



SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

Annual Parent Notification 2024-2025

Notification of Official Information and Student Conduct Code

1500 Lizzie Street
San Luis Obispo, California 93401-3062
805-549-1200
www.slcsd.org

The parent or guardian acknowledges that s/he has received, read, and understands the information contained in this annual publication by signing the Student Information Card provided by the student's school at the time of the student's school registration. [E.C. 48982] The parent or guardian may digitally sign your acknowledgement through Aeries, the online registration program.



SAN LUIS COASTAL

UNIFIED SCHOOL DISTRICT

Dear Parents and Community Members,

As we embark on another promising academic year, I am honored to extend a warm welcome to our remarkable San Luis Coastal Unified School District family. It is with great pride and enthusiasm that I share with you the collective achievements and aspirations of our amazing school community.

Nestled within the picturesque communities of Avila Beach, Los Osos, Morro Bay, San Luis Obispo, and northern Shell Beach, our district stands as a beacon of educational excellence. From Transitional Kindergarten through 12th grade, alongside our vibrant Adult School Program, we foster an environment where lifelong relationships flourish among staff, students, and the wider community.

It is with joy that we celebrate a myriad of state and national accolades, from being recognized as National Schools to Watch at both of our middle schools, California Distinguished Schools, to receiving National Blue Ribbon Schools, California Golden Bell Awards, and national Magna Awards for programs of excellence. Moreover, we take immense pride in the individual achievements of our students on state and national platforms, spanning diverse areas such as SkillsUSA, FFA, Mock Trial, Harvard Model Congress, Poetry Out Loud, Arts Education, FCCLA, and beyond.

At the heart of our mission lies a commitment to providing all students with access to high-quality learning opportunities, irrespective of their individual circumstances. Through our dynamic, student-centered learning communities, we empower students to explore and discover their unique potentials, fostering a culture where every child can thrive.

Central to our ethos is a strong focus on equity, inclusivity, and access, underpinned by systems and structures designed to meet the diverse needs of our student body. We firmly believe that the success of each child requires the collective support of our entire community—a network of thoughtful individuals dedicated to nurturing the full spectrum of student potential.

In our journey towards innovation and achievement, we are privileged to collaborate closely with esteemed partners such as Cuesta Community College, California Polytechnic State University, and the regional business community. Together, we strive to equip our students with the skills and knowledge needed to excel in an ever-evolving global society.

I am particularly excited about our partnership with the San Luis Coastal Education Foundation and the transformative impact of our iINNOVATE and NextGen programs, which offer students engaging learning opportunities previously beyond reach. As we prepare our students for the challenges and opportunities of the future, we recognize the paramount importance of building positive and collaborative relationships with parents and the broader community.

In closing, I extend an invitation to each of you to join us in our pursuit of educational excellence. Together, let us uphold the vision of the San Luis Coastal Unified School District, where "All Means All," and where every child has the opportunity to thrive and succeed.

Thank you for your unwavering support, dedication, and partnership. Our kids deserve nothing less.

Warm regards,

A handwritten signature in blue ink that reads "Eric Prater".

ERIC PRATER, Ed.D.
Superintendent

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PARENTS' BOOKLET OF INFORMATION

As the parent of a student in San Luis Coastal Unified School District, you have many rights and responsibilities. This booklet talks about many of those and the laws and policies which cover them. Please read this booklet and acknowledge that you have received, read, and understand its contents by signing the Student Information Card provided at the time of your child's registration.

PARENT RIGHTS AND RESPONSIBILITIES [E.C. 51101; BP 5020]

The rights of parents/guardians of district students include, but are not limited to, the following:

- To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled
- To meet, within a reasonable time of their request, with their child's teacher(s) and the principal
- Under supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher
- To be notified on a timely basis if their child is absent from school without permission
- To receive the results of their child's performance and the school's performance on standardized tests and statewide tests
- To request a particular school for their child and to receive a response from the district
- To have a school environment for their child that is safe and supportive of learning
- To examine the curriculum materials of the class(es) in which their child is enrolled
- To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child
- For parents/guardians of English learners, to support their child's advancement toward literacy
- For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures and school improvement efforts
- To have access to the school records of their child
- To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish
- To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school
- To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal such a decision
- To receive information about any psychological testing the school does involving their child and to deny permission to give the test
- To refuse to submit or to participate in any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life, any form of parental screening or testing, any nonacademic home-based counseling program, parent training, or any prescribed family education service plan, and to inspect any survey collecting personal information
- To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations
- To question anything in their child's record that the parent/guardian believes is inaccurate, misleading, or is an invasion of privacy and to receive a response from the school
- To provide informed, written, parental consent before their child is tested for a behavioral, mental, or emotional evaluation
- To OPT-OUT of state testing. Parent must initiate a letter in writing to the principal stating they do not want their student to participate.
- To request information re: professional qualifications of child's teacher and paraprofessional, or a code of conduct.
- A Student's citizenship, place of birth, or national origin will not be released without parental consent or a court order.

The free school guarantee under the California Constitution prohibits charging students any fee, charge or deposit for curricular, extracurricular, credit, or non-credit activities that are part of the District's or a school sites' educational program.

(California Constitution, article IX, §5 *Hartzell v. Connell* (1984) 35 Cal.3d 899 CCR Title 5 §350)

Complaints regarding fees, charges, or deposits may be pursued using the district's Uniform Complaint Procedures

Parents/guardians may support the learning environment of their child by:

- Monitoring school attendance of their child
- Ensuring that homework is completed and turned in on time
- Encouraging their child to participate in extracurricular and cocurricular activities
- Monitoring and regulating the television viewed by their child
- Working with their child at home in learning activities that extend the classroom learning
- Volunteering in their child's classroom(s) or for other school activities
- Participating in decisions related to the education of their own child or the total school program as appropriate

BP1313 Civility: This policy promotes mutual respect, civility and orderly conduct among District employees, parents, pupils, and the public.

BP6020 Parent Involvement

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that continued parental/guardian involvement in the education of children contributes greatly to student achievement and a positive school environment.

The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities to support learning at home and advisory, decision-making, and advocacy roles.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. The district receives Title IV, part E funds to coordinate and enhance family engagement programs.

(cf. 5020 – Parent Rights and Responsibilities;

cf. 5145.6 – Parental Notifications)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall annually evaluate and report to the Board on the effectiveness of the district's parent/guardian involvement efforts including, but not limited to input from parents/guardians and school staff on the adequacy of parent/guardian involvement opportunities and barriers that may inhibit parent/guardian participation.

(cf. 0500 – Accountability)

Code of Conduct for Parents/Guardians

Students should have fun participating in sports and co-curricular programs. San Luis Coastal Unified School District (SLCUSD) believes that these programs contribute to a sound educational program. Everyone involved in sports and co-curricular programs has a duty to assure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of six core ethical values: trustworthiness, respect, responsibility, fairness, caring and good citizenship (the "Six Pillars of Character"). The highest potential of sports and co-curricular programs is achieved when all involved consciously Teach, Enforce, Advocate and Model (T.E.A.M.) these values and are committed to the ideal of pursuing success with honor. Parents/guardians of students choosing to participate in sports and co-curricular programs can, and should, play an important role in their good-faith efforts to honor the words and spirit of this Code. This collaboration can dramatically improve the quality of a student's sport and/or co-curricular experience.

THE SIX PILLARS OF CHARACTER

TRUSTWORTHINESS

Trustworthiness: Be worthy of trust in all you do.

Integrity: Live up to high ideals of ethics and encourage others to pursue success with honor. Do what's right even when it's unpopular or personally costly.

Honesty: Live honorably. Don't lie, cheat, steal or engage in any other dishonest conduct.

Reliability: Fulfill commitments. Do what you say you will do.

Loyalty: Be loyal to the school and your team or co-curricular group; Put the interests of the team/group above your student's personal glory.

RESPECT

Respect: Treat all people with respect at all times and require the same of your student.

Class: Teach your student to live and participate with class and be a good sport. he/she/they should be gracious in successes and accept disappointments with dignity by complimenting extraordinary performance and showing sincere respect to others, even with competitors.

Disrespectful: Don't engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual nature, trash-talking, taunting, boastful celebrations or other actions that demean individuals or the sport or co-curricular program.

Respect for Officials: Treat game officials, judges, and others who influence outcomes with respect. Don't complain or argue about calls or decisions during or after events.

RESPONSIBILITY

Importance of Education Support the concept of "being a student first": Commit your student to earning a diploma and getting the best possible education. Be honest with your student about the likelihood of getting a scholarship or participating at a professional level. Reinforce the notion that many universities will not recruit students who do not have a serious commitment to their education. Should it be necessary, be the lead contact for collegiate coaches/advisors in any recruiting process.

Role Modeling: Remember, participation in sports and co-curriculars is a privilege, not a right. Parents/guardians too should represent the school, coach/advisor and other participants with honor, on and off the court/field/stage/etc. Consistently exhibit good character and conduct yourself as a positive role model.

Self-Control: Don't fight or show excessive displays of anger or frustration.

Healthy Lifestyle: Promote to your student the avoidance of all illegal or unhealthy substances including alcohol, tobacco, drugs and some over-the counter nutritional supplements, as well as of unhealthy techniques to gain, lose or maintain weight.

Integrity of the Program: Protect the integrity of the program. Don't gamble or associate with gamblers.

Sexual Conduct: Sexual or romantic contact of any sort between students and adults involved with sports and co-curriculars is improper and strictly forbidden. Report suspected or known misconduct to the proper authorities immediately.

FAIRNESS

Fairness and Openness: Live up to high standards of fair play. Be open-minded, always willing to listen and learn.

CARING

Caring Environment: Consistently demonstrate concern for students as individuals and encourage them to look out for one another and think and act as a team.

CITIZENSHIP

Spirit of the Rules: Honor the spirit and the letter of rules. Teach your students to avoid temptations to gain competitive advantage through improper techniques or strategies.

I have read and understand the requirements of this Code of Conduct. I understand that I'm expected to perform according to this code and I understand that there may be sanctions or penalties if I do not.

