us @ElkGroveUnified on [Facebook](#), [Twitter](#), [Instagram](#), [LinkedIn](#), [YouTube](#) and [Eventbrite](#).

Our Social Media Comment Policy

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

- Participants are encouraged to submit comments, questions and concerns; however, our official pages are moderated online discussion sites that constitute a limited forum, the contents of which are at the discretion and control of EGUSD.
- We will exercise its rights within the law to regulate speech within this limited forum on the official Facebook page;
- All posting of comments on this page are at the discretion of the official EGUSD social media page administrators;
- Our official social media page administrators will review all postings to make sure they are appropriate, constructive and abide by EGUSD's Board Policy and Administrative Regulation 1113 regarding Internet access and practices;
- Our official social media page administrators will not restrict speech on the basis of a disagreement with the opinion expressed;
- Once posted, our official social media page administrators reserve the right to delete submissions that contain vulgar language, personal attacks of any kind, or offensive comments that target or disparage any ethnic, racial, gender or religious group; and
- We do not allow postings of photographs or videos by anyone other than by official Facebook page administrators or other specifically authorized District personnel.
- Further, our official social media page administrators also reserve the right to delete comments on the official social media page that:
 - contain spam, advertising, solicitations or include links to other sites;
 - are clearly off topic, and/or disruptive;
 - cause or are reasonably likely to cause substantial disruption to the school and EGUSD's educational environment or operations;
 - are obscene, vulgar or sexually explicit, including masked words (**), acronyms and abbreviations;
 - violate a person's privacy;
 - abuse, harass, stalk, threaten violate the legal rights of others;
 - are libelous or slanderous;
 - are likely to incite students and create a clear and present danger to the operation of the schools;
 - interfere with the educational mission of a district school or EGUSD;

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- are endorsements of any product, cause, political party, or political candidate, which are all forbidden;
- are chain letters, pyramid schemes or fraudulent or deceptive messages;
- promote particular services, products, or political organizations or campaigns;
- infringe on copyrights or trademarks;
- contain links to inappropriate websites;
- advocate illegal activity; and/or
- violate any EGUSD policies.

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



STUDENT SCHOOL ATTENDANCE

Attendance is Key to Academic Success

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

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

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

Facts About Attendance

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

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

Confidential Medical Services Related to Attendance

According to the Education Code, school authorities may excuse any student in grade 7 through 12 for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. School districts are permitted to grant such excuses. [E.C. 46010.1]

Failure to Ensure Student Attendance

Any parent or guardian who fails to ensure their student's attendance may be guilty of an infraction and can be punishable as follows: \$100 for first conviction; \$250 for second conviction; and \$500 for third conviction. A parent or guardian may be placed in a parent education program or counseling program in lieu of a fine. A willful violation of a court order directing that a student must be enrolled in a school or program can mean a \$1,000 fine. [E.C. 48293]

General Absences

According to Education Code 48205(a) a pupil shall be excused from school when the absence is:

- Due to illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor. Due to quarantine under the direction of a county or city health officer.

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

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

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

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

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

Leaving School at Lunch Time

The Elk Grove Unified Board of Education has established a closed campus policy at all sites. Students may not leave campus at any time during the school day. This is to protect your student's health, safety and welfare and maintain the security of the campus. We ask that you not request permission for your student to leave campus during the school day for lunch. [E.C. 44808.5]

School Attendance Review Board (SARB)

SARB reviews student attendance and disruptive behavior. Students may be referred to SARB for habitual truancy or irregular attendance. SARB may involve the District Attorney, County Probation Department and County Health and Human Services in a student's case.

Meetings with Teachers or other School Staff

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

Resolving Concerns

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

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

- Meet informally with the person(s) involved. Calmly state the facts you are aware of and what you think the problem is.
- If the concern is not resolved, discuss the issue with the school principal.
- If the concern is not resolved at this level, request assistance from the appropriate or district department related to the issue, and we will work with you and the school administration to resolve concerns.
- If you are still unsatisfied with attempts to resolve your concerns the division-level administrator may request that you and the supervisor, put your concerns in writing in accordance with appropriate District procedures.

Tips for Helping Your Child Succeed

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

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

- Spend time at school. Interact with teachers and administrators.
- Make sure your child arrives at school on time.
- Volunteer in the classroom or at school events.
- Attend student performances and school meetings and participate in site and advisory councils.
- Read to your student or encourage them to read independently.
- Insist that your students treat teachers, administrators, staff and other adults with respect.
- Talk to your student about obeying school rules.
- Ask your child about their school day.
- Ask them to tell you one thing they learned in school that day.
- Limit screen time for your child.
- Contact your child's teacher when you have a question, concern or complaint.
- Check your child's backpack on a regular basis.
- Carefully review your child's homework, report cards, school newsletters and other information from the school.
- Discuss upcoming tests with your child.
- Encourage them to do their best in school.
- Reinforce the importance of homework to practice the skills learned from the day.
- Talk to them about turning assignments in on-time.

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

ENROLLING IN EGUSD SCHOOLS

Student Enrollment

Enrollment decisions should be made in the best educational interest of your child. In addition to your neighborhood school, we offer a variety of programs that appeal to students' interests and talents. If you are moving to the Elk Grove Unified School District and either have a child who will soon enter kindergarten or have children already in school, below is important information about enrolling your child for school. You may enroll your child for the current school year at any time as soon as you establish residency within the district boundaries.

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

To Enroll

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

EGUSD School Boundaries

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

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

Early Childhood and Pre-Kindergarten Education

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

- Early Childhood and Pre-Kindergarten Education: 0-5 years
- Transitional Kindergarten: 5 years old between September 2 and February 2
- Kindergarten: 5 years old on or before September 1

Grades TK-K

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

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

Grades 1-12

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

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

Enrollment Required Document Checklist

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

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

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

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

- Age and legal name verification – ONE of the following: — Certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
 - Baptismal certificate or official hospital record of birth;
 - Passport; and/or
 - When none of the above is obtainable, an Affidavit for Proof of Age of Minor signed by the student's parent/legal guardian may be accepted
- Immunization records
- Parent or Guardian Photo ID to verify the identity of the enrolling adult (Government-issued or non-government-issued ID are accepted; e.g., workplace ID badge, driver's license, college ID, revolving credit card with photo, Costco membership card)
- Withdrawal grades/unofficial transcript (if applicable)
- Current proof of residence within the district (Note: must be a street address; P.O. Box is not acceptable) consisting of any ONE of the following with the present address and the name of the parent or legal guardian listed:
 - Property tax payment receipts
 - Mortgage statement, rental property contract, or lease agreement
 - Current utility service (e.g., PG&E, SMUD, water, garbage, sewer) contract, statement, or payment receipt
 - Rental property payment receipt
 - Parent or guardian's recent pay stub
 - Voter registration
 - Correspondence from a government agency (e.g., documentation from the Department of Human Assistance, court documents, motor vehicle registration, driver's license, etc.).
 - Declaration of residency executed by the student's parent/guardian
 - If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the care-giving adult

Exceptions to Proof of Residence:

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

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

Residency Waivers for Enrollment of Homeless/Unaccompanied Youth

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

Please contact the appropriate Student Support Center for assistance:

SAFE (Student and Family Empowerment) Centers

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

Enrollment in District in Which Parent or Guardian is Employed

Students (K-12) who live outside of the District's boundaries may have the option of attending schools in the District if their parent/guardian is employed within the boundaries of the District for a minimum of 10 hours per week. A Verification of Employment Form must be submitted with the Interdistrict Transfer Permit. This form is available on the district's website. For more information call PreK-6 Education at (916) 686-7704 or Secondary Education at (916) 686-7706. [E.C. 48204(b)(f), 48980(i)]

Enrollment Based on Parent and Student Living at Parent's Place of Employment for a Minimum of 3 Days During the School Week

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

Enrollment Options for Persistently Dangerous School Choice

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

Enrollment of Pupils in Hospitals Outside of School District

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

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

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

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

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

Students in Active Duty Military Families/ Residency Retention and Matriculation

A student living in the household of an active duty military service member must be allowed to continue attending the student's school of origin for the remainder of the school year if the family moves. A student from an active duty military family who is transitioning between school grade levels must be allowed to continue in the school district of origin and in the same attendance area of their school of origin. If the student is transitioning to middle school or high school, and the school designated for matriculation is in another school district, the local educational agency must allow the student to continue to the school designated for matriculation in that school district. The new school must immediately enroll the student, even if the child has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended, or if the student is unable to produce clothing or records normally required for enrollment.

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



TRANSFER REQUESTS

InterDistrict Transfer Request Criteria and Procedures

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

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

Criteria for InterDistrict Transfer Permit

- When a student is enrolled or accepted into a program not available in the district of residence
- To meet the student's special emotional, physical, educational, health or safety needs as certified by a physician, school psychologist or other appropriate school, medical or law enforcement personnel;
- When school personnel have determined that the pupil has been the victim of bullying, as set forth in Education Code 46600 and 48900(r);
- When recommended by the School Attendance Review Board, county child welfare, probation or a social service agency in documented cases of serious home or community issues that make it inadvisable for the student to attend in the district of residence;
- When a student has brothers or sisters concurrently attending the same requested school;
- When parents/guardians provide sufficient written evidence that the family will be moving to a new district within 60 days and would like the student to start the year in the new district;
- To allow a student to remain in their current school within two years of graduation or promotion from that school;
- To meet the pupil's desire to remain in their school of current attendance for the balance of the semester or school year despite their parent's or guardian's change of address;
- To address the childcare needs of the student in grades K-8, with a completed Childcare Verification Form;
- To accommodate parent/guardian employment inside of the requested district [E.C. 48204] with a completed Employment Verification Form.

Parents choosing to apply for an Interdistrict Transfer must complete an Application for Interdistrict Transfer (Grades K-12) available from Elementary or Secondary Education or online EGUSD Forms.

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

IntraDistrict Transfer Request Criteria and Procedures

Elk Grove Unified students who wish to attend a school other than their school of residence must complete the District's Intradistrict Transfer Request Form available at their child's home school.