_____ Parent/Guardian - Signature	_____ Parent/Guardian – Print Name
_____ Student – Print Name	_____ Date

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

Each year the Superintendent or designee shall identify specific objectives of the district's parent/guardian involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent/guardian involvement program.

(cf. 6171 – Title I Programs)

The Superintendent or designee shall ensure that the district's parent/guardian involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent/guardian involvement.

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board must reserve at least one percent of the district's Title I funding to carry out parent/guardian involvement activities, including promotion of family literacy and parenting skills, and shall ensure that priority is given to schools in high needs areas in accordance with law. (20 USC 6318, 6631)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children including, but not limited to, strategies describing how the district and schools will address the purposes and goals.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language, or other barriers which may inhibit such participation.

For Legal Reference: <https://www.boarddocs.com/ca/slcusd/Board.nsf/vpublic?open>

STUDENT RIGHTS


- Students have the right to a free, public education in a safe, clean environment regardless of any status or belief.
- Students have the right to full use of class time for receiving instruction and learning.
- Students have the right to fair, consistent, and respectful treatment by staff members and other students. See Employee Code of Conduct Board Policy 4119.21. <https://www.boarddocs.com>
- If expelled, students have the right to appeal the decision of the Board of Education within 30 days of the decision.
- Students have the right to free expression. They are free to voice their concerns through student government, student advisory committees, school newspapers, teachers, counselors, and administrators, and any other channel of communication. However, it must be stressed that any expression or communication must not be obscene, libelous, or slanderous; create a clear and present danger of the commission of unlawful acts on school grounds; substantially disrupt or threaten to disrupt the orderly and safe operation of the school; or violate school regulations.
- Pregnant and parenting students in the district shall have the same educational and extracurricular opportunities as all students. Participation in special programs or schools shall be voluntary. *(cf. 5145.6 – Parental Notifications)*

SCHOOL ACCOUNTABILITY REPORT CARD (SARC) [E.C. 35256; AB 1061; BP 0510]

The School Accountability Report Card is updated annually by February 1 to provide parents and the community with important information about each school, the district, and the state. Components of the SARC include: school demographic data, academic data, and fiscal and expenditure data, as well as comparisons to district and state data. SARCs are available at the schools, the district office, and on the district's web site at www.slcsd.org. A hard copy is available upon request.

RESIDENCY REQUIREMENTS [E.C. 48204; AR 5111.1, 5116.1, 5117]

A student shall be deemed to have complied with residency requirements if s/he meets any of the following criteria:

- The student's parent resides within district boundaries.
 - The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement.
 - The student has been admitted through the district's interdistrict attendance program.
 - The student is an emancipated minor residing within district boundaries.
 - The student lives with a care-giving adult within district boundaries.
 - The student resides in a state hospital within district boundaries.
 - The student is confined to a hospital/residential health facility within district boundaries for treatment of a temporary disability.
- 

INSTRUCTIONAL PROGRAM

Pupil Achievement [E.C. 49067, 60641, 5 CCR 863; BP 6162.51]

The Board of Education believes good communication between parents and teachers is important in the educational process. All appropriate forms of communication should be used. The progress report should reflect student progress in class work and proficiency levels and indicate educational growth in relation to the student's ability, citizenship, and effort. Within 20 working days of receiving results of standardized achievement tests, the parent will be notified of the test purpose, individual score, and intended use.

Availability of Course Prospectus [E.C. 49063, 49091.14; BP 5020]

The Board of Education believes that the education of the district's students is a shared responsibility. In an effort to foster this partnership with parents, including titles, descriptions, and instructional aims of every course offered, will be compiled and made available annually. The core curriculum is based on the State content standards and both State and district- adopted instructional materials. Course descriptions and curriculum materials are available upon request.

Course Selection and Career Counseling [E.C. 221.5, 48980; BP/AR 6164.2]

Secondary students are provided equal career counseling services and course selection opportunities. Parents may participate in these counseling sessions, if they so desire.

Emergency Independent Study Plan

The *Emergency Independent Study Plan* ("Plan") is triggered by emergencies that result in school closures or material decreases in ADA (e.g., partial classroom or partial school impacts, including quarantines) pursuant to conditions listed in Education Code section 46392. The San Luis Coastal Unified School District ("District") offers independent study to students impacted by conditions outlined in Education Code Section 46392 as soon as possible, and in no case later than ten days after the first day of a school closure or material decrease in attendance.

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed for English learners to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]; Cal. Code Regs., tit. 5, § 11309)

English Learners (EL) Program [E.C. 305, 306, 310, 52164.1, 52164.3; BP/AR 6174]

Students whose primary language is one other than English will be assessed, and their parents will be notified as to whether their child has attained fluent English proficiency or has been identified as an English learner.

Parents of English learners will receive a letter, within the first 30 days of the beginning of the school year, informing them of their child's English proficiency level, program placement, and general EL Program information.

Description of Program Options and Goals for English learners in SLCUSD

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered English language development (ELD) and access to grade level academic subject matter content. We are required to provide a SEI program option.
- **Dual-Language Immersion (DLI) Program:** Also referred to as Two-Way Immersion. A language acquisition program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. The DLI program has been modified based on significant research and analysis of data shared with parents on a regular basis. The DLI program is also consistent with California Department of Education's recommended "90:10" model where instruction at the kindergarten grade levels starts with instruction in Spanish 90 percent of the time and English for 10 percent of the time, with a decrease in Spanish instruction until there is a 50:50 balance. This program begins in preschool and continues to sixth grade at Pacheco Elementary. Baywood Elementary began its transition to becoming a DLI Program, starting with kindergarten only during the 2020-2021 school year.

In general, English Learners with English proficiency levels of Beginning through Intermediate will be placed in our SEI Program. Those students with English proficiency levels of Early Advanced and Advanced will be placed in our English Language Mainstream Program. Parents of students placed in the SEI Program may, at any time, request that their child be placed in the English Language Mainstream Program.

Both SEI and DLI programs incorporate English language development standards and academic content standards consistent with best practices and recommendations developed by state education leaders along with local parent, student, teacher, and community input (see below). Both have been designed using evidence-based information, include designated and integrated ELD, been allocated sufficient resources, and, within a reasonable period of time, lead to appropriate language proficiency in English and Spanish and achievement of academic content standards in English and Spanish.

Parental Input

Parents/Guardians may choose an available language acquisition program that best suits their child, if available. However, schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. Upon meeting these thresholds, the requests for the same or substantially similar type of language acquisition program shall be responded to consistent with the process set forth in Title 5 of the California Code of Regulations, section 11311, subdivision (h), which may or may not result in implementation of the language acquisition program that was requested. (20 U.S.C. Section 6312[e][3][A][viii][III]); *EC* Section 310[a]; Cal. Code Regs., tit. 5, § 5 CCR 11310, subd. (b)(4))

Parents/guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (*EC* Section 52062)

If interested in a different program from those provided at Pacheco Elementary and Baywood Elementary or the SEI programs, parents/guardians are directed to contact your site principal to discuss and make such a request, which will then be analyzed at a school level and may be elevated for consideration by District administration.

Parents/guardians of English learners have a right to decline, opt their children out of the school district's language acquisition program, or opt out of particular English learner service within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, the District remains obligated to provide the student with meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (Cal. Code Regs., tit. 5, §11302)

Special Education [E.C. 56301]

San Luis Coastal Unified School District, in conjunction with the San Luis Obispo County Special Education Local Plan Area (SELPA), provides a Free and Appropriate Public Education (FAPE) to all individuals with exceptional needs between the ages of 3 through 21 years who reside within our boundaries, including children who have been expelled or placed by the district in a non- public school.

The purpose of Individuals with Disabilities Education Act (IDEA) is to ensure that all children with disabilities have a Free and Appropriate Public Education (FAPE) available that provides special education and related services designed to meet their unique needs, by providing appropriately ambitious programming that is reasonably calculated to enable each student to make progress appropriate in light of the student's circumstances.

"Individuals with exceptional needs" means those persons who satisfy all the following: (a) identified by an Individualized Education Program (IEP) team as a child with a disability, as that phrase is defined in subparagraph (A) of paragraph (3) of Section 1401 of Title 20 of the United States Code; and (b) the impairment requires instruction, services, or both, which cannot be provided with modification of the regular program. [E.C. 56026]

In summary, a child with a disability is a child who has been evaluated in accordance with Sec. 300.304 through 300.311 and determined as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), an emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, any other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, requires special education and related services.

Special Education provides the continuum of educational support as outlined in the Individuals with Disabilities Education Act (IDEA). Students receive services and support from Special Education as delineated on their IEP.

If you have reason to believe your child, age 3 through 21 years of age, has a disability which adversely affects his/her education that may require special services or accommodations, you should inform school officials in writing. Your child may be evaluated to determine whether he/she is eligible for special education 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 USC 1412; 34 CFR 300.121]

Procedural safeguards provide you, as parents/guardians, and surrogate parents of children with disabilities from age 3 through age 21, with an overview of your educational rights. You may download a copy from the SELPA website at www.sloselpa.org, or contact your child's IEP manager for a copy. [USC, Title 20, Chap. 33, Sub Chap. II, Sec. 1415; E.C. 56321; 34 CFR 104.36; 300.504] For more information, please call (805) 549-1218, Student Support Services.

Student Success Team

The Student Success Team (SST) is composed of various staff, the student's parent/guardian and the student, if appropriate. An SST can be convened whenever a student is identified as having any barriers to being successful in the classroom or on the school site so the situation can be discussed and appropriate actions will be taken. An SST meeting can be requested by school staff or parents. The purpose of the SST meeting is to discuss the student's strengths and needs, as well as design any necessary accommodations to assist the student in being more successful.

Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Support is a schoolwide process of early intervention and prevention of academic, social emotional and behavioral needs. It is a process that utilizes all resources within a school in a collaborative manner to create a single, well-integrated system of instruction and interventions guided by student outcome data.