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

Criteria for an Intradistrict Transfer Permit

- Childcare within the attendance area of requested school (grades K-8 only) and a Verification of Childcare Form must be provided by the childcare provider. This form is available on the district's website. Specialized academic programs (grades 9-12 only). Secondary students may request to transfer to another school within the District to participate in an academic program that is otherwise not available at their school of residence (as long as enrollment space is available at the desired school and within the requested program). The student also must meet the entrance criteria for the academic program (grades 9–10).
- A student's physical or mental health. In these cases, documentation from a medical provider that clearly identifies the student's health issue and explains how it can be resolved by granting a transfer to another school is required for application and consideration of the transfer.
- For safety reasons. In certain cases, transfers may be granted based on safety/health concerns.
- Documentation that clearly identifies the student's safety/health concern and explains how it can be resolved by granting a transfer to another school is required for application and consideration of the transfer.

Transfer of Student with Misdemeanor

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

Academic Program/Childcare Transfers

Secondary students may request to transfer to another school within the District to participate in an academic program (grades 9–10) that is otherwise not available, both at their school of residence (as long as enrollment space is available), at that school and within the requested program. The student also must meet the entrance criteria for the academic program (grades 9–10).

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

Medical/Health Transfers

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

Victims of Bullying—Transfer Rights

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

Migratory Children—Residency Retention

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

Currently migratory children, who are enrolled in a school district due to a parent's or immediate family member's temporary or seasonal employment in an agricultural or fishing activity, as defined by Education Code 54441, must be allowed to continue in their schools of origin, regardless of any change of residence during that school year, for the duration of their status as migratory children. When a student's status as a migratory child changes during the school year, the school district must allow 9-12th graders to continue in their schools of origin through graduation. Additionally, migratory children and their parents/guardians must be informed of the impact that remaining in their schools of origin will have on their eligibility to receive migrant education services. [E.C. 48204.7]

Residency Retention for the Students of Detained or Deported Parents

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

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

Deported parents and/or parents or guardians of a pupil subject to subdivision (a) may designate another adult to attend school meetings and to serve as an emergency contact. No charges or fees of any kind, as allowed under Education Code section 48050, may be required for admission or attendance in these circumstances. [E.C. 48204.4.]

Open Enrollment

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

STUDENT RECORDS

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

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

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

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

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

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

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. Student records shall not be disclosed to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or judicial subpoena. No list, registry or database based on student's national origin, ethnicity, religious belief, practice, or affiliation, shall be compiled nor shall student information be disclosed to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. [E.C. 234.7; cf. 5145.13; Government Code 8310.3]

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

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

Challenging Student Records

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

The superintendent or designee will determine whether to sustain or deny the allegations. If your challenge is sustained, the changes will be made. If not, you may appeal to the school board, which has final authority. If you still have a different opinion, it can be included in the student's record. Our policies and procedures relating to types of records, logs, kinds of information retained, persons responsible for maintaining records, directory information, persons and organizations permitted access to student information and procedures to challenge records, and policies regarding reviewing and expunging student records, are available through the principal or from our district's Custodian of Records at (916) 686-7753. Parents/guardians have a right to file a complaint with the United States Department of Health, Education, and Welfare, concerning any alleged failure by the District to comply with section 438 of the General Education Provisions Act. If you are not satisfied with how your case was handled by the District, you may file a challenge with the United States Department of Education. [E.C. 49063, 49060, 49070; Family Educational Rights and Privacy Act (FERPA); 34 C.F.R. Part 99]

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

Resolution of Challenge/Appeals

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

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

Withholding Grades, Diploma or Transcripts

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

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

Opt-Out Forms

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

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

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

Multimedia Access

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

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

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

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

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

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

Release of Directory Information

The Family Educational Rights and Privacy Act ("FERPA"), a federal law, and the California Education Code, require that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised us to the contrary in accordance with District procedures, including this notice. In the case of students who have been identified as a homeless child or youth, no directory information can be released without parent or guardian consent.

Directory information is information about a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information is defined in Administrative Regulation 5125.1 and may include: a student's name, student's telephone number, student's email address, photograph, date and place of birth, grade level, dates of attendance, participation in District activities and sports, weight and height of members of athletic teams, and honors and awards received.

The primary purpose of directory information is to allow the District to include this type of information in certain school or District publications, which may include, but are not limited to: the annual yearbook, honor roll or other recognition lists, graduation programs, sports activity lists, or a playbill showing a student's role in a drama production. Directory information may also be disclosed to outside organizations without a parent's or guardian's prior written consent. In addition, federal law requires that districts receiving assistance under the Every Student Succeeds Act of 2015, provide military recruiters, media, locally elected officials and institutions of higher learning, upon request, with student's names, addresses, and telephone listings unless parents or guardians have advised the district in writing that they do not want their child's information disclosed without their prior written consent.

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

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

- Name
- Address
- Telephone number
- Email address
- Date of birth
- Major field of study
- Participation record in officially recognized activities and sports
- Weight and height of athletic team members
- Dates of attendance
- Degrees and awards received
- Most recent previous school attended

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

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

BUS TRANSPORTATION SERVICES

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

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

Transportation Safety

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

- Upon registration, parents or guardians of all students not previously transported in a school bus or school student activity bus/van and who are in Pre-Kindergarten, Kindergarten, and Grades 1 to 6, inclusive, shall be provided with written information on school bus safety. The information shall include, but not be limited to, all of the following:
 - How to access information regarding school bus stops near each student's home.
 - General rules of conduct at school bus loading zones.
 - Red light crossing instructions.
 - School bus danger zone.
 - Walking to and from school bus stops.

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

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

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

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

FOOD AND NUTRITION SERVICES

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

Food & Nutrition Services will offer meals at no cost to any student enrolled in the Elk Grove Unified School District, when they are in attendance. No cost meals are provided through CA Assembly Bill 130 which established Universal Meals to all children enrolled in school throughout California.

Lunch and breakfast are offered daily at all school sites. Meals are analyzed to ensure that they meet the nutritional needs of students and the Dietary Guidelines for Americans www.choosemyplate.gov.

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

For additional information about meal applications, eligibility, breakfast/lunch menus and nutrition education, please contact Food and Nutrition Services at (916) 686-7735 or refer to the website at: <https://egusdschoolmeals.com/>

USDA Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English,

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

Fax: (202) 690-7442; or
Email: program.intake@usda.gov

Earned Income Tax Credit Information Act Communication

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

Based on your annual earnings, you may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC

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payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its Web site at www.irs.gov.

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

For additional information, refer to the IRS EITC web page at: <http://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit>

If you have questions regarding this subject, please contact the IRS by phone at 1-800-829-3676 or through its website at www.irs.gov. You can also contact the Franchise tax Board by phone at 1-800-852-5711 or through its website at www.ftb.ca.gov.

CHILD CARE & CHILD DEVELOPMENT

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

Licensed Child Care and Development – Before- and After-School

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

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

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

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

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

- School site: Cosumnes River

Subsidized Child Care

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

Other Extended-Day Services

Some elementary school sites host fee-based before and/ or after-school services provided by a local parks and recreation district instead of or in addition to licensed child care services. For more information, call a representative at the numbers listed below.

- Before-and After-School Recreation Services Cosumnes Community Services District (CSD): (916) 405-5300
School sites: Florence Markofer, Stone Lake
- Southgate Recreation & Parks District: (916) 391-7622
School sites: Maeola R. Beitzel, Mary Tsukamoto
- After-School Only Recreation Services Cosumnes Community Services District (CSD): (916) 405-5300
School sites: Arthur C. Butler, John Ehrhardt, Elk Grove, Ellen Feickert, Joseph Sims

ENGAGING EDUCATIONAL PARTNERS

How to Volunteer

Applicants interested in volunteering should contact the school directly to obtain information regarding volunteer opportunities available. All volunteers must be cleared by the District prior to participating in school activities.

Volunteer Background Check

We require that all volunteer candidates who work with students be fingerprinted as part of a criminal background check. Even volunteers that work under the direct supervision of a District employee need to be fingerprinted. The fingerprint check is done by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Both agencies provide us with a record of prior convictions or pending arrests or citations. We review this report with specific interest in the history of offenses, pattern of offenses, time of offenses and for drug crimes, sexual crimes or serious or violent felonies. After receiving and reviewing the fingerprint reports, volunteer candidates may be authorized as volunteers, based upon the discretion of the District, and must be cleared or authorized as volunteers, prior to contact with students. This is the same background check that district employees must pass prior to being hired.

Volunteers are not charged for fingerprinting. The service is available in Room 103-A in the Robert L. Trigg Education Center, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624. For more information please call (916) 686-7795, ext. 67172 or visit the district's website.

Volunteer Tuberculosis Clearance

California law requires that volunteers who have frequent or prolonged contact with students must have a certificate that they are clear from tuberculosis. Prior to initial volunteer assignment, a volunteer who will have contact with students shall have on file with the school a certificate from a physician licensed under the Business and Professions Code or from a registered nurse, nurse practitioner or physician's assistant indicating that a tuberculosis examination within the past sixty (60) days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive.

Continuing volunteers who test negative on tuberculin skin tests shall undergo a tuberculosis examination at least once every four (4) years. If you have any questions regarding this requirement, please contact your school's principal or vice principal.

Volunteer Child Protection Responsibility

Volunteers are not considered "mandated reporters" under California Law, but volunteers should be aware of child abuse reporting requirements for school employees.

School Personnel must report:

- Cases of suspected infliction of physical or mental suffering on minor,
- Cases of suspected physical injuries to minors by other than accidental means
- Cases of suspected sexual molestation

School personnel are defined as teacher, administrative officer, supervisor of child welfare and attendance or certificated pupil personnel employee of any public school. All school personnel are mandated reporters for suspected child abuse. If you become aware of suspected child maltreatment, report your observations to your supervising teacher or site administrator.

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Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP)

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

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

Student Fees, Deposits and Charges

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

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

Gun Storage Safety Reminder

Evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe. It has been determined that an estimated 4.6 million American children live in households with at least one loaded, unlocked firearm and that every year nearly 350 children under the age of 18 unintentionally shoot themselves or someone else. Tragically, approximately 693 children die by gun suicide each year, most often using guns belonging to a family member. In incidents of gun violence on school grounds, 90 percent of active shooters are current students or recent graduates, and 74 percent of shooters under the age of 18 obtained their guns from their own home, a relative's home, or from friends. Research shows that secure firearm storage practices are associated with up to an 85 percent reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens.