MTSS functions on a set of guiding principles that inform and direct the process of strategic intervention. The primary principle is that, the earlier an intervention is implemented, the more effective it will be for the student. Another principle is the curriculum, past or present, is implemented to meet a particular struggling learner's needs. It is essential to use data to understand a struggling learner's needs and targeting them with specific, meaningful interventions is critical. Social and emotional skills are the tools both children and adults use in social interactions and to manage every day emotional responses. Things like social awareness, setting goals, and taking responsibility for oneself are imperative to maintaining healthy relationships and practicing self-care. The final principle is that speculation is insufficient to determine the efficacy of an intervention; therefore, regular progress monitoring is essential to determine if continued intervention or return to the general curriculum is required.

Section 504: 504 Coordinator – Joyce Hansen 805-549-1216

The purpose of Section 504 of the Rehabilitation Act of 1973 is to prevent an otherwise qualified individual with a disability from being, by reason of a disability, excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance or activity conducted by any executive agency. [29 USC § 794]. If your child has an impairment, which causes a substantial limitation to a major life activity, a Section 504 Plan will allow the school to implement general education services, accommodations and modifications to the educational program, to mitigate the impact of the disability so the student will be ensured equal access. Qualification decisions are made by the site Section 504 Team, using objective and subjective evaluation criteria to determine if the student has a substantial limitation when compared to a typical peer. In many ways, Section 504 resembles IDEA; however, it is ultimately a function of general education, and the intent is to help students succeed in the general education setting.

ADULT SCHOOL: SLOadultschool.org; 805.549.1222

The San Luis Coastal Adult School provides a wide variety of classes at various school sites. Classes are available throughout the year to help adults 18 years and older achieve their professional, personal and family goals.

- **Adult High School Diploma**

The Adult School Diploma Program allows adults the opportunity to complete their high school diploma. Adults 18 years and older may arrange an orientation session regarding completing their diploma by visiting the Adult School website and completing the High School Diploma Preregistration Form.

- **High School Equivalency Preparation Classes**

The Adult School offers classes to prepare students to take any of the tests that give the equivalent of a high school diploma. The State of California presently offers two tests for a high school equivalency: the GED and the HiSET. Adults 18 years and older who wish to earn a high school equivalency may prepare for any of those tests at the Adult School. Students may arrange an orientation session by visiting the Adult School website and completing the High School Equivalency Preregistration Form. Students will initially take a placement test to determine whether they are ready to test; those who are not ready will be given instruction.

- **English as a Second Language**

Adults looking to improve their speaking, listening, reading or writing of English may attend classes which are offered through a partnership with Cuesta College. The schedule includes morning, afternoon and evening classes at several of our local schools. Call 805.546.3941 to register.

- **Parent Participation Program: parentparticipation.org**

The Adult School offers their Parent Participation Program in San Luis Obispo and Morro Bay. Parents or caregivers with children ages 0-4 attend class together. At each class teachers provide age-appropriate parenting information and strategies for creating a healthy family environment. Parents become acquainted during teacher-led discussion groups. They share their parenting challenges and successes and develop friendships. Children engage in developmentally appropriate play, song, art, math and literature, indoors and outdoors.

- **Cooperative Preschool**

Cooperative Preschool is part of the Parent Participation Program and is designed to create an academic, social and physical environment that inspires growth for both parents and children. Parents take an active role in their child's preschool education by working up to one day per week in the classroom. Co-op Preschools are located at the Adult School in San Luis Obispo and Morro Elementary in Morro Bay. Curriculum follows California Preschool Learning Foundations and California Preschool Curriculum Framework.

- **Community Education: SLOadultschool.org**

The Adult School offers an array of classes designed to enhance one's lifelong learning experience. Choose from a variety of offerings from categories such as; fitness, music, and special interests.

Library Materials Replacement

Students who lose or damage library materials will pay the current cost of an item. Library book processing standards prohibit the school district from accepting donated copies of a library book that has been lost or damaged in lieu of payment.

Religious Beliefs and Personal Moral Convictions [E.C. 46014, 48980, 51240; BP/AR 5113; BP/AR 6141.2] [California Education](#)

When any part of the instruction in health or family life education conflicts with a parent's religious training, beliefs, or personal moral convictions, the student shall be excused from such instruction if the parent submits a written request. Pupils, with the written consent of their parents, may be excused from school in order to participate in religious exercises/instruction on no more than four days per school month.

Comprehensive Sexual Health Education and HIV/AIDS Prevention [E.C. 48980, 51933, 51934, 51938; BP/AR 6142.1]

The California Healthy Youth Act was adopted and provides a number of updates regarding comprehensive health education and HIV prevention in grades 7-12. Comprehensive sexual health and HIV prevention education are now required: once in grades 7 and 8 and once in high school. Sexual health education now must also respect the needs and views of students of all genders and sexual orientation. This includes recognizing and affirming different sexual orientations and be inclusive of same sex relationships when providing examples of couples or relationships. Instruction must also address gender, gender expression and identity, and explore the harm of negative gender stereotypes. Parents/ guardians must be notified prior to sexual health instruction and have the right to review instructional materials, as well as excuse their student from this instruction by contacting the school in writing. San Luis Coastal is utilizing the curriculum Positive Prevention PLUS to align instruction in grades 7-12 to these new requirements. Part of the intent of this new legislation is to expand student access to comprehensive health education, as well as to promote a safe campus for all students. Continued teacher education on these topics will require additional and continued professional development. These changes to health education have also highlighted our school and district policy for releasing students to receive confidential medical services (EC 48205, EC 46010.1). These services can include family planning services, contraception, pregnancy, STI testing and treatment, HIV/AIDS testing and treatment, substance abuse services, sexual assault treatment, or mental health treatment and counseling. Absences shall be excused by the school site, and noted as "excused" with no other documentation of the absence reason being recorded in the student's file. Students ages 12 and older have the right to be released for confidential medical services without parent/guardian notification; however, grade level curricular requirements do not require students to receive notification of these rights until 7th or 8th grade.

Alcohol, Tobacco, and Other Drugs (ATOD) Education

The district has policies and regulations which address prevention, intervention, and enforcement procedures related to alcohol, tobacco, and other drug use. Specific information related to regulations is available in each school's student handbook. Copies of policies and regulations may be obtained from the school principal or Student Support Services at 549-1218.

AB 889 requires the notification to parents and guardians about the dangers associated with using unprescribed synthetic drugs, such as fentanyl. According to the U.S. Drug Enforcement Administration (DEA) website, deadly doses of fentanyl have been found in fake/counterfeit versions of Adderall, Xanax, and Oxycodone, among other medications. [CDC link for Fentanyl](#)

Right to Refrain from Harmful or Destructive Use of Animals [E.C. 32255-32255.6]

If a student chooses not to participate in the dissection of animals, and if the teacher believes that an adequate alternative education project is possible, the teacher may work with the student to develop and agree upon a project to provide the child an alternate avenue for obtaining the information required by the class. The parent must submit a written and signed note stating the child's objection.

College Admission Requirements

The following guidelines indicate the minimum requirements for admission into a University of California or a California State University:

- a. History/Social Science – 1 year World History and 1 year US History or 1 year World History and 1/2 year US History and 1/2 year American Government.
- b. English - 4 years college prep English (Students may only use one year of ESL/ELD English.)
- c. Mathematics - 3 years college prep math, at least up to the level of Algebra II
- d. Laboratory Science - Two years including two of three fundamental disciplines of Biology, Chemistry and Physics
- e. Languages Other Than English - 2 years of the same language
- f. Visual and Performing Arts (VPA) - 2 related courses (equaling 1 year of study) of drama/theatre, music, or visual arts (i.e. Ceramics I and II)
- g. College Preparatory Elective - 1 year of any college prep elective, in addition to those required in a-f above, that satisfies the a-f requirements or has been specifically approved for the "g" elective area

In addition, all coursework listed above must have received a grade of C or better. There is, however, a validation process for mathematics and languages that allows a student to replace a D grade with an A-C grade in a higher level course. Additional information about admission requirements is available at the following websites:

CSU Admission Requirements: https://secure.csumentor.edu/planning/high_school/

UC Admission Requirements: <http://admission.universityofcalifornia.edu/freshman/requirements/>

Career Technical Education (CTE)

The California Department of Education (CDE) defines CTE as: a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. CTE provides technical skill proficiency, an industry-recognized credential, a certificate or a degree, and includes competency-based applied learning that contributes to students' academic knowledge, higher-order reasoning and problem-solving skills, attitudes toward work, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship. For more information about Career Technical Education, visit the CDE's website at <http://www.cde.ca.gov/ci/ct/>.

Alternative Schools [E.C. 58500, 58501; BP/AR 6181]

California law authorizes all school districts to provide for alternative schools. A copy of the Notice Regarding Alternative Schools shall be posted in each school in at least two places normally visible to pupils, teachers, and visiting parents for the entire month of March in each year. An alternative school is defined as a school or separate class group within a school which is operated in a manner designed to:

- a. Maximize the opportunity students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- b. Recognize that the best learning takes place when the student learns because of his desire to learn.
- c. 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.
- d. 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.
- e. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to, the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, copies of the law are available through the county superintendent of schools, the administrative office of this District, and the principal's office. This law particularly authorizes interested persons to request the governing board of the District to establish alternative school programs in each district.

Statewide Testing Notification [Link](#)

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the California Assessment of Student Performance and Progress (CAASPP) assessments.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

Smarter Balanced Assessment Consortium Assessments [CAASPP](#)

The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

California Science Tests (CAST)

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

California Alternate Assessments (CAAs)

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019.

California Spanish Assessment (CSA) for Reading/Language Arts

The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards en Español. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics.

Physical Fitness Test (PFT)

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the PFT is to help students in establishing lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test. The general opt-out provision of *EC* Section 60615 does not apply to the PFT. There are a limited number of allowable reasons for not participating in parts or all of the PFT (e.g., medical excuse, student with disabilities); therefore, most students may not be excused from the PFT.

Advanced Placement Examination Fees [E.C.48980, 52244]

State funding is available for eligible economically disadvantaged high school pupils to reduce or cover the costs of Advanced Placement exam fees. Advanced Placement students can request this information from the AP Testing Coordinator or school counselor.

Notice of Proficiency Examination [E.C. 48412; 5 CCR 11523; BP/AR 6146.2]

Any person 16 years of age or older, or who has been enrolled in the 10th grade for a year, or who is currently enrolled in the final semester of 10th grade, may be granted a Certificate of Proficiency by the California Department of Education (CDE) if s/he passes the performance tests established by the CDE. The principal of each school maintaining 11th and 12th grades will make information available to each student about the California High School Proficiency Examination when requested. The notification is to be made in time to enable interested students to meet examination registration requirements for the Fall test.

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 and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

California College Guidance Initiative Data Sharing (Education Code section 60900.5(d))

The California College Guidance Initiative (CCGI) works with California school district to make applying for college and student financial aid a more streamline experience for students. The CCGI currently receives enrollment data for all public school student in grades 6-12 from the California Department of Education (CDE). For more information about the CCGI, visit their website at <https://www.californiacolleges.edu>

ATTENDANCE

Absences [E.C. 46010, 46010.1, 46014, 48205, 48980; BP/AR 5113, 6142.1, AR 6154]

Students have only one chance to get a great education. Children cannot learn if they are not in school; therefore, it is mandatory that students attend school on a regular basis. Teachers build a child's education one day at a time, so every day is important. If the student has an appointment during the school day, he/she should attend school for part of the day, before or after the appointment. At all levels of a student's education, moving ahead, even graduation, can be put in jeopardy if too many school days are missed. If a child must miss school, a parent can work with the teacher or teachers by getting student's homework assignments and reviewing the work. A pupil absent from school, whose absence is excused, shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided. Upon satisfactory completion within a reasonable period of time, the student shall be given full credit for those tests and assignments. 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 tests and assignments that the pupil missed during the absence.

A pupil shall be excused from school when the absence is:

- Due to illness, including mental health
- Due to quarantine under the direction of a county or city health officer
- For the purpose of having medical, dental, optometric, or chiropractic services rendered
- For the purpose of attending funeral services of a member of his/her immediate family, as long as the absence is not more than five days, and not more than three days for grief support services;
- For the purpose of jury duty in the manner provided for by law
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent;
- 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/her religion, cultural ceremony, attendance at religious retreats, or attendance at an employment conference, or attendance at an 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 and approved by the principal or designee pursuant to uniform standards established by the Board of Education
- For the purposes of serving as a member of a precinct board for an election pursuant to Elections Code 12302
- Participation in religious instruction or exercises in accordance with district policy
- For confidential medical services
- Arranged a temporary Independent Study Agreement – see Site Administrator for details. The minimum period of time for any independent study agreement shall be five school days. The maximum period of time for any independent study agreement shall be 20 school days. A student may only participate in an independent study agreement once per school year.
- Anything other than the reasons stated above is considered an unexcused absence and is counted as truancy.

Parental Consequences for Student Non-Attendance [E.C. 48293]

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse for three full days in one school year or tardy or absent for more than any 30-minute-period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district. [E.C. 48260 (a)] A school may send the first truancy notification to a parent/guardian after their student has met the above qualifications.

Any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the district. [E.C. 48261] A school may send the second truancy notification to a parent/guardian after their student has met the above qualifications.

Any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed a habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself. [E.C. 48262] A school may send the third truancy notification to a parent/guardian after their student has met the above qualifications.

When a student has had absences due to illness that have been verified equal to or surpassing 10% of the school days to date or of the total school days for the current academic year, the student must obtain verification from a physician, school nurse, or other school personnel for an additional absence. Failure to provide verification from the physician, school nurse, or other school personnel will result in those additional absences being recorded as unexcused. [AR 5113] Any parent who fails to ensure his/her student's attendance in school, unless excused or exempted, is guilty of an infraction and can be sanctioned by a court.

If any minor pupil in any district of a county is a habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to a School Attendance Review Board (SARB) [E.C. 48263]. When a student is referred to SARB, a hearing is held and includes the parents of the minor. Although the goal of SARB is to keep students in school and provide them with a meaningful educational experience, SARB does have the power, when necessary, to refer students to Community School or the parents may be referred to the County Truancy Board or directly to the District Attorney. For pupils 13 and older, SARB may also request law enforcement to write a citation for truancy.

Attendance Options [E.C. 48301, 48306, 48308, 48314]

It is the intent of the Legislature that the governing board of each district annually share the opportunity for existing school choices and review the enrollment options available to pupils within their districts and that the districts strive to make available enrollment options that meet the diverse needs, potential, and interests of California pupils. In school districts of choice, priority can be given to children of military personnel.

Intradistrict Open Enrollment and Administrative Transfers [BP/AR 5116.1]

Parents of students who reside within district boundaries may apply for enrollment in any district school. During the **Open Enrollment** period, February/March/April, parents may apply for enrollment in another district school by completing an Open Enrollment Transfer Request form. The form is turned in at the current school of residence and the request is processed through Educational Services beginning in May for the following school year. Once enrolled, the student will not have to apply for readmission to this school of choice. At all other times of the school year, a parent may request an **Administrative Transfer** through the principal of the student's school. The request is reviewed by the "receiving" principal in consultation with the "sending" principal to determine if the request can be accommodated. Special considerations shall be granted for students that have been bullied in their school of residence.

Interdistrict Transfers [BP/AR 5117]

The Board of Education recognizes that the district may be capable of serving students from other districts. Requests from non-district students to attend school in San Luis Coastal are initiated annually in the district of residence. The applications are processed in May for the following school year. Based on space availability in appropriate class and student's prior conduct, requests are approved or denied. These transfers can be withdrawn for reasons of excessive truancy or continual disruption of the educational program

The Board also recognizes that students who reside in San Luis Coastal may choose to attend school in another district. Requests for this type of interdistrict transfer are submitted annually to Educational Services in the spring to facilitate school registration for the following school year.

Transfer of Victims of Bullying (Ed. Code § 46600)

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. The school district of residence is required to provide transportation assistance to transferring victims of bullying, as well as children of active military duty children, provided these students are eligible for free or reduced-price meals.

Attendance Where Caregiver Resides [E.C. 48204(d); AR 5111.1, 5111.11]

A pupil who lives in the home of a care-giving adult located within the boundaries of the school district shall be considered a resident of that school district. Execution of an affidavit under penalty of perjury by a care-giving adult is sufficient basis for a determination that the pupil lives in a caregiver's home, unless the school district determines from actual fact that the pupil is not living in the caregiver's home.

Attendance in District in Which Parent is Employed [E.C. 48204(b)]

A school district may deem a pupil to have complied with the residency requirements for school attendance in the district if at least one parent or the legal guardian of the pupil is physically employed within the boundaries of that district.

Home and Hospital Instruction [E.C. 48206.3, 48207, 48208, 48980; AR 6183]

It shall be the primary responsibility of the parent of a pupil with a temporary disability to notify the school district in which the pupil is deemed a resident that educational instruction may be necessary in the student's home or a hospital. If, due to a temporary disability, a child is in a hospital or other residential health facility located outside his/her school district, s/he may be eligible to attend the school district in which the hospital is located.


Instructional Minutes – Physical Education

Elementary Schools: Students in elementary schools maintaining grades 1-6 and grades 1-8 are required to receive at minimum, 200 minutes of physical education instruction each 10 school days, exclusive of recesses and lunch periods.

Middle and High School Students in Grades 7-12: Unless exempted pursuant to Education Code section 51241, students are required to receive at least 400 minutes of physical education instruction each 10 school days. High school students may be excused from physical education classes during one of grades 10, 11 or 12 for up to 24 clock hours in order to participate in automobile driver training, but must still attend a minimum of 7,000 minutes of physical education instruction during that school year.

Any questions or concerns regarding this requirement should be directed first to the school principal, and then to the Director - Instructional Services: Learning and Achievement if the first level response is not satisfactory. If a parent/guardian believes that the school is not meeting this minimum requirement, a formal complaint under the District's Uniform Complaint Procedures may also be filed. The Uniform Complaint Procedures complaint form can be found at the following link: <http://www.slcsd.org/departments/page.php?id=134>.

Complaint forms are also available at all school sites and the district office.



STUDENT RESPONSIBLE USE OF TECHNOLOGY [BP/AR 6163.4]

The San Luis Coastal Unified School District recognizes and supports advances in technology and provides an array of technology resources for students to use to enhance learning and education. While these technologies provide a valuable resource to students, it is important that students' use of District Technology be appropriate for school purposes.

The purpose of this Student Responsible Use of Technology Agreement ("Agreement") is to ensure a safe and appropriate environment for all students. This Agreement notifies parents and students about the acceptable ways in which District Technology may be used. Inappropriate use of District Technology exposes the District to liability and risks, including, virus attacks, compromise of network systems and services, and potential litigation.

The access, use, and possession of District Technology is a privilege permitted at the District's discretion and is subject to the conditions and restrictions set forth in applicable Board policies (e.g., Board Policy 6163.4), administrative regulations, and this Agreement. Students are taught network etiquette and are expected to follow it. The District reserves the right to suspend access to District Technology at any time, without notice, for any reason.

Each student who is authorized to use District Technology and his/her parent/guardian shall sign this Agreement as an indication that they have read and understand the agreement.

Definitions

District Technology

District Technology includes, but is not limited to, District's computers; the District's computer network including servers and wireless computer networking technology (Wi-Fi); District electronic devices such as USB drives, cameras, wireless access points (routers), tablet computers; District data networks, operating systems, storage, email systems, web applications, or mobile applications.

Student Obligations and Responsibilities

Acceptable Use: District students are only permitted to use District Technology for educational purposes which are safe (pose no risk to students, employees or assets), legal, ethical, do not conflict with the mission of the District, and are compliant with all other District policies and regulations. Students shall not share any District-assigned account information, passwords, or other information used for identification and authorization purposes. Acceptable use of District Technology includes use that is for the purpose of communicating between teachers and students, or between students for educational purposes. The District reserves the right to restrict access to online destinations with network filters, software, or other means.