In response to the alarming facts surrounding firearms and their access by children and our students, the State Superintendent of Public Instruction has made an urgent request of school districts to inform their school communities about the laws regarding the safe storage of firearms and has made resources available regarding gun safety on the California Department of Education's Violence Prevention web page. The Board of Education also adopted Resolution No. 72, 2021-2022 declaring the importance of secure firearm storage and associated preventative measures to increase student and school safety.

You Can Help Us with Traffic

By following the school's directions, parents and guardians can help provide a smooth flow of traffic at our schools during the morning drop-off and afternoon pickup times. Please use appropriate pickup and drop-off areas, follow the directions of school staff and follow traffic laws around school.

Vehicles that are double-parked, stopped in crosswalks or parked in restricted zones – such as those for loading and unloading school buses – create unsafe conditions for students, parents and motorists. These conditions make it difficult for children and other motorists to see each other, which can lead to accidents and injuries. It is better to wait a few seconds for a more secure drop off or pickup location than to stop where children need to dart across busy streets, or hold up traffic while picking up or dropping off students in the street.

The traffic situations you experience at your child's school are also part of the day-to-day problem our school bus drivers deal with every day while charged with the safe travel of their riders. Please do not block the path of a school bus with your vehicle or drive alongside the bus trying to get the driver's attention.

Safety Tips To & From School

There are several precautionary safety measures parents and students can take as they go to and from school. Talk to your children about the following safety measures:

- Do not talk to strangers, even if they know your name.
- Always walk directly to and from school using the same path every day.
- Always walk or ride your bike with a group of friends.
- Run directly to school or home if you are approached by a stranger.
- Immediately notify a school official or parent.



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KEY DISTRICT POLICIES

Confirmation of a Safe and Positive Learning Environment for All

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

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

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

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

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

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

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

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

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

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

- District personnel shall not treat students differently for residency determination purposes on the basis of their actual or perceived immigration status and shall treat all students equitably in the receipt of all school services for which they are eligible.
- District personnel shall not inquire about a student's immigration status or require documentation of a student's legal status.
- District personnel shall review the list of documents that are currently used to establish residency and shall ensure that any required documents would not unlawfully bar or discourage a student who is undocumented or whose parents are undocumented from enrolling in or attending school.
- District personnel shall neither require students to apply for Social Security numbers nor require students to provide a Social Security number, passport or visa.

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- District personnel shall not allow any immigration enforcement officer or agent to enter a school site without first signing in with the school administration and making a request to enter campus, and shall forward any request by immigration enforcement agents to enter a school site (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.) to the Superintendent's office for review, in consultation with District legal counsel.
- District personnel shall immediately send all requests by immigration enforcement agents for information or documents to the Superintendent, who in consultation with District legal counsel, shall consider all legally permissible actions that may be taken to respond to such requests to protect the privacy rights of students and their families. Outside of exigent circumstances, or the service of a warrant or subpoena, immigration agents or officers shall not be allowed onto a school campus prior to the approval of the Superintendent.
- District personnel shall not enter into any agreement with ICE to enforce federal immigration law and shall not participate in any ICE or Border Patrol enforcement actions.
- District personnel, as designated by the Superintendent, along with District legal counsel, shall review the impact of any changes in federal immigration laws, state laws and policies or programs that may impact students, and develop solutions aimed at preventing and/or mitigating the impact on both students and employees that may arise from the collection of, storage of or access to any personally identifiable information for immigration enforcement purposes.
- District personnel shall take all reasonable measures so that after-school program providers and other service providers that have access to student or family information will also follow the actions described herein.
- The Superintendent shall ensure EGUSD staff and parents are informed about the content of this Resolution and copies of the Resolution will be distributed to all schools of the District.

Americans With Disabilities Act

We are committed to achieving full compliance with the Americans with Disabilities Act (ADA) and do not:

- Deny the benefits of District programs, services and/or activities to qualified individuals with a disability on the basis of a disability.
- Discriminate on the basis of disability in access to or provision of programs, services, activities of the District and/ or application for employment or employment to qualified individuals with disabilities.
- Provide separate, unequal or different programs, services or activities, unless the separate or different programs are necessary to ensure that the benefits and services are equally effective.

We operate our programs so that, when viewed in their entirety, they are readily accessible to or usable by individuals with disabilities. We welcome those with disabilities to participate fully in the programs, services and activities offered to students, parents, guardians, and members of the public.

If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in any program, service or activity offered to you, contact the District ADA Coordinator in the Risk Management Department at (916) 686-7775 at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you.

If you have an observation of a possible barrier to access or a complaint about access, please contact the District's ADA Coordinator at legalcompliance@egusd.net.

[Government Code Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132), (42 U.S.C. Section 12132, Section 35.106)]

Access to EGUSD Board Policies

The Elk Grove Unified School District Board Policies and Administrative Regulations can be accessed through the California School Boards Association (CSBA) system GAMUT™.

View [EGUSD Board Policies and Administrative Regulations](#) using GAMUT™

Below is a list of recently added or updated policies that parents and students may want to know about:

- Board Policy 4119.24 "Maintaining Appropriate Adult-Student Interactions" 2022
- Board Policy 9150 "Student Board Members" 2021
- Board Policy 5132 "Dress and Grooming" 2021

School and District Liability

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

<https://www.egusd.net/Departments/Risk-Management/index.html>

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

Elk Grove Unified Code of Conduct and Community

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

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

Non-Discrimination, Harassment, Intimidation and Bullying

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

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

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

Pursuant to California Education Code section 221.5, a pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records. Any student may request the use of private or unisex restroom facilities for increased privacy. We endeavor to protect the privacy of all students.

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

We strongly encourage any student who feels that they are being or have been discriminated against, harassed, intimidated, or bullied on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal (or the principal's designee), or the Legal Compliance Specialist

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identified in the District's Uniform Complaint Procedures - BP 1312.3. Any employee who receives a report or observes an incident of discrimination, harassment, intimidation or bullying shall notify the principal (or the principal's designee), or the Legal Compliance Specialist identified in BP 1312.3. Complaints of unlawful harassment shall be addressed consistent with the procedures set forth in BP 1312.3. (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. 5145.7 - Sexual Harassment; cf. 5141.4 - Child Abuse Prevention and Reporting; cf. 5145.3 - Nondiscrimination/Harassment; cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Board of Education desires to provide a safe school environment that provides equal opportunities for students in admission and access to the district's academic, co-curricular, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have a material or substantial impact, or create a hostile environment, at school. (cf. 0410 - Nondiscrimination in District Programs and Activities; cf. 5131 - Conduct; cf. 5131.2 - Bullying; cf. 5137 - Positive School Climate; cf. 5145.7 - Sexual Harassment; cf. 5145.9 - Hate-Motivated Behavior; cf. 5146 - Married/Pregnant/Parenting Students; cf. 6164.6 - Identification and Education Under Section 504)

Our students shall have equal opportunities in admission and access to educational programs, guidance and counseling programs, athletic programs, testing procedures, consideration for selection for awards and honors, and other activities, including extracurricular activities, regardless of a student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. Eligibility for co-curricular or extra-curricular programs, including but not limited to choral and cheerleading, shall be determined on the basis of objective competencies.

No student shall be excluded from any benefit, aid, service, award or honor, or recommendation for an award or honor, or excluded from attendance/participation in an extracurricular activity solely on the basis of that student's having a disability and/or receiving services through a Section 504 plan or Individualized Education Program ("IEP"). Students with disabilities shall be given an equal opportunity to be considered for selection for any awards or honors and be provided an equal opportunity to participate in extracurricular activities, and their parents shall be advised of such awards, honors, and extracurricular activities in the same and equal manner as parents of students without disabilities. When providing or arranging for the provision of nonacademic and extracurricular services and activities, the District shall ensure that a student with a disability participates with nondisabled persons in such activities and services to the maximum extent appropriate to the needs of the student with a disability in question. The District will provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation in such services and activities. The District may set uniform standards for measuring academic achievement for such awards or honors/eligibility requirements for educationally sound purposes if the criteria are objective and clearly-defined, related to the purpose of the program, and applied equally to all students without regard to disability. Participation of a student who, even with the benefit of accommodations, could not meet the essential academic or skill requirements necessary for participation or recognition, is not required.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

We shall annually notify certificated staff serving District students in grades 7 through 12 of information regarding school site and community resources related to the support of lesbian, gay, bisexual, transgender and gender questioning (LGBTQ) students, and students who may face bias or bullying on the basis of religious affiliation or perceived religious affiliation. (cf. 1312.3 - Uniform Complaint Procedures; cf. 1330 - Use of Facilities; cf. 4131 - Staff Development; cf. 4231 - Staff Development; cf. 4331 - Staff Development; cf. 6145 - Extracurricular and Cocurricular Activities; cf. 6145.2 - Athletic Competition; cf. 6164.2 - Guidance/Counseling Services) Complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated as specified in the accompanying Administrative Regulation and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal. (cf. 4118 - Suspension/Disciplinary Action; cf. 4119.21/4219.21/4319.21 - Professional Standards; cf. 4218 - Dismissal/Suspension/Disciplinary Action; cf. 5144 - Discipline; cf. 5144.1 - Suspension and Expulsion/Due Process; cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities); cf. 5145.2 - Freedom of Speech/Expression)

Reporting Procedures

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

Non-Discrimination-Harassment-Intimidation-Bullying (EGUSD Board Policy)

The Elk Grove Unified School District prohibits discrimination against, nor will it tolerate the intimidation, harassment or bullying of, any student by a student, employee, or any other person from or in the District, on the basis of the student's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status or association with a person or group with one or more of these actual or perceived characteristics.