Students are prohibited from using District Technology for improper purposes, including, but not limited to, use of District Technology to:

1. Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive;
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying");
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person;
4. Infringe on copyright, license, trademark, patent, or other intellectual property rights;
5. Intentionally disrupt or harm District Technology or other District operations (such as destroying District equipment, placing a virus on District computers, adding or removing a computer program without permission from a teacher or other District personnel, changing settings on shared computers, or committing a denial-of-service attack against District resources);
6. Install unauthorized software, or applications;
7. Download large non-school related video, audio or other files;
8. Spend excessive time using District Technology for non-education purposes (e.g., shopping, personal social networking, gaming, or sports related sites); and
9. Engage in or promote any practice that is unethical or violates any law or Board policy, administrative regulation, or district practice.

No Expectation of Privacy: Because the use of District Technology is intended for educational purposes, students shall not have any expectation of privacy in any use of District Technology. Log files, browsing history, and other data about user activities with District Technology may be used at any time, without prior notice, for any legal purpose including, but not limited to, record retention and and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of District Technology (such as web searches) cannot be erased or deleted.

Blocked or Restricted Access: Student access to specific Internet resources, or categories of Internet resources, deemed inappropriate or non-compliant with this Agreement may be blocked or restricted. A particular web site that is deemed "acceptable" for use may still be judged a risk to the District (e.g., it could be hosting malware), in which case it may also be subject to blocking or restriction.

Personally Owned Devices: If a student uses a personally owned device to access District Technology, he/she shall abide by all applicable Board policies, administrative regulations, this Agreement, and the Agreement for Student Participation in the Bring Your Own Device

Program. Students may use personally owned devices for educational purposes and will be responsible for any fees charged by their personal device’s service provider. Personally owned devices must be maintained by the user to the current Operating System patch release and have an up-to-date Anti-Virus solution. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to be disclosed pursuant to a lawful subpoena or public records request.

District-Owned Devices: If a student uses a District-owned device to access District Technology, he/she shall abide by all applicable Board policies, administrative regulations, this Agreement, and the District Provided Technology Device Use Agreement. Students may use District-owned devices for educational purposes. Any such use of a District-owned device may subject the contents of the device and any communications sent or received on the device to be disclosed pursuant to a lawful subpoena or public records request.

Any District-owned device that is utilized or checked out to a student that is damaged or not returned to SLCUSD the parent/guardian will be held liable for the full replacement cost of the device and/or missing accessories. This includes but is not limited to Chromebooks, Laptops, Hotspots, device chargers and SIM cards.

Reporting: If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of District Technology, he/she shall immediately report such information to the teacher or other District personnel.

Consequences for Violation: Violations of the law, Board policies, administrative regulations, or this Agreement may result in revocation of a student’s access to District Technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policies, administrative regulations, or this Agreement may be reported to law enforcement agencies as appropriate.

Disclaimer: The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of District Technology. The District also denies any responsibility for the accuracy or quality of the information obtained by a student while using District Technology. The District cannot completely prevent the availability of material on the Internet that may be deemed harmful or intended for adults. Information obtained via the Internet is at the user’s risk. Any statement accessible using District Technology, including advertisements on non-District web sites, is understood to be the author’s individual point of view and not that of the District, its affiliates, or employees.

Specific Consent to Search and Seizure of District Technology: The undersigned consents to the search and seizure of any District Technology in the undersigned’s possession by the District, the District’s authorized representative, a District employee, or any Peace Officer at any time of the day or night and by any means. This consent is unlimited and shall apply to any District Technology that is in the possession of the undersigned, whenever the possession occurs, and regardless of whether the possession is authorized. The undersigned waives any rights that may apply to searches of District Technology under SB 178.

Student Acknowledgement of Receipt & Agreement

I acknowledge that I have received, read and understood this Agreement. I understand that any violations of this Agreement may be grounds for disciplinary action against me. I understand that there is no expectation of privacy when using District Technology. I understand that a copy of this signed Agreement will be placed in my student file.

Student Printed Name	Date	Student Signature

Parent/Guardian Acknowledgement of Receipt & Agreement

I acknowledge that I have received, read and understood the Agreement. I understand that my child shall comply with the terms of this Agreement. I give permission for my child to use District Technology, including access to the school’s computer network and the Internet. I understand that, despite the District’s best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I understand that violations of this Agreement may be grounds for disciplinary action against my child. I agree to release from liability, indemnify, and hold harmless the school, District, and District personnel against all claims, damages, and costs that may result from my child’s use of District technology or the failure of any technology protection measures used by the District. Further, I accept full responsibility for supervision of my child’s use of his/her access account if and when such access is not in the school setting.

Parent/Guardian Printed Name	Date	Parent/Guardian Signature

STUDENT CONDUCT CODE [E.C. 48980 35294.1-35294.15]

San Luis Coastal strives to maintain an atmosphere in school and at school activities which enhances the potential for success of every student. The Board of Education recognizes that good student conduct is necessary for students to be successful; and, therefore, has adopted Board Policy and Administrative Regulations 5144, 5144.1 and 5144.2 which outline student discipline policies and procedures.

The district's commitment to learning includes the following concepts:

- We have programs and strategies in place to promote a safe environment for students.
- Mutual respect is the underlying principle on campus and in the classroom.
- Rules are publicized, explained, and equitably enforced.

The following principles apply:

- Good discipline is positive rather than negative in nature.
- Good discipline is always fair, dignified, and good tempered.
- Conferences with the teachers, the principal, and the parents should usually bring about acceptable classroom behavior.
- Disciplinary action shall not directly affect quarter, semester, or trimester grades.

Parents are the best people to set rules and consequences for their children. School rules are derived from the goals of respect for self, property, and others. In enforcing the rules of the state, the district, and the school, staff at each school believe that students must understand that their actions have consequences. As students become responsible for their own behavior, they develop the self-discipline needed to become responsible citizens. The district believes that students must become self-sufficient and productive members of society. The district's goals are to instill in students a loyalty for their country, respect for its laws and traditions, and an understanding of the importance of individual dignity. The rights and privileges of society depend on each individual's sense of social conscience. To ensure the success of students in a school environment, school staff and parents must work cooperatively. Teachers, counselors, and administrators are responsible for modeling and teaching students the behavioral standards desired in the classroom and in the school. Parental support of the school is essential to ensure that students respect and follow the rules and regulations. Parents and students must be responsible for regular school attendance, since students with good attendance are most likely to be successful in school.

It is the policy of the district that all pupils abide by school regulations while at school or at school-sponsored activities, on the way to and from school or school activity, and when otherwise under the jurisdiction of the school. School regulations are not only for the students' own safety, but for the safety of others, and the community as a whole. The consequences for violation of these regulations vary according to the nature of the infraction, the number of violations, and the history of the student. These consequences include alternate means of correction, suspension, and expulsion.

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. The school dress codes shall be annually reviewed.

Student Responsibilities and Expectations for Classroom Behavior

From the beginning to the end of class, teachers must be free to teach and students must be free to learn. Students are expected to show respect for the teacher and other students in the classroom. Any behavior that disrupts instruction is inappropriate. Specifically, students are required to arrive to class on time, be prepared to work, and stay on task for the class period. Additionally, students must comply with classroom rules as established by each teacher. When a student displays disruptive behavior in the classroom, the teacher will first work with the student to improve his/her behavior. If that effort fails, the student who continues to disrupt the learning process may be referred to school administrators or other designated school staff. The school may notify parents who will be expected to aid in correcting the behavior.

Parent Liability for Damage [E.C 48904]

E.C. 48904(a)(1) Parents are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or damage to school property. Parents are also liable for any school property loaned to the student and not returned. Parents' liability may be as much as \$10,000 in damages and a maximum of \$10,000 for payment of a reward, if any. The school district may withhold the grades, diploma, or transcripts of the student responsible until such damages are paid, the property returned, or until completion of a voluntary work program in lieu of payment.

E.C. 48904(a)(2) The Superintendent of Public Instruction shall compute an annual adjustment of the liability limits prescribed by this subdivision at a rate equivalent to the percentage change in the Implicit Price Deflator for State and Local Government Purchases of Goods and Services for the United States, as published by the United States Department of Commerce for the 12-month period ending in the third quarter of the prior fiscal year. *(Amount provided in December of each year; amount for 2024 is \$21,800.)*

Removal from Class by Teacher/Parental Attendance in Class [E.C. 48900.1(b), 48910, 48925; BP/AR 5144.1, 5144.2]

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in Grounds for Suspension and Expulsion in Board Policy/Administrative Regulation 5144.1 or 5144.2. The teacher shall ask the parent or guardian to attend a parent/teacher conference. A school counselor may attend the conference. A teacher may require that the parent/guardian of a student removed by the teacher attend a portion of a school day in his/her child’s classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian’s attendance is requested pursuant to law. Removal from a particular class shall not occur more than once every five school days.

Standard Disciplinary Procedures

In order to help students understand what is expected of them and the consequences for violation of the rules, the district has developed a Student Conduct Code based on California Education Code. For each offense, there is a consequence ranging from a conference with a site administrator, counselor, or designee for minor misbehavior to suspension for major offenses. For very serious offenses, the school may make an immediate recommendation for expulsion.