EGUSD Board Policy – BP 5145.3 – Nondiscrimination/Harassment/Intimidation/Bullying

Resources

- [LGBTQIA+ Community Resource List](#)
- [Sacramento County Crisis & Mental Health Resources](#)
- [LGBTQ Student Rights](#)
- [8 Laws to Know: Protecting LGBTQ Youth in California](#)
- [Trevor Project Flyer](#)
- [Trevor Project – Coming Out – A Handbook for LGBTQ Young People](#)
- [Trevor Project Lifeline](#) – 1 (866) 488-7386 – Crisis intervention and suicide prevention line to lesbian, gay, bisexual, trans, queer, and questioning youth and young adults. TrevorLifeline, TrevorChat, and TrevorText available.
- [Sacramento LGBT Community Center](#) – (916) 442-0185 – Local organization supporting the health and wellness of the most marginalized, advocating for equality and justice, and working to build a culturally rich LGBTQ community.
- [PFLAG Sacramento](#) – (916) 978-0410 – National organization with a local chapter that promotes the well-being of LGBTQ youth and their friends and family, through support, education and advocacy.
- [National Suicide Prevention Lifeline](#) – 1 (800) 273-8255 – The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals.
- [Advocating for LGBTQ Students with Disabilities](#) – A guide for educators and parents/guardians on supporting LGBTQ students with an IEP or 504 plan.

Non-Discrimination Contacts: Title IX Coordinators, Equity Compliance Officers and 504 Coordinators

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

The District designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with the Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3- Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at TitleIX@egusd.net. (cf. 1312.3- Uniform Complaint Procedures)

Questions and concerns regarding Title IX compliance at a school site must be directed to the school principal (or the principal's designee), who is the school's Title IX Designee. For questions and concern regarding Title IX compliance in District Level Programs the Title IX Coordinators/Equity Compliance Officers are as follows:

For complaints against employees:

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

For student against student complaints:

- Dr. Bindy Grewal, Assistant Superintendent, PreK-6 Education 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7704; PK6Ed@egusd.net
- Mark Cerutti, Deputy Superintendent, Secondary Education, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7706; egusded@egusd.net

In the event of a complaint regarding discrimination based upon an actual or perceived mental or physical disability, contact the District's 504 Coordinator:

- Keith Mims, Coordinator, 504/Due Process, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624, (916) 686-7568, kmims@egusd.net.
- Don Gordon, Coordinator, 504/Due Process, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624, (916) 686-7568, dsgordon@egusd.net.

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

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools. (cf. 3580 - District Records)

Sexual Harassment Policy

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

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another District administrator. Any student who feels that he/she is being discriminated against or harassed should immediately contact the principal or designee. Additionally, a written complaint can be filed in accordance with Board Policy and Regulation 1312.3. Written complaint policies are available at all school sites, the District Office and can be accessed on the District's website under Policies, procedures and notices.

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

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

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
- Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment.
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities at or through the school.
- Other types of conduct which are prohibited in the District and which may constitute sexual harassment include:
 - Unwelcome leering, sexual flirtations or propositions.
 - Unwelcome 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, stories, drawing, pictures or gestures.
 - Spreading sexual rumors.
 - Teasing or sexual remarks about students.
 - Touching an individual's body or clothes in a sexual way.
 - Cornering or blocking of normal movements for sexual purposes.
 - Displaying sexually suggestive objects in the educational or work environment.
- Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

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A copy of the our policy on harassment shall:

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

The principal or designee shall take appropriate actions to reinforce our sexual harassment policy. These actions may include:

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

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

Bullying Policy

All Elk Grove Unified students have a right to a safe and healthy school environment, and the Board of Education and EGUSD will not tolerate behavior in the form of bullying that infringes on the safety or emotional or physical well-being of any student. As is set forth more fully in Board Policy 5131.2, EGUSD considers bullying to include abusive actions or conduct, which can be physical, verbal, written, psychological or sexual in nature, including cyberbullying. Students who are victims of bullying, or who witness bullying, are expected to immediately report such behavior to the school site principal or other school administrator. Staff who receive a report of bullying must inform site administration within 1 day. The following guidance on handling bullying and cyberbullying issues is outlined in Regulation 5131.2 (Bullying), adopted and last revised on 5/28/2020.

SCHOOL SAFETY INFORMATION

Safety is always a top priority in Elk Grove Unified. We emphasize keeping students safe at school through strict behavior standards, closed campuses, school resource officers, campus supervisors, and activities that keep students participating in school. To learn more about school safety, please visit our website on [Safety Information](#).

School Safety Plan

Each year schools are required by law to update a school safety plan by March 1. The plan includes earthquake emergency procedures and a disaster policy for buildings with a capacity of 50 or more people. Schools must report on the status of the safety plan to numerous community leaders. In addition, a description of the safety plan's key elements must be detailed in the school accountability report card. [E.C. 32286, 32288]

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

Crime Reporting

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

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

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

Online Incident Reporting System

We are committed to providing a safe, secure and healthy environment that allows every Student to be learning in every classroom, in every subject, every day. We believe that our students and staff have the right to be free of bullying, threats, intimidation and harassment while on our campuses or participating in or being associated with any school/district related activity. That is why we are committed to partnering with our families, students, staff and community to provide an effective way to take action through our new EGUSD Incident Reporting System.

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

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

How do I access the Incident Reporting System?

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

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

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

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

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

What happens once I submit an incident report?

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

If I have photos or videos of an incident, can I upload them when submitting a report?

Yes. You may upload photos and include links to video when submitting a report.

We tell our community that “if you see something, or know something, to say something.” If you have witnessed something, please report the issue to the school or use our new Incident Reporting System.

RESPONSIBILITIES, EXPECTATIONS AND STUDENTS RIGHTS

School, Staff and District Responsibilities

Staff and Professional Standards

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

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

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

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

Parent/Guardian Responsibilities

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

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

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

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

Child Custody

Schools in the Elk Grove Unified School District follow child custody decisions made by the courts. Principals cannot modify a judge's ruling regarding custody of a child. If a child custody arrangement has changed, a parent or guardian must provide the school with complete and current legal documents.

Parent/Guardian Liability

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

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

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

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

Student Responsibilities

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

Student Expectations

Students are expected to be good citizens and:

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

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

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

Students Rights

Students have a right to a safe learning environment. Both the U.S. Constitution and California state law protect this right. All students and staff of public elementary, middle and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful. If you feel your school is not providing a safe environment, please discuss this with your teacher or principal. You may also contact the Educational Equity Department for student advocacy resources at edequity@egusd.net or by visiting [the department webpage](https://www.egusd.net/StudentsFamilies/ResourcesSupports/Students-Rights/index.html) for additional contacts. A collection of student rights and resources is available online at: <https://www.egusd.net/StudentsFamilies/ResourcesSupports/Students-Rights/index.html>

Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted by federal law to students with disabilities who have a physical or mental impairment that substantially impairs one or more major life activities and therefore is entitled to a Section 504 Plan. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Contact the District 504 Coordinator with any questions or complaints:

- Don Ross, Director of Student Support and Health Services, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624, (916) 686-7568, dkross@egusd.net.

Under Section 504, you have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Elk Grove Unified School District advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. Federal Regulations define free appropriate public education as the provision of regular or special education and related aids and services that are designed to meet the needs of individuals with disabilities as adequately as the needs of individuals without disabilities are met. (34 CFR § 104.33(b)(1)).
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
7. Have transportation provided to and from an alternative placement setting determined by the Section 504 Team, at no greater cost to you than would be incurred if the student were placed in a program operated by the Elk Grove Unified School District.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Elk Grove Unified School District.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the Elk Grove Unified School District to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Elk Grove Unified School District refuses this request for amendment, it shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Elk Grove Unified School District's Section 504 mediation, grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child during which you shall be afforded to present oral and written evidence, question and cross examine witnesses, receive written findings by the hearing office, request that the hearing be closed to the general public and have representation by an advocate or attorney, at personal expense. The District shall have no financial obligation with respect to attorneys' fees incurred in the course of a Section 504 hearing.
15. File a complaint with the Office for Civil Rights at: Office for Civil Rights, San Francisco Office, U.S. Department of Education, 50 Beale Street, Suite 7200, San Francisco, CA 94105. Telephone: (415) 486-5555; Facsimile: (415) 486-5570

Immigration Enforcement—"Know Your Rights"

All students have the right to a free public education, regardless of immigration status or religious beliefs.

For more information, please see the resources at

<https://www.equsd.net/StudentsFamilies/ResourcesSupports/Immigration-Protection/index.html>.

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
 - All children have the right to a free public education.
 - All children ages 6 to 18 years must be enrolled in school.
 - All students and staff have the right to attend safe, secure, and peaceful schools.
 - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

Student Rights and Prohibiting Schools from Discriminating Against Students on the Basis of Sex

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

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

- a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- c) You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
- d) You have the right to apply for athletic scholarships.
- e) You have the right to receive equitable treatment and benefits in the provision of all the following:
 - Equipment and supplies.
 - Scheduling of games and practices.
 - Transportation and daily allowances.
 - Access to tutoring.
 - Coaching.
 - Locker rooms.
 - Practice and competitive facilities.
 - Medical and training facilities and services.
 - Publicity.

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- f) You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
- g) You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
- h) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or the state Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- i) You have the right to pursue civil remedies if you have been discriminated against.
- j) You have the right to be protected against retaliation if you file a discrimination complaint.

Student Rights under Title IX

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

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

Married/Pregnant/Parenting Students

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

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

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

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

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

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

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

Lactation Accommodation for Students

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

- Access to a private and secure room, other than a restroom, to express breast milk or breast-feed 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 lactating pupil on a school campus shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.

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

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

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

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

REPORTING INCIDENTS/FILING COMPLAINTS

All incidents of sexual harassment meeting the definition above and/or formal complaints alleging the same, shall be reported/submitted directly to or forwarded to the District's Title IX Coordinator using the contact information listed in Board Policy 5145.7

Sexual Harassment

A formal complaint, with the complainant's physical or digital signature, should be filed with the Title IX Coordinator or designee in person, by mail, by email, or by any other method authorized by the District.

Upon receiving notice of an incident, the Title IX Coordinator or designee shall promptly meet with the complainant. The Title IX Coordinator or designee shall listen to the complainant's concerns, and inform the complainant of the process for filing a formal complaint, and their right to file or not file a formal complaint. The Title IX Coordinator or designee shall also discuss supportive measures with the complainant, and explain that supportive measures will be available to the complainant, regardless of whether a formal complaint is filed. Even if the complainant chooses not to file a formal complaint, the Title IX Coordinator or designee shall file a formal complaint in situations in which a safety threat exists. In addition, the Title IX Coordinator or designee may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the District's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator or designee is not a party to the case, and the victim will be treated as a party and receive notices as required by the Title IX regulations at specific points in the complaint process.

Where a formal complaint is filed, the Title IX Coordinator or designee shall also contact the respondent to notify the respondent of the formal complaint, explain the applicable complaint procedure, and discuss the availability of supportive measures.

Annual Notice of the Uniform Complaint Procedures (UCP) 2022-2023 School Year

**Elk Grove Unified School District
ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)
2022-2023 SCHOOL YEAR
(Board Policy 1312.3)**

**For students, employees, parents/guardians, school and district advisory committee members,
private school officials, and other interested parties**

The Elk Grove Unified School District ("District") annually notifies its students, employees, parents or guardians of students, advisory committees, appropriate private school officials, and other interested parties of its Uniform Complaint Procedures ("UCP").

This UCP Annual Notice, as well as the District's Board Policy ("BP") and Administrative Regulation ("AR") 1312.3 outlining its UCP, is available on the District's website.

Complaints Subject to the UCP

The District's UCP shall be used to investigate and resolve complaints regarding the following:

1. Adult education programs established pursuant to Education Code sections 8500 to 8538, inclusive, and sections 52500 to 52617, inclusive.
2. Consolidated categorical aid programs as listed in Education Code 64000(a).
3. Migrant child education established pursuant to Education Code sections 54440 to 54445, inclusive.
4. Career technical and technical education and career technical and technical training programs established pursuant to Education Code sections 52300 to 52462, inclusive.
5. Childcare and development programs established pursuant to Education Code sections 8200 to 8498, inclusive.
6. Unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, including any actual or perceived characteristic as set forth in Penal Code section 422.55, or on the basis of an individual's association with a person or group with one or more of these actual or

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- perceived characteristics, in any program or activity conducted by the District, that is funded directly by, or that receives or benefits from, any state financial assistance.
7. Lactation accommodations pursuant to Education Code section 222.
 8. Educational rights of foster youth pursuant to Education Code sections 48853, 48853.5, and 49069.5, and graduation requirements for foster youth, homeless youth, and other youth pursuant to Education Code section 51225.1.
 9. Pupil fees pursuant to Education Code sections 49010 to 49013, inclusive.
 10. Courses of study pursuant to Education Code section 51228.3.
 11. Instructional minutes for physical education pursuant to Education Code section 51223.
 12. Local control and accountability plans pursuant to Education Code section 52075.
 13. Juvenile court schools pursuant to Education Code section 48645.7.
 14. School safety plans pursuant to Education Code section 32289.
 15. Deficiencies related to preschool health and safety issues for a California state preschool program pursuant to Education Code section 8235.5.
 16. Any other state or federal educational program the Superintendent deems appropriate.

Nothing shall prevent the District from using its UCP to address complaints that do not involve any of the subjects matters identified above.

Complaints Not Subject to the UCP

Complaints regarding the following are not subject to the District's UCP:

1. Special education programs established pursuant to Education Code sections 56000 to 56865, inclusive, and 59000 to 59300, inclusive. The federal regulations governing complaints about special education programs are found at Code of Federal Regulations, title 34, sections 300.151 to 300.153, inclusive. The state regulations governing complaints about special education programs are found at California Code of Regulations, title 5, sections 3200 to 3205, inclusive.
2. Child nutrition programs established pursuant to Education Code sections 49490 to 49590, inclusive. The federal regulations governing complaints about child nutrition programs are found at Code of Federal Regulations, title 7, sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n) and 250.15(d). The state regulations governing complaints about child nutrition programs are found at California Code of Regulation, title 5, sections 15580 to 15584.
3. 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. Complaints regarding these subjects shall be investigated and resolved in accordance with Administrative Regulation 1312.4 – Williams Uniform Complaint Procedures.
4. Employment related discrimination, harassment, or related retaliation. Complaints regarding these subjects shall be investigated and resolved in accordance with either Board Policy 4030 – Nondiscrimination in Employment or Administrative Regulation 4119.12 – Title IX Sexual Harassment Complaint Procedures, as appropriate.

Complaints Handled by Other Agencies

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to the District's UCP, unless otherwise agreed to by separate interagency agreements:

1. Allegations of child abuse or neglect shall be referred to County Department of Social Services (DSS), Protective Services Division, or appropriate law enforcement agency.
2. Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to the Department of Social Services (DSS).
3. Where appropriate, employment discrimination complaints shall be referred to the California Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing, in a timely manner of any DFEH transferal.

Statute of Limitations for Filing Complaints Subject to the District's UCP

Complaints alleging that a pupil is subject to harassment, discrimination, intimidation, or bullying on the basis of the complainant's protected status must be filed within six months of the date the complainant knew or should have known of the alleged conduct. The LEA can extend this deadline for 90 calendar days if there is good cause to do so.

Complaints alleging all other types of allegations subject to the District's UCP must be filed within one year of the date the complainant knew or should have known of the alleged conduct.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the District.

Filing a Complaint

Any and all complaints subject to the District's UCP may be submitted to (1) any school site principal, (2) the District's Legal Compliance Specialist (contact information is listed below), (3) the District Superintendent, and/or any of their respective designees.

A complaint alleging violations of pupil fees or LCAP may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

In general, the District encourages complainants to provide their contact information so that the District can communicate with complainants for the purpose of streamlining its investigation. The District does its best to maintain confidentiality in all complaint investigations but cannot guarantee the anonymity of complainants.

Investigation Protocols

All complaints subject to the District's UCP will be processed in accordance with the protocols set forth in AR 1312.3, a copy of which can be found on the District's website.

Investigation Timelines

The District takes all complaints seriously. The District strives to complete complaint investigations and issue investigation findings within sixty (60) days from the receipt of the complaint. However, this time period may be extended for good cause if the complainant consents to an extension of time in writing.

Appeal Rights

Complainants may appeal investigation findings to the California Department of Education (CDE).

In addition, the District will advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Additional Notices

1. Educational Rights.

The District shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

The District shall post a standardized notice of the educational rights of foster and homeless youth, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1 and 51225.2. This notice shall include complaint process information, as applicable.

2. State Preschool Health and Safety Issues.

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California *Health and Safety Code (HSC)* a notice shall be posted in each California state preschool program classroom in each school in our agency.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California *Code of Regulations (5 CCR)* that apply to California state preschool programs pursuant to *HSC* Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Pupil Fees

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity. (See Education Code section 49011 and Section 5 of Article IX of the California Constitution.)

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

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

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.

A school district or school 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.

A school district or school 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.

Solicitation of *voluntary* donations of funds or property, *voluntary* participation in fundraising activities, or school districts, schools, and other entities from providing pupils prizes or other recognition for *voluntarily* participating in fundraising activities is permissible.

Contact Information

If you would like additional information regarding the District's UCP, you may contact:

Position Title: Legal Compliance Specialist
Unit or office: Human Resources
Address: 9510 Elk Grove-Florin Road, Elk Grove, CA 95624
Phone: (916) 686-7795
E-mail address: legalcompliance@egusd.net

The above position, responsible for compliance and investigations, is knowledgeable about the laws and programs assigned to investigate. The position above is responsible for assigning investigators responsible for investigating and resolving complaints. The position above is responsible for communicating with complainants and respondents if there is a change in investigator.

A copy of BP/AR Uniform Complaint Procedures is available, free of charge, on the District's website at the following link: www.egusd.net/District/About-EGUSD/PoliciesProceduresNotices

Title IX Definitions (34 C.F.R. § 106.31)

"Title IX Regulations": means Title IX of the Education Amendments of 1972 set forth at United States Code, title 34, sections 106.1 et seq.

"Complainant": means an individual who is alleged to be the victim of conduct that could constitute sexual harassment, or that victim's parent(s)/guardian(s).

“Respondent”: means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Formal Complaint”: means a document filed by a complainant or signed by a Title IX Coordinator, or designee, alleging Title IX sexual harassment against a respondent and requesting that the District investigate and remedy the allegation. At the time of filing a formal complaint, the complainant must be an individual participating in or attempting to participate in a District educational program or activity.

“Supportive Measures”: means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures are designed to restore or preserve equal access to a District program or activity, without unreasonably burdening the other party, including measures designed to protect the safety of all parties and/or to deter additional incidents of sexual harassment. Supportive measures may include counseling, extensions of deadlines or other related adjustments, modifications of schedules, campus escort services, mutual restrictions on contact between the parties, changes in locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

“Education Program or Activity”: means locations, events or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

“Sexual assault”: means actual or intentional physical sexual acts against an individual without consent that may include: rape, rape and seduction, sodomy, lewd and lascivious acts, oral copulation, sexual penetration, sexual battery, and sexual assault, as defined under Education Code section 48900(n) and Penal Code sections 261, 266c, 286, 288, 288a, 289 and 243.4.

“Dating violence”: means violence committed by an individual who is or has been in a social relationship of a romantic or intimate nature with the victim (34 U.S.C. § 12291(a)(10)).

“Domestic violence”: means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by an individual with whom the victim shares a child in common, by an individual who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by an individual similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other individual against an adult or youth victim who is protected from that individual's acts under the domestic or family violence laws (Ed. Code § 48900 (n)). “Stalking”: means engaging in a course of conduct directed at a specific individual that would cause a reasonable individual to : (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress (34 U.S.C. § 12291(a)(30)).

“Without consent” or “against that individual’s will”: may include force, duress, violence, fear of immediate harm, or an individual’s inability to consent.

Conflict of Interest/Bias

The Superintendent or designee shall ensure that the individuals (Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process) tasked with implementing the procedures set forth in this regulation does not have a conflict of interest or bias for or against complainants or respondents generally, or an individual complainant or respondent, and that such individuals receive training in accordance with Code of Federal Regulations, title 34, section 106.45.

Supportive Measures

Upon receipt of an incident, even if a formal complaint is not filed, the Title IX Coordinator or designee shall promptly contact the complainant to discuss the availability of supportive measures which are non-disciplinary, non-punitive, and do not unreasonably burden the other party. Supportive measures shall be designed to restore or preserve equal access to a District program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties and/or to deter additional incidents of sexual harassment. Such measures may include, but are not limited to, counseling, workload-related adjustments, modifications of schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of campus. The Title IX Coordinator or designee shall consider the complainant's wishes with respect to supportive measures. Supportive measures, including those detailed herein, shall also be offered to the respondent upon receipt of a formal complaint (34 C.F.R. §§106.30, 106.44).