Resources

School officials assign consequences for actions which have been identified as inappropriate. In addition, school officials seek solutions to student problems. Resources available include:

Removal from class	Referral to Student Assistance Program (SAP)
Parent conferences	Referral to county agencies
Student Success Teams (SSTs)	Community Service (E.C. 48900.6)
Counseling	Referral to School Attendance Review Board (SARB)
Contract/Agreements/Behavior Plans	Referral to law enforcement
6 week school activity suspension	6 week restriction from all extracurricular activities (including weekends)
Referral to Family supports	In-School Suspension

Definitions of Disciplinary Consequences

- Detention:** A teacher-supervised period in which a student may be detained for disciplinary or other reasons. This period may not exceed more than one hour after the close of the maximum school day.
- In-School Discipline Program:** An on-site discipline program which removes the student from his/her regular classes. During this period, the student is monitored by district staff and is responsible for completing all classroom assignments as designated by his/her classroom teachers. Students in this program are not given the privilege of attending school activities during their period of discipline, but do remain on the school site the length of time designated by the school administrator.
- Saturday Program:** A district staff-supervised study hall and/or campus clean-up activity scheduled on a Saturday. The Saturday Program may be used in lieu of suspension at the discretion of the school administrator, based on the nature of the offense and what is in the best interest of the student and the school. If a student is assigned to the Saturday Program rather than suspension and does not appear for the Saturday Program, the terms of the original suspension will be in effect.
- Suspension:** The removal of a pupil from ongoing instruction for adjustment purposes. During the period of suspension, the student is not to attend or participate in school activities.
- Expulsion:** This is the maximum penalty for a disciplinary violation. A student who is expelled shall not attend any school or alternative instructional program of the district nor attend or participate in school activities within the district for the duration of the expulsion.

Causes for Assignment of Detention or Saturday Program (Secondary)

- Consequences of the following minor infractions include the after-school detention, in-school discipline program, or assignment to the Saturday Program:
- Cut: (absence from class) A willful absence from a class or classes without the approval of the school.
 - Unexcused Tardiness (late arrival to class): A student has an incident of unexcused tardiness if he/she is not at an assigned station with books and materials in the classroom when the class is designated to begin.
 - Leaving class without teacher permission or leaving school without permission from the Attendance Office.
 - Minor infractions of safety rules, school policy, or Education Code 48900.
 - Minor infractions of attendance office procedures.
 - Minor infractions of school and classroom rules.
 - Unexcused Absences

Student Search [BP 5145.12; California Education Code 49073.6]

As necessary to protect the health, safety, and welfare of students and staff, school officials may search students, their property, and/or district property under their control, and may seize illegal, unsafe, and prohibited items. The principal or designee shall notify the parent of a student subjected to an individualized search as soon as possible after the search. The Superintendent or designee may gather and maintain information from the social media of any district student that directly pertains to school safety or student safety.

Threats

The district takes verbal and written threats very seriously. Staff may work cooperatively with the Morro Bay and San Luis Obispo police departments and the County Sheriff's Department on these matters. The district's goal is to ensure that all verbal and written threats are assessed by a team of district staff and when substantiated, disciplinary action may be applied to the fullest extent of the law.

Release of Student to Peace Officer [E.C. 48906]

If a school official releases a student from school to a peace officer for the purpose of removing him or her from the school premises, the school official shall take immediate steps to notify the parent or a responsible relative of the child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent.

Suspension and Expulsion

Violations of the school's conduct code may result in parent conference, immediate suspension from school, change of placement, referral to other appropriate program, suspension from school activities, recommendation for expulsion, and notification of appropriate law enforcement agency. Suspension from school may be extended if an expulsion hearing is pending. Students with disabilities may be suspended up to 10 consecutive days for a single incident of misconduct.

E.C. 48903(a): Except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year.

(b): For the purposes of this section, a school district may count suspensions that occur while a pupil is enrolled in another school district toward the maximum number of days for which a pupil may be suspended in any school year.

E.C. 48900(s): A pupil shall not be suspended or expelled for any of the acts that are enumerated in this section, unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time including, but not limited to, any of the following:

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

A student may be disciplined for off-campus conduct that is brought to the attention of school officials when the conduct causes, or is likely to cause, a "substantial disruption" of school activities.

E.C. 48901.5(a): The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.

(b): No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil.

E.C. 48915(a)(1)(A): Causing serious physical injury to another person, except in self-defense.

(a)(1)(B): Possession of any knife, or other dangerous object of no reasonable use to the pupil.

(a)(1)(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.

(a)(1)(D): Robbery or extortion.

(a)(1)(E): Assault or battery as defined in Sections 240 and 242 of the Penal Code upon any school employee.

Board Policy 5131: Conduct

Any student who fails to abide by the requirements of the Student Conduct Code shall be subject to disciplinary action. Prohibited student conduct includes, but is not limited to:

<ul style="list-style-type: none"> • Behavior that endangers other students, staff, self and/or others 	<ul style="list-style-type: none"> • Profane, vulgar, or abusive language
<ul style="list-style-type: none"> • Behavior that disrupts the orderly classroom or school environment 	<ul style="list-style-type: none"> • Plagiarism or dishonesty in school work or on tests
<ul style="list-style-type: none"> • Discrimination, harassment, intimidation or bullying of others students or staff 	<ul style="list-style-type: none"> • Inappropriate dress in violation of a dress and grooming standard
<ul style="list-style-type: none"> • Damage to or theft of property belonging to the district, staff or other students 	<ul style="list-style-type: none"> • Tardiness and unexcused absence from school • Failure to remain on school premises in accordance with school rules
<ul style="list-style-type: none"> • Possession, use or sale of alcohol, tobacco or other prohibited drugs • Possession or use of laser pointers, unless for a valid instructional or other school-related purpose 	<ul style="list-style-type: none"> • Sending to another sexually explicit pictures, of yourself or someone else, or sexually explicit messages

Administrative Regulations 5121: Academic Honesty

Any student who cheats, plagiarizes, or gives or receives information during a test or an assignment shall receive a zero for that test or assignment and may be required to meet with the principal or designee as to the importance of honesty in school work. Parents will be notified and the student may be suspended from school. Any student violating the academic honesty policy on a second occasion within the same school year will not be eligible that school year for any academic award or scholarship and will be referred for additional disciplinary action.

Board Policy 5131.2 Bullying

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

No individual or group shall (Through physical, written, verbal, or other means) harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Report a Concern/Bullying: The district and school sites have a button that allows anyone to report a concern or bullying issue anonymously.

Text-A-Tip: see your school web site to post a tip or concern.

Board Policy 5145.3 Non-Discrimination – Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Causes for Mandatory Recommendation for Expulsion

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.

Offenses Warranting Suspension [E.C. 48900]

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines the pupil has committed an act as defined pursuant to the following sections of Education Code:

Physical Injury [E.C. 48900(a)(1)]	Caused, attempted to cause, or threatened to cause physical injury to another person.
Willful Force [E.C. 48900(a)(2)]	Willfully used force or violence against another person, except in self-defense.
Weapons [E.C. 48900(b)]	Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had previously obtained written permission to possess the item from a certificated school employee and the principal or the principal/s designee. <i>(SLCUSD Note: This includes, but is not limited to, any firearm whether or not loaded or fully operative. Due to the seriousness of this offense, any infraction of this rule in San Luis Coastal Unified School District may result in suspension and/or recommendation for expulsion and notification to police and/or fire marshal.)</i>
Controlled Substances [E.C. 48900(c)]	Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any drug, alcoholic beverage, or intoxicant of any kind. <i>(SLCUSD Note: (6 week school activity suspension and mandatory Student Assistance Program [SAP]).</i>
[E.C. 48900(d)]	Unlawfully offered, arranged, or negotiated to sell any drug, alcoholic beverage, or intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a drug- controlled substance, alcoholic beverage, or intoxicant. <i>(SLCUSD Note: (6 week school activity suspension-and mandatory Student Assistance Program [SAP]) and due to the seriousness of this offense, any infraction of this rule in San Luis Coastal Unified School District shall result in suspension and/or expulsion and notification to police.)</i>
Robbery or Extortion [E.C. 48900(e)]	Committed or attempted to commit robbery or extortion. <i>(SLCUSD Note: Due to the seriousness of this offense, any infraction of this rule in San Luis Coastal Unified School District shall result in suspension and/or expulsion and notification to police.)</i>
Property Damage [E.C. 48900(f)]	Caused or attempted to cause damage to school property or private property, including electronic files.
Theft [E.C. 48900(g)]	Stolen or attempted to steal school property or private property, including electronic files.
Tobacco Use [E.C. 48900(h)]	Possessed or used tobacco, or any products containing tobacco or nicotine products, not including use or possession of prescription products.
Obscenity and Profanity [E.C. 48900(i)]	Committed an obscene act or engaged in habitual profanity or vulgarity.
Drug Paraphernalia [E.C. 48900(j)]	Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell drug paraphernalia. <i>(6 week school activity suspension)</i>
Disruption/Defiance [E.C. 48900(k)]	(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (2) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on
Receiving Stolen Property [E.C. 48900(l)]	Knowingly received stolen school property or private property.
Imitation Firearm [E.C. 48900(m)]	Possessed an imitation firearm so substantially similar to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
Sexual Assault/Sexual Battery [E.C. 48900(n)]	Committed, or attempted to commit, sexual assault or battery 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.
Harassment of Witness [E.C. 48900(o)]	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.
Sale of Soma [E.C. 48900(p)]	Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drug Soma. <i>(6 week school activity suspension)</i>
Hazing [E.C. 48900(q)]	Engaged in, or attempted to engage in, hazing.
Bullying or Cyberbullying [E.C. 48900(r)]	Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings: (see Education Code for full description).
Aiding or Abetting Infliction of Physical Injury [E.C. 48900(t)]	Aided or abetted the infliction or attempted infliction of physical injury.
Sexual Harassment [E.C. 48900.2]	Sexual harassment committed by a student in grades 4 through 12. The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive education environment.
Hate Crimes [E.C. 48900.3]	Hate-motivated violence committed by a student in grades 4 through 12.
Harassment of Other Students or School District Personnel [E.C. 48900.4]	Harassment, threats, or intimidation by a student in grades 4 through 12.
Terrorist Threats [E.C. 48900.7]	Terrorist threats against school personnel or school property valued in excess of \$1,000.

Causes for Mandatory Expulsion

48915(c): The principal or superintendent shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that s/he 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.

(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 (n) of Section 48900.

(5): Possession of an explosive.