Emergency Removal from School and Administrative Leave

The District is prohibited from disciplining a student for alleged sexual harassment under Title IX until a full Title IX investigation has been completed (34 C.F.R. §106.44). However, on an emergency basis, the District may remove a student from the District's education program or activity, provided that the District conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. §106.44).

If a District employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process (34 C.F.R. §106.44).

Mandatory and Discretionary Dismissals

The Title IX Coordinator or designee shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined above, even if proven. The Title IX Coordinator or designee shall also dismiss any complaint wherein the alleged conduct did not occur in the District's education program or activity, did not occur against a person in the United States, or wherein the complainant was not participating or attempting to participate in the educational program at the time the complaint was filed. The Title IX Coordinator or designee may dismiss a formal complaint if the complainant notifies the District in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the District, or sufficient circumstances prevent the District from gathering evidence sufficient to reach a determination with regard to the complaint (34 C.F.R. § 106.45).

Upon dismissal, the Title IX Coordinator or designee shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal (34 C.F.R. § 106.45). Both parties have the right to appeal a dismissal in accordance with the appeal procedures set forth below.

If a complaint is dismissed on the grounds that the alleged conduct does not constitute sexual harassment as above, or on another appropriate basis, the allegations may still be addressed pursuant to Administrative Regulation 1312.3 – Uniform Complaint Procedures, or other District policies and procedures, as is deemed appropriate under the circumstances.

Title IX Coordinators Reporting Procedures

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

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

For student against student complaints:

- Dr. Bindy Grewal, Assistant Superintendent, PreK-6 Education 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7704; PK6Ed@egusd.net
- Mark Cerutti, Deputy Superintendent, Secondary Education, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7706; egusded@egusd.net For complaints against employees:
- Amreek Singh, Legal Compliance Specialist, Human Resources 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7795; legalcompliance@egusd.net

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

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

For complaints against employees:

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

For student against student complaints:

- Dr. Bindy Grewal, Assistant Superintendent, PreK-6 Education 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7704; PK6Ed@egusd.net
- Mark Cerutti, Deputy Superintendent, Secondary Education, 9510 Elk Grove-Florin Road, Elk Grove, CA 95624 (916) 686-7706; egusded@egusd.net

Filing a Title IX Complaint with the District

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

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

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

All investigations will be conducted as confidentially as possible. Upon receipt of any formal complaint, we provide all known parties with adequate notice of our complaint process and the underlying allegations. During the course of the investigation, we provide the complainant and respondent (or "the parties") with an equal opportunity present witnesses and evidence. We will not restrict the ability of the parties to discuss the allegations under investigation, and it will allow parties to utilize an advisor of their choice. Prior to the conclusion of the investigation, the complainant and respondent will have the opportunity to inspect and respond to evidence directly related to the allegations in the complaint that was gathered during the course of the investigation. Thereafter, and prior to any final decision being made, the parties will receive a copy of the investigation report that fairly summarizes relevant evidence, and they will have an opportunity to submit written, relevant questions to be asked of the other party. Next, a determination regarding responsibility will be made and issued to both parties. Under Title IX and District policy, the responding party is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the end of the complaint process. Any party not satisfied with the final determination will have the option to appeal the final determination.

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

Additional Resources

- United States Department of Education Office for Civil Rights: www2.ed.gov/about/offices/list/ocr/index.html United States Department of Education Office for Civil Rights Complaint: www2.ed.gov/about/offices/list/ocr/complaintintro.html
- United States Department of Education Office for Civil Rights Contact Information: 1-800-421-3481 or ocr@ed.gov
- California Department of Education Office of Equal Opportunity: www.cde.ca.gov/re/di/or/oeo.asp
- Link to Access Board

Policy and Administrative

1. Regulation 1312.3 – Uniform Complaint Procedures, Board Policy and Administrative Regulation 5145.3
2. Nondiscrimination/Harassment, Board Policy and Administrative Regulation 5145.7 – Sexual Harassment, and other District policies: <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030236>

Sexual Harassment Under Title IX Complaint Procedures

The complaint procedures described in this regulation shall be used to address any complaint containing an allegation that a student was subject to conduct falling within the scope of conduct prohibited by Title IX of the Education Amendments of 1972. Specifically, conduct on the basis of sex that satisfies one or more of the following (34 C.F.R. § 106.30):

1. A District employee conditioning the provision of a District aid, benefit, or service on the student's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to an education program or activity provided by the District; or
3. "Sexual assault" as defined in United States Code, title 20, section 1092 (f)(6)(A)(v), "dating violence" as defined in United States Code, title 34, section 12291(a)(10), "domestic violence" as defined in United States Code, title 34, section 12291(a)(8), or "stalking" as defined in United States Code, title 34, section 12291(a)(30).

Further, the District must have jurisdiction over the complaint, meaning that (34 C.F.R. § 106.45):

1. The alleged conduct occurred in the United States;
2. The alleged conduct occurred in an education program or activity over which the District exercised substantial control over both (a) the respondent and (b) the context in which the sexual harassment allegedly occurred; and
3. The complainant was participating/attempting to participate in an educational program or activity at the time the complaint was filed.

All other complaints containing an allegation that a student was subject to sexual harassment not meeting the definition above, shall be investigated and resolved in accordance with AR 1312.3 – Uniform Complaint Procedures.

The determination of whether the alleged conduct meets the above definition of sexual harassment shall be made by a District Title IX Coordinator.

Reporting Incidents/Filing Complaints

All incidents of sexual harassment meeting the definition above and/or formal complaints alleging the same, shall be reported/submitted directly to or forwarded to the District's Title IX Coordinator using the contact information listed in Board Policy 5145.7 – Sexual Harassment.

A formal complaint, with the complainant's physical or digital signature, should be filed with the Title IX Coordinator or designee in person, by mail, by email, or by any other method authorized by the District.

Upon receiving notice of an incident, the Title IX Coordinator or designee shall promptly meet with the complainant. The Title IX Coordinator or designee shall listen to the complainant's concerns, and inform the complainant of the process for filing a formal complaint, and their right to file or not file a formal complaint. The Title IX Coordinator or designee shall also discuss supportive measures with the complainant, and explain that supportive measures will be available to the complainant, regardless of whether a formal complaint is filed.

Even if the complainant chooses not to file a formal complaint, the Title IX Coordinator or designee shall file a formal complaint in situations in which a safety threat exists. In addition, the Title IX Coordinator or designee may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the District's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator or designee is not a party to the case, and the victim will be treated as a party and receive notices as required by the Title IX regulations at specific points in the complaint process.

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Where a formal complaint is filed, the Title IX Coordinator or designee shall also contact the respondent to notify the respondent of the formal complaint, explain the applicable complaint procedure, and discuss the availability of supportive measures.

Informal Resolution Process

When a formal complaint is filed, the District may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The District shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint (34 C.F.R. §106.45).

The District may facilitate an informal resolution process provided that the District (34 C.F.R. §106.45):

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

As part of an Informal Resolution, the Parties may agree upon discipline, including suspension or expulsion, without the need for an investigation (Unofficial Regulations, pg. 1390).

Training Materials

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

Notice of Formal Complaint

If a formal complaint is filed, the Title IX Coordinator or designee shall provide the known parties (complainant and respondent) with written notice of the following (34 C.F.R. §106.45):

1. The District's complaint process, including any informal resolution process;
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known; Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.
If, during the course of the investigation, the District investigates allegations about the complainant or respondent that were not included in the initial notice, the Title IX Coordinator or designee shall provide notice of the additional allegations to the parties.
3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process;
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence;
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process; and
6. A statement that if at any time, the complainant or respondent has concerns regarding conflict of interest or bias regarding any of these individuals, the party shall immediately notify the Title IX Coordinator or designee.

Investigation Procedures

During the investigation process, the District's designated investigator shall (34 C.F.R. § 106.45):

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

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3. Provide the parties with the same opportunities to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney;
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or proceeding, although the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties;
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate;
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 calendar days to submit a written response for the investigator to consider prior to the completion of the investigative report;
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on an individual's status as a complainant, respondent, or witness; and
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent (34 C.F.R. § 106.45).

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the respondent is an employee of the District, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX regulations.

Written Decision

The Superintendent shall designate an individual as the decision-maker to decide responsibility for the alleged conduct. The decision-maker shall not be the Title IX Coordinator or any individual involved in the investigation of the matter (34 C.F.R. § 106.45).

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct (34 C.F.R. § 106.45).

The written decision shall be issued within sixty (60) calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the extension (34 C.F.R. § 106.45).

In making this decision, the District shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment.

The written decision shall include the following (34 C.F.R. § 106.45):

1. Identification of the allegations potentially constituting sexual harassment as defined above;
2. A description of the procedural steps taken from the receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, and any other methods used to gather other evidence;
3. Findings of fact supporting the decision;
4. Conclusions regarding the application of the District's policies and/or regulations to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's workplace, educational program, or activity, will be provided by the District to the complainant; and
6. The District's procedures and permissible basis for the complainant and respondent to appeal.

The written decision shall comply with the requirements outlined in Administrative Regulation 1312.3 – Uniform Complaint Procedures, as is necessary and required under the law.

Appeals

Either party may appeal the District's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the District shall (34 C.F.R. §106.45):

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 C.F.R. § 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator or designee;
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
4. Issue a written decision describing the result of the appeal and the rationale for the result; and
5. Provide the written decision simultaneously to both parties.

An appeal must be filed in writing within 10 calendar days of receiving the notice of dismissal of a Title IX complaint or a written determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. A written decision on the appeal shall be provided to the parties within 20 calendar days from the receipt of the appeal.

If a student-respondent does not file an appeal, the District may suspend the student-respondent for sexual harassment, or sexual assault or battery, and move forward with expulsion proceedings, as are deemed appropriate and/or mandatory under the circumstances. If a student-respondent files a timely and valid appeal, the District may only suspend the student-respondent for sexual harassment, or sexual assault or battery, and move forward with expulsion proceedings, as are deemed appropriate and/or mandatory, after a written appeal determination has been issued to the parties.

In accordance with Administrative Regulation 1312.3 – Uniform Complaint Procedures, a complainant may also file an appeal of the District's Investigation Findings Letter (referred to by the California Department of Education ("CDE") as the "Investigation Report") to CDE within 30 calendar days from the date of the Investigation Findings Letter.