E.C. 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 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. Consequences for offenses against E.C. 48915(c), in San Luis Coastal Unified School District, include: immediate suspension, change of placement, mandatory recommendation for expulsion, and notification of appropriate law enforcement agency.

Possession of Dangerous Objects

The possession and/or use of a weapon by students on campus are detrimental to the welfare and safety of the students and school personnel within the district.

Carrying, bringing, using, or possessing a weapon, dangerous instrument, or imitation firearm on district property, when being transported in vehicles dispatched by the district, or at a school-sponsored or district-sponsored activity or event is prohibited. Additionally, any use of these items off school property to intimidate, harass, or threaten another student is also prohibited.

A weapon or "dangerous instrument" includes, but is not limited to, firearm, whether loaded or unloaded; any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air; a fixed-blade knife, a spring-loaded knife, or a pocket knife; pepper spray or tear gas; bullets; or any other object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or injury, or the threat of death or injury. Additional information regarding the District's response to this issue and further examples of weapons or dangerous instruments can be found in Board Policy and Administrative Regulation 5131.7.

Sexual Harrassment [E.C.212.5, BP/AR 5145.7]

E.C. 212.5: "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- (a): Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- (b): Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- (c): The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- (d): Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

The Board of Education is committed to maintaining a school environment that is free from harassment. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists, or otherwise participates in the complaint process established in accordance with district policy.

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of district policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Such circumstances shall include but are not limited to:

- Age and maturity of the victim and the perpetrator;
- Pervasiveness of alleged harassing conduct (i.e., how many times the act[s] occurred, how many individuals were involved, etc.);
- Prior complaints against the perpetrator.

The Superintendent or designee shall ensure that all district students are notified of the policy and procedures regarding sexual harassment. Such information shall include:

- What acts and behavior constitute sexual harassment; including the fact that sexual harassment could occur between people of the same gender and could involve sexual violence
- A clear message that students do not have to endure sexual harassment. Students should be encouraged to report observed instances of sexual harassment, even when the victim of the harassment has not complained.
- Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
- Information about the rights of students and parents/guardian to file a criminal complaint, as applicable.

Any student who feels that he/she is being or has been subjected to sexual harassment or sexual violence on school grounds or at a school-sponsored event shall immediately contact a school employee. A school employee to whom a complaint is made shall as soon as possible report it to the principal or designee but no longer than 24 hours. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee immediately, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the superintendent or designee who shall investigate the complaint.

The principal or designee to whom a complaint of sexual harassment is reported shall investigate the complaint, whether or not a formal written complaint is filed, and when needed, must take interim measures to ensure safety of any student complainant or victim of sexual harassment. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the superintendent or designee and refer the matter to law enforcement authorities where necessary. In addition, the student may file a formal complaint with the superintendent or designee in accordance with the district's uniform complaint procedures. The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

The superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

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

- Sexual flirtations or propositions
 - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory
 - Comments or sexually degrading descriptions
 - Graphic verbal comments about an individual's body, or overly personal conversation
 - Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, or obscene gestures, or computer-generated images of a sexual nature
 - Spreading sexual rumors
 - Sexual assault, sexual battery, or sexual coercion
 - Teasing or sexual remarks about students enrolled in a predominantly single-sex class
 - Touching an individual's body or clothes in a sexual way
 - Impeding or blocking movements; or any physical interference with school activities when directed at an individual on the basis of sex
 - Limiting a student's access to educational tools
 - Displaying a sexually suggestive objects
 - Electronic communications containing comments, word, or images described above
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HEALTH

Student Wellness

The Board of Education recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. Per the Student Wellness policy, the Board discourages the use of candy or other foods of minimal nutritional value in the classroom, encourages consistent health messages between the home and school environment, and actively supports and complies with applicable state and federal regulations as they relate to students suffering life-threatening food allergies. Parents interested in learning more about the Student Wellness policy or how to help support this policy, should contact the school principal or refer to Board Policy 5030. Our *Wellness in Schools Handbook*, a resource binder for school staff and parents, is also available at each school.

Immunizations [E.C. 48216, 49403; H.S. 120365, 120370, 120375; BP/AR 5141.31]

San Luis Coastal Unified School District (SLCUSD) shall not unconditionally admit any student to a district school unless the student has presented documentation of full immunization. Students entering SLCUSD in grades Kindergarten through grade 12 shall have received the following: measles/mumps/rubella, diphtheria, tetanus, pertussis, polio, hepatitis B; and varicella. Preschool students entering SLCUSD also require Haemophilus influenza type b. Specific dose and age requirements can be obtained from the shotsforschool.org, school nurse or a local physician's office.

Exemption from one or more immunization requirements shall be granted under any of the following circumstances:

1. The parent/guardian requests a medical exemption through the CAIR-ME website at <https://cair.cdph.ca.gov/exemptions/home>.
Once the exemption is issued, the physician will print the two- page form and provide a copy to the parents to give to their child's school or child care facility. The school will verify the printed copy with CAIR-ME.
 - a. Pursuant to California law, medical exemptions are revoked if they were issued prior to January 1, 2020, by any physician who has had disciplinary action taken by the Medical Board of California or Osteopathic Medical Board of California. (Health & Safety Code, §120372(d)(4)). In this instance, revocation does not depend upon the medical condition.
2. The student is enrolled in an independent study program and does not receive classroom-based instruction. (Education Code 51745-51749.6)

Note: Personal Beliefs Exemptions (PBEs) are no longer acknowledged. (CCR Title 17).

Conditional Admission

1. The student has commenced receiving doses of all required vaccines and is not due for any other doses at the time of admission.
2. The student has a temporary exemption from immunization for medical reasons pursuant to item #1 in the section "Exemptions" above.

Exclusion Due to Lack of Immunizations/Exposure to Disease

Any student without the required evidence of immunization may be excluded from school until the immunization is obtained or an exemption is granted in accordance with the section "Exemptions" above. If there is good cause to believe a student has been exposed to one or more communicable diseases listed above, the student may be temporarily excluded from school by order of the County Health Officer.

Oral Health Assessment [E.C. 49452.8]

California law requires a student entering kindergarten or first grade, whichever is the student's first year in public school, have an oral health exam and present a certificate by a licensed dentist or other licensed or registered dental health professional by May 31st of that school year. Oral health assessments that occurred within 12 months prior to school entry also meet this requirement. If the student does not receive this exam, the parent must file a waiver stating the reason the certificate was not obtained. This service may be available at little or no cost through insurance provided by the following programs: Medi-Cal Program (805-781-1600 or 888-747-1222).

First Grade Physical Examination [H.S. 124040, 124045, 124085, 124100; AR 5141.3]

State law requires that parents of each student enrolling in first grade provide verification, signed by a physician, that the student received a physical examination between 18 months before first grade entry to 90 days after entry into first grade. If a student does not receive this exam, the parent must provide the district with a waiver stating reasons the student did not receive a physical, or the student may be sent home if the parent fails to provide this verification. Examinations may be available to parents at no cost through the Child Health and Disability Prevention Program. For more information, parents should contact the San Luis Obispo County Health Department, 2191 Johnson Avenue, San Luis Obispo, 805-781- 5527.

Physical Examinations [E.C. 48980, 49451; BP/AR 5141.3]

The parent may file annually with the school administrator a statement in writing, stating the parent will not consent to a physical examination of their student. Whenever there is good reason to believe the student is suffering from a recognized contagious or infectious disease, the student shall be sent home and not permitted to return until the school authorities deem it is safe.

Cancer Prevention Act (AB 659) [E.C. 48980.4.]

San Luis Coastal Unified District must provide information to parents of students entering sixth grade regarding human papillomavirus (HPV) vaccination recommendations. The information for human papillomavirus (HPV) vaccination recommendations must include risk factors, how to protect against HPV, and locations where immunizations are available. The district has created a letter titled HPV Immunization Recommendation for 6th Grade Parents is available at all elementary schools.

Type 1 Diabetes Education Update [E.C. 49452.6]

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated. See [Guidesheet](#) from the CDE.

Type 2 Diabetes Education Update [E.C. 49452.7]

San Luis Coastal Unified District must provide information to parents of students entering seventh grade regarding type 2 diabetes. The information for type 2 diabetes must include risk factors, warning signs, recommendations for parents of students displaying warning signs, possible treatments and locations where testing is available. The district has created a form which includes all of the education code requirements, including local institutions which provide testing. This document, titled Type 2 Diabetes Information for 7th Grade Parents is available at both Laguna Middle School and Los Osos Middle School.

Vision and Hearing Screening [E.C. 49452, 49455; AR 5141.3; 17 CCR 2951]

Each student shall have their vision screened by the school nurse or other authorized person at the following times: Transitional Kindergarten/Kindergarten, grades 2, 5, 8 or upon first entry into a California public school system. Each male student shall have his color vision screened by the school nurse or other authorized person in grade 1. Each student shall have their hearing screened by the school nurse or other authorized person at the following times: grades 1, 2, 5, 8, 10, or upon first entry into a California public school system. Any student with an Individualized Education Program will have their vision and hearing screened annually. The evaluation may be waived, if the student's parents so desire, by presenting of a certificate from a physician and surgeon or an optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision, and/or hearing. The provisions of this section shall not apply to any student whose parent files with the principal of the school in which the student is enrolled, a statement in writing that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles, depend upon prayer for healing in the practice of their religion.

California Local Education Agency Program

San Luis Coastal Unified School District, in cooperation with the California Department of Health Services and Education, has a program to allow the District to be reimbursed with federal Medicaid dollars for selected health services (such as hearing and vision screenings, health assessments) provided to eligible students at school. In accordance with Local Education Agency rules and guidelines, eligible student records may be forwarded to the District's billing agency. These records will be forwarded in a confidential manner. Our vendor holds a contract with the District that contains a specific confidentiality clause to ensure information is not disclosed inappropriately; further, our vendor is HIPAA compliant (Federal Health Insurance Portability & Accountability Act).

School health services currently provided to all students will not be changed by this program. Students will not be denied services they require to attend school, and parents will never be billed for services by the school district.

Medication [E.C. 48980, 49414.5, 49423, 49423.1, 49480; BP/AR 5141.21]

At the beginning of each school year, completed medication consent forms must be presented to the school site accompanied with the respective medications by an adult for any student who is required to take, during the regular school day, medication prescribed to the student by a medical physician or surgeon, including over-the-counter medication, vitamin, or supplement. The student may be assisted by the school nurse or other designated school personnel, or may carry and self-administer consented and ordered medication, including auto-injectable epinephrine and inhaler for asthma, if the school district receives the appropriate written forms from the parent. If a student is on a continuing medication regimen for a non-episodic condition, the parent is required to notify the district designee of the medication taken, the current dosage, and the name of the supervising physician.

Assembly Bill 1810, Seizure Safe Schools Act "The new law authorizes LEAs to allow school nurses and trained, non-medical employee volunteers to administer emergency anti-seizure medication for students diagnosed with seizures, a seizure disorder, or epilepsy, if the student is suffering from a seizure. School nurses are permitted to administer anti-seizure medication, and trained volunteers may do so when a nurse is unavailable."

Sun Protection [E.C. 35183.5]

Each school shall allow sun protective clothing for outdoor use including, but not limited to, hats. Students may apply sunscreen during the day without a doctor’s note or prescription.

Medical and Hospital Insurance for Students [E.C. 49472]

The district does not provide medical or hospital insurance for individual students. A parent may purchase accident insurance from a private provider for medical and hospital services covering a child if they choose. The private insurance provides coverage while a student is on school grounds or in school buildings during the time the student is required to be there because of attendance during a regular school day; while being transported by the district to and from school or other place of instruction; while at any other place as an incident to school-sponsored activities and while being transported to, from, and between such places. Information on this voluntary, parent-pay insurance (currently Myers-Stevens & Toohey) is distributed annually to parents.

Insurance for Members of Athletic Teams [E.C. 32221.5]

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally-sponsored health insurance programs. Information about these programs may be obtained at <https://www.coveredca.com> or by calling the following programs:

Medi-Cal https://www.mybenefitscalwin.org	888-747-1222	SISC Supplemental Insurance Program	800-972-1727
Medi-Cal Program	805-781-1600		3433 S. Higuera St. San Luis Obispo 93401

Student Records

The parent, or student if 18 or older, has the right to review and inspect the student's school records within five school days of a written request. Pupil records are confidential, and privacy will be maintained, except in some instances such as when the student transfers to another school. Pupil records may include transcripts, discipline letters, commendations, attendance, and health information. The records are maintained at the school site by the office staff, and a log is maintained with the record of individuals who have been permitted access to the record. Board Policy sets forth the criteria by which school officials and employees can look at and change or delete the files and why. Files may be reviewed to identify students eligible for public school choice or supplemental educational services. The parent may have copies made of all or part of the student record. The first two copies of transcripts are at no charge. Additional copy fees are: 8¢ per single side or 10¢ per duplexed page. All other student records are at a charge of: 8¢ per single side or 10¢ per duplexed page. The parent also has the right to file a written request with the Custodian of Student Records or designee challenging any portion of the record. The parent can also challenge how the request was handled with the district or with the United States Department of Education if he/she thinks there is an inaccuracy, unsubstantiated conclusion or inference, a conclusion outside the observer's expertise, comment not based on personal observation with time and date noted, misleading information, or violation of privacy rights. The parent will be given an opportunity to meet with the superintendent or designee within 30 days of the challenge to the pupil record. If the challenge is sustained, the changes will be made. If not, the parent can appeal to the governing board, which has final authority. If the parent still has a different opinion, that opinion can be included in the student's record.

CALPADS Participation Disclosure Language

In order to comply with federal law as delineated in the Every Student Succeeds Act (ESSA) of 2001 (20 U.S.C. Sec. 6301 et seq.), California Education Code Section 60900 requires local educational agencies to use unique pupil identification numbers (Statewide Student Identifiers or SSIDs) for students enrolled in California public K-12 local educational agencies, and retain all data required by ESSA, including, but not limited to, data required to calculate enrollment and dropout and graduation rates. Parents have the right to inspect student information maintained by the CALPADS program.

Supplemental Notification of Rights under Family Educational Rights and Privacy Act of 1974 (FERPA) as amended (FERPA, 34 Code of Federal Regulations, Part 99) and to state laws and regulations regarding educational records, privacy, and confidentiality.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 5 days of the day the District receives a request for access. Parents or eligible students should submit to the superintendent or designee a written request that identifies the record(s) they wish to inspect. The superintendent or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the superintendent or designee to amend a record that they believe is inaccurate. They should write the superintendent or designee, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (including, but not limited to, an attorney, auditor, consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education 4
00 Maryland Avenue, SW
Washington, DC 20202-5901

Release of Directory Information [BP/AR 5125.1]

Disclosure, use, and dissemination of adults and students' personal identification information without parent permission is prohibited. However, schools are permitted to release "directory information" to certain persons or organizations including college, military recruiters and the San Luis Coastal Education Foundation. Directory information may include a student's name, address, telephone information, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student. The parent may have the district withhold any of this information by submitting an annual request in writing, to your child's school site. In the case of students with exceptional needs, no material can be released without parental consent.

Confidentiality of Disclosed Information

Any information of a personal nature disclosed to a counselor by a student who is 12 years of age or older and who is in the process of receiving counseling from a school counselor, or by a parent of such a student, is confidential. The information shall not be revealed, released, discussed, or referred to except as follows:

- Discussing with health care providers or the school nurse for the purpose of referring the student for treatment;
- Reporting of child abuse or neglect;
- Reporting information to the principal or parents when the counselor has reasonable cause to believe disclosure is necessary to avert clear and present danger to safety, health, or welfare of the student or school community;
- Reporting information to the principal or other persons in the school as necessary, the parents, and persons outside the school when a crime involving the likelihood of personal injury or significant or substantial property losses will be or has been committed;
- Reporting information to persons specified in a written waiver after the waiver is read and signed by the pupil and preserved in the student's file.

The counselor shall not disclose information deemed confidential to the parent when the counselor has reasonable cause to believe it might result in clear and present danger to the health, safety, or welfare of the student. Counselors shall disclose confidential information to law enforcement agencies when ordered to do so by a court of law, aid in the investigation of a crime, or when ordered to testify in administrative or judicial proceedings. The counselor may confer with other school staff, as appropriate, regarding modification of the student's academic program and career counseling.

Privacy Policy Re: Tests, Surveys, Examinations, Personal Information for Marketing [E.C. 51513, 60614; 20 USC 1232h; NCLB; AR 5022; BP 6162.8] Unless the parent, or student if over 18, gives written permission, the student will not be given any test, questionnaire, survey, examination, assessment, analysis, or evaluation about the student's or parent's personal beliefs or practices in politics; mental health; sexual behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals close to the family; legally recognized privileged relationships, such as lawyers, doctors, and ministers; income (unless to determine eligibility in a program or for receiving assistance); family life; morality; or religion. Parents may also opt out of their student supplying information to be used for marketing. Parents have the right to review any survey or educational materials related to any of the above.

Nondiscrimination [BP 0410]

The Board of Education is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on gender, gender identity or expression, or genetic information, race, color, religion, ancestry, nationality, national origin, ethnic group identification, age, sex, marital, pregnancy, or parental status, physical or mental disability, sexual orientation; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics.

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames. All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

UNIFORM COMPLAINTS AND DUE PROCESS PROTECTIONS

Annual written notice of the uniform complaint procedures is provided in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code. The annual notice includes the following:

- a. The local agency is primarily responsible for compliance with federal and state laws and regulation. [T5CCR 4620]
- b. The San Luis Coastal Unified School District Director of Human Resources is designated to receive complaints. [T5CCR 4621]
- c. The complainant has a right to appeal the local agency decision to the California Department of Education by filing a written appeal within 15 days of receiving the local educational agency decision. [T5CCR 4632]
- d. The complainant of any civil law is advised of remedies that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3. [E.C. and T5CCR 4622]
- e. Copies of the Uniform Complaint Procedures are available free of charge at all school sites and the district office.

For further information regarding the Uniform Complaints and Due Process Protections please see Board Policy/Administrative Regulation 1312.3.

Complaints Regarding the Williams Settlement, Instructional Materials, Teacher Placement, and School Facilities

Parents/guardians should use the district Uniform Complaint Procedure to identify and resolve any deficiencies regarding instructional materials, facility cleanliness and safety, emergency or urgent facility conditions that pose a health or safety threat to pupils or staff, and teacher vacancies or misassignments.

For further information regarding the Williams Settlement, please see Administrative Regulation 1312.4.

SAFETY

Safe storage of firearms: Store it unloaded in a locked container, such as a California-approved lock box or a gun safe. Store your gun in a different location than the ammunition. For maximum safety you should use both a locking device and a storage container. <https://www.cde.ca.gov/ls/ss/vp/>

Lead in the water: AB746 If the lead level exceeds the specified level at a schoolsite, we would notify the parents and guardians of the pupils who attend the schoolsite or preschool. The local educational agency would take immediate steps to make inoperable and shut down from use all fountains and faucets where the excess lead levels may exist and would require the local educational agency to work with the school site to ensure that a potable source of drinking water is provided for students.

Comprehensive School Safety Plan [E.C. 32281, 32286, 32288]

By March 1 of each year, each school shall review and update its Comprehensive School Safety Plan. The plan will include an earthquake emergency procedure system and disaster policy for buildings with a capacity of 50 or more people. Each school shall report on the status of its school safety plan to designated community leaders and include a description of its key elements in the School Accountability Report Card.

Security Cameras on Campuses [BP 3515]

Security cameras may be present on any district campus. Video and audio recordings may take place. These recordings may be reviewed as needed.

Notification Regarding Sex Offenders

The district has developed a procedure for receiving and communicating information about registered sex offenders residing within district boundaries. Specific information about persons required to register as sex offenders can be found on the Attorney General's web site, www