The appeal must be signed by the complainant and specify and explain the basis for the appeal that includes at least one of the following: (1) the District failed to follow its complaint procedures; (2) the written decision (or Investigation Report) lack of material findings of fact necessary to reach a conclusion of law; (3) the material findings of fact are not supported by substantial evidence; (4) the District's legal conclusions are inconsistent with the law; and/or (5) the corrective actions, listed herein, fail to provide a proper remedy. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of this correspondence.

The appeal should be sent to:

California Department of Education
ATTN: Office of Equal Opportunity
1430 N Street
Sacramento, CA 95814-5901

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 calendar days from the date of most recently alleged misconduct.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the District shall provide remedies to the complainant. Such remedies may include supportive measures but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent (34 C.F.R. §106.45).

Corrective/Disciplinary Actions

The District shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures, until the complaint procedure has been completed and a determination of responsibility has been made (34 C.F.R. §106.44).

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion (Education Code 48900(n), 48915 (c)).

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

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

When an employee is found to have committed sexual harassment or retaliation, the District shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years, a record of (34 C.F.R. § 106.45):

1. Each sexual harassment investigation, including but not limited to, any decision regarding responsibility; any audio or audiovisual recording and transcript if applicable; any disciplinary sanctions imposed; and/or any remedies provided to the complainant;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom;
4. All materials used to train Title IX coordinators, investigators, decision-makers, and any individual who facilitated an informal resolution process. These training materials must be made publicly available on its website; and
5. Any steps taken to respond to an allegation of sexual harassment, including but not limited to, supportive measures offered to the parties and a statement as to why the District's response was not deliberately indifferent.

Bullying Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Any school employee who receives a report of bullying shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall report such observation to the principal. Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Special Education Program Complaints

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

Child Nutrition Program Complaints

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

State Preschool Health and Safety Issues Complaints

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

Williams Settlement Complaint Procedure Complaint

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

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

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

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

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

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

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

FACILITIES PUBLIC NOTICES

Management Plan for Asbestos-Containing Material

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

Pesticide Use

We provide for parents the names of all pesticide products expected to be applied at school facilities this school year. That identification includes the name and active ingredients. Only fully certified pesticides can be used on school grounds. We maintain an integrated pest management plan which is utilized for applying certified pesticides and to ensure compliance with applicable laws and requirements. Staff, parents and guardians may view a copy of our integrated pest management plan either by request (by calling the number below) or in the school office or by visiting our website at: <https://www.egusd.net/Departments/Maintenance-and-Operations/index.html>

Signs are posted at the school, describing the pesticides or herbicides to be used, along with the active ingredients contained in the pesticide/herbicide, at least 24 hours prior to the application and such signs will remain posted at least 72 hours after the application. If you would also prefer to be notified by mail at least 72 hours prior to application at your child's school in the 2022-2023 school year, please call our Maintenance and Operations Department at (916) 686-7745 to be placed on a notification list. In the event of an emergency condition, advance notification and prior sign-posting may not be feasible, but a warning sign will be posted immediately upon application.

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

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

Pesticides:

565 XLO (Pyrethrins, Piperonyl Butoxide, MGK 264)
Advion Ant Bait Arena (Indoxacarb)
Advion Ant Gel Bait (Indoxacarb)
Advion Cockroach Gel Bait (Indoxacarb)
Advion Cockroach Roach Bait Arena (Indoxacarb)
Alpine Flea Insecticide with IGR (Dinotefuran, Pyriproxyfen)
Alpine WSG (Dinotefuran)
Archer IGR (Pyridine)
BP-100 (Pyrethrin)
Ditrac (Diphacinone)
Merit 75 WSP (Imidacloprid),
Gentrol IGR Concentrate (Hydroprene)
Insecticidal Soap (potassium salts of fatty acids, ethanol)
Maxforce FC Select (Fipronil)
MaxForce Quantum Ant Bait (Imidacloprid)
Merit 75 WSB (Imidacloprid)
Phantom (Chlorfenapyr)
Precor IGR Concentrate (Methoprene)
Premise 75 WP (N-Octyl bicycloheptane and petroleum distillate)
Rozol Pocket Gopher Bait (chlorophacinone)
Suspend Polyzone (Deltamethrin)
Suspend SC (Deltamethrin)
Talpid Mole Bait (Bromethalin)
Talstar Professional (Bifenthrin)
Tempirid SC (Imidacloprid, Cyfluthrin)

continued on next page

Tempo Ultra WSP (Cyfluthrin)
Termidor SC (Fipronil)
Vikane (Sulfuryl Fluoride)
Wisdom Lawn Granular (Bifenthrin)
Zenprox EC (Etonfenprox, Piperonyl Butoxide),
ZP Rodent Oat Bait (Zinc Phosphate)
Advion Insect Granule (indoxacarb)
Venendetta Plus Cockroach Gel Bait (Abamectin + Pyriproxyfen)

Herbicides:

Barricade 4FL (Prodiamine)
Pendulum Aqua Cap Herbicide (Pendimethalin)
Lontrel (Clopyralid)
Primo-Maxx (Trinexapac-ethyl)
Surflan AS (Oryzalin)
Snapshot 2.5 TG (Trifluralin/Isoxaben)
Turflon Ester (Triclopyr)
Fusilade II (Fluazifop-P-butyl)
Speed Zone Southern Broadleaf Herbicide (Carfentrazone-ethyl, 2,4-D, 2-ethylhexyl ester, Mecoprop-p acid, Dicamba acid)
Reward Herbicide (Diquat dibromide)
Turf Supreme 16-6-8 w/Trimec (2, 4-D acid, MCPP acid, Dicamba acid)
Dimension 270G (Dithiopyr)
Dimension 2EW (Dithiopyr)
Mecomec 2.5 Turf Herbicide (MCPP, Potassium Salt)
Dimension Ultra 40WP (Dithiopyr)
Target Pro Spreader (Alkyl pheonoethoxylate, Isopropanol, Fatty Acids)
Merit 75WSP (Imidacloprid)
SuperSpread 7000 (Alkyl polyoxyethylene, Ethooxylated Alcohols, Aliphatic Acid)
Cheetah Pro 1 (Glufosinate)

Storm Water Management

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

EGUSD PARENT AND STUDENT HANDBOOK – DIRECTORY

Directory Information

District Offices Contact Information General Information (916) 686-5085

Education Contacts

Adult & Community Education (916) 686-7717
Alternative Education (916) 686-7706
Elementary Education (PreK-6) (916) 686-7704
Preschool Program (916) 686-7595

Secondary Education (7-12) (916) 686-7706
Special Education (916) 686-7780
Summer School (916) 686-7738

Support Services

Attendance Improvement Office (916) 793-2260
Boundary Hotline (916) 686-7755
Business Services (916) 686-7722
Communications (916) 686-7732
Curriculum/Professional Learning (916) 686-7757
English Learner Services (916) 793-2953
Educational Equity (916) 831-2041
Education Services (916) 686-7784
Facilities & Planning (916) 686-7711

Family & Community Engagement ... (916) 831-5530
Fingerprinting (916) 686-7795
Food & Nutrition Services (916) 686-7735
Human Resources (916) 686-7795
School Improvement Support (916) 686-7712
Research & Evaluation (916) 686-7764
Safety and Security non-dispatch (916) 686-7765
Student Support/Health Services (916) 686-7568
Transportation (916) 686-7733

SCHOOL PHONE DIRECTORY

Elementary Schools

Arnold Adreani (916) 525-0630
Edna Batey (916) 714-5520
Maeola R. Beitzel (916) 688-8484
Arthur C Butler (916) 681-7595
Carroll (916) 714-0106
Raymond Case (916) 681-8820
Helen Carr Castello (916) 686-1725
Cosumnes River (916) 682-2653
C W Dillard (916) 687-6121
Elitha Donner (916) 683-3073
John Ehrhardt (916) 684-7259
Elk Grove (916) 686-3766
Elliott Ranch (916) 683-3877
Ellen Feickert (916) 686-7716
Robert J Fite (916) 689-2854
Florin (916) 383-0530
Foulks Ranch (916) 684-8177
Franklin (916) 684-6518
Arlene Hein (916) 714-0654
Roy Herburger (916) 681-1390
Isabelle Jackson (916) 689-2115
Samuel Kennedy (916) 383-3311

Anna Kirchgater (916) 689-9150
Herman Leimbach (916) 689-2120
Charles E Mack (916) 422-5524
Florence Markofer (916) 686-7714
Robert J McGarvey (916) 793-3400
James McKee (916) 686-3715
Marion Mix (916) 509-8877
Miwok Village (916) 831-2098
Barbara Comstock Morse (916) 688-8586
Pleasant Grove (916) 685-9630
Prairie (916) 422-1843
David Reese (916) 422-2450
John Reith (916) 399-0110
Sierra Enterprise (916) 381-2767
Joseph Sims (916) 683-7445
Stone Lake (916) 683-4096
Sunrise (916) 985-4350
Mary Tsukamoto (916) 689-7580
Union House (916) 424-9021
Irene B West (916) 683-4362
Zehnder Ranch (916) 793-3300

Middle Schools

Katherine L Albiani (916) 686-5210
Harriet Eddy (916) 683-1302
Edward Harris, Jr (916) 688-0080
Samuel Jackman (916) 393-2352
Toby Johnson (916) 714-8181

Joseph Kerr (916) 686-7728
Elizabeth Pinkerton (916) 683-7680
James Rutter (916) 422-3232
T R Smedberg (916) 681-7525

High Schools

Cosumnes Oaks (916) 683-7670
Elk Grove (916) 686-7741
Florin (916) 689-8600
Franklin (916) 714-8150
Laguna Creek (916) 683-1339

Monterey Trail (916) 688-0050
Pleasant Grove (916) 686-0230
Sheldon (916) 681-7500
Valley (916) 689-6500

Alternative Schools

Calvine High School (916) 689-7502
William Daylor High School (916) 427-5428
Las Flores High School (916) 422-5604
Rio Cazadero High School (916) 422-3058

Adult & Community Ed (916) 686-7717
Jessie Baker School (916) 686-7703
Elk Grove Charter School (916) 714-1653
EGUSD Virtual Academy (916) 399-9890

Additional Phone Numbers

Boundary Hotline (916) 686-7755

SAFE (Student and Family Engagement) Centers

Prairie Elementary (916) 422-1091
David Reese Elementary (916) 392-9081
Valley High School (916) 681-7577
EGUSD Safety & Security (916) 686-7765
We-Tip Hotline 1 (800) 78-CRIME



APPENDIX I

EGUSD TABLE OF EDUCATION CODES RELATED TO DISCIPLINE 2022-2023

- Acts of Violence [E.C. 48900(a)]
 - (1) Causing Physical Injury
 - (2) Acts of Violence
- Weapons and Dangerous Objects [E.C. 48900(b)]
- Drugs and Alcohol [E.C. 48900(c)]
- Sale of “Look-Alike” Controlled Substance or Alcohol [E.C. 48900(d)]
- Robbery or Extortion [E.C. 48900(e)]
- Damage to Property [E.C. 48900(f)]
- Theft or Stealing [E.C. 48900(g)]
- Tobacco [E.C. 48900(h)]
- Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]
- Drug Paraphernalia [E.C. 48900(j)]
- Willful Defiance or Disruption of School Activities [E.C. 48900(k)(1)]
- Possession of Stolen Property [E.C. 48900(l)]
- Imitation Firearm [E.C. 48900(m)]
- Sexual Assault or Sexual Battery [E.C. 48900(n)]
- Harassment of a Student Witness [E.C. 48900(o)]
- Prescription Drug Soma [E.C. 48900(p)]
- Hazing [E.C. 48900(q)]
- Bullying and Bullying by Electronic Act [E.C. 48900(r)]
- Aided or Abetted to Inflict Physical Injury [E.C. 48900(t)]
- 48900.2 (Sexual Harassment)
- 48900.3 (Hate Violence)
- 48900.4 (Harassment, Threats or Intimidation)
- 48900.7 (Terroristic Threats)
- 48915 (Expulsion)

CAUSING PHYSICAL INJURY

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

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

ACTS OF VIOLENCE

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

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

ED CODE 48900(b)

WEAPONS AND DANGEROUS OBJECTS

Possessed, sold, or otherwise furnished any **firearm, knife, explosive, or other dangerous object**, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

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

Ed. Code 48915(h) – As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. *If student possessed, sold, or otherwise furnished a firearm, please refer to CA Ed. Code 48915(c)(1)

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

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

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

UNLAWFUL POSSESSION OF CONTROLLED SUBSTANCE

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

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

Ed. Code 48915(c)(3) – The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds... unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

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

ED CODE 48900(d)

SALE OF "LOOK-ALIKE" CONTROLLED SUBSTANCE OR ALCOHOL

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

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

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

ROBBERY OR EXTORTION

Committed or attempted to **commit robbery or extortion**.

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

DAMAGE TO PROPERTY

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

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

THEFT OR STEALING

Stole or attempted to steal school property or private property.

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

TOBACCO OR NICOTINE PRODUCTS

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

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

OBSCENE ACTS

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

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

DRUG PARAPHERNALIA

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

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

DISRUPTION OF SCHOOL ACTIVITIES

Disrupted school activities or otherwise willfully **defied** the valid authority of supervisors, teachers, administrators, school officials, or other school personnel **engaged in the performance of their duties**.

NOTE:

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

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

POSSESSION OF STOLEN PROPERTY

Knowingly received stolen school property or private **property**.

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

IMITATION FIREARM

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

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

ED CODE 48900(n)

SEXUAL ASSAULT OR SEXUAL BATTERY

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

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

Ed. Code 48915(c)(4) – The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds... committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

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

HARASSMENT OF A STUDENT WITNESS

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or **retaliating against that pupil for being a witness**, or both.

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

PRESCRIPTION DRUG SOMA

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

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

HAZING

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

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

BULLYING

Engaged in the act of **bullying**.

“Electronic act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, as specified.

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

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

1. **"Bullying"** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. **(A) "Electronic act"** means the creation or transmission originated on or off school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - I. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - II. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - III. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - IV. (iii) An act of cyber sexual bullying.
 - V. (I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - VI. (II) For purposes of this clause "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
3. **"Reasonable pupil"** means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

AIDED OR ABETTED TO INFLICT PHYSICAL INJURY

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

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

SEXUAL HARASSMENT

Additional grounds for suspension or expulsion: **sexual harassment**.

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

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

HATE VIOLENCE

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

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

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

HARASSMENT, THREATS OR INTIMIDATION**Additional grounds for suspension or expulsion: harassment, threats or intimidation**

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

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

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

TERRORISTIC THREATS

a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made **terroristic threats against school officials or school property, or both**.

(b) For the purposes of this section, **“terroristic threat” shall include** any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

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

48915. (a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of any knife or other dangerous object of no reasonable use to the pupil.
- C. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- D. Robbery or extortion.
- E. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

- b. Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:
 - 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- c. The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.
 - 1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (c), may be imposed.
 - 2. Brandishing a knife at another person.
 - 3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (m) of Section 48900 (5) Possession of an explosive.
- d. The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
 - 1. Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - 2. Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - 3. Is not housed at the school site attended by the pupil at the time of suspension.
- e. Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of School grounds violated subdivision (f), (g), (h), (i), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
 - 1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - 2. That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- f. The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e) if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or another elementary school. The pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- g. As used in this section "knife" means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

As used in this section, the term "explosive" means destructive device" as described in Section 921 of Title 18 of the United States Code. (Amended by Stats. 2012, Ch. 431, Sec 3. (AB 2537) Effective January 1, 2013.)

APPENDIX II OPT-OUT FORMS

EGUSD Student Opt-Out Form 2022-2023

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

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

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

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

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

Multimedia Withhold Form

There are occasions when news media are on school campuses to interview, photograph and videotape students for print and broadcast stories. Many of these stories are positive and highlight the good things happening in EGUSD schools. However, there are times when the media seeks access to our schools on more controversial issues. At all times, our goal is to maintain student security and privacy.

If you want your child to be excluded from media stories, please check the box below and sign the form. Please know that there are times when the media will interview or photograph students off campus or without checking in with the front office. This form only acts as a guide to media coverage. It does not guarantee that your child will not be interviewed or photographed.

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

Posting of Student Images and Names on EGUSD Digital Communication Tools

EGUSD offers a number of opportunities to publicize positive school and student events and accomplishments through district and school digital communication tools. Parents have the choice to withhold their student's images (photos and video) and name from being posted by checking the area below. The publication of student image(s), along with both first and last name, requires prior written consent of the student's parent/guardian.

The only exception to this rule is the posting of student photos with first and last name into an EGUSD administrative system such as the student information system (Synergy) or the library system. These are closed systems that only EGUSD teachers, administrators and limited support staff have access to through password-protected logons. There is no opt-out of these closed systems.

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

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

EGUSD Student Opt-Out Form 2022-2023

Release of Directory Information/Yearbook Information

Pursuant to the Family Educational Rights and Privacy Act (FERPA) and the California Education Code, the District may release directory information to certain persons or organizations, as specified in this handbook, when it is requested. Directory information may include a student's name, photograph, address, telephone information, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of the athletic teams, dates of attendance, degrees and awards received and the most recent previous public or private school attended. In the case of students who have been identified as having special needs or homeless, no material can be released without parent or guardian consent. Parents and guardians can opt-out of having their child's directory information released by checking the box below and signing the form. Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (the District will not disclose such information without parent/guardian consent or a court order.)

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

- ☐ **Option A: NO student directory information released at all, including NO yearbook and award listings.**
- ☐ **Option B: NO student directory information released generally; YES include in yearbook and awards listings.**

Electronic Parent and Student Handbook

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

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

Movies and Videos – Grades 6-12

The District has a policy limiting the types of movies shown in classrooms. PG-13 rated movies that are District approved may be shown only to grades 6-12. If you do not want your child to view PG-13 rated movies during the 2021-2022 school year, please check the box below:

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

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

- ☐ **I DO NOT** want my secondary student to view approved R rated movies. I prefer that my child be given alternative assignments.

Parent/Guardian Signature: X _____	Date: _____
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Elk Grove Unified School District

Graduate Profile



An Elk Grove Unified School District Graduate Demonstrates
Readiness to Succeed in College, Career and Life Through:



Creative Problem-solving

- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions
- Develops solutions using innovative, inventive, and intuitive ideas and approaches
- Utilizes resources and processes necessary to solve problems



Self-awareness, Self-reliance, Self-discipline

- Possesses and applies skills necessary for living independently
- Sets and meets realistic, measurable goals; makes adjustments as needed
- Articulates strengths, weaknesses, abilities and limitations as these apply to achieving plans and goals after graduation
- Manages and balances time, resources and responsibilities



Technical Literacy

- Demonstrates mastery of technology necessary for college and career success
- Exhibits willingness to learn and utilize new technology
- Understands the evolving role of technology in industry and society



Communication and Collaboration

- Articulates thoughts and ideas in all forms of communication: oral, written, and non-verbal
- Reads, listens and observes correctly
- Relates to and collaborates with diverse groups to achieve a common purpose



Community Engagement

- Demonstrates knowledge about school, local and global issues
- Respects cultural differences
- Participates in diverse school and community organizations willingly and cooperatively



Integrity

- Makes commitments and keeps them, giving full effort
- Takes responsibility for actions
- Acts with honesty, authenticity and sincerity

NON-DISCRIMINATION and ACCESS POLICIES

District programs and activities shall be free from discrimination, including harassment, intimidation and bullying based on a student's actual or perceived disability, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the District Superintendent.

The Elk Grove Unified School District welcomes those with disabilities to participate fully in the programs, services, and activities offered to students, parents, guardians and members of the public. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in any program, service or activity offered to you, please contact the Career Technical Education Department at 916-686-7709 at least 48 hours before the scheduled event so that we may make every reasonable effort to accommodate you. Government Code: Section 54953.2; Americans with Disabilities Act of 1990, Section 202 (42 U.S.C. Section 12132).

*“Every student, learning in every classroom,
in every subject, every day to prepare
college-, career- and life-ready graduates.”*



To request a printed hard copy of this handbook, email us at egusdcom@egusd.net and provide your first and last name plus mailing address.

Elk Grove Unified School District



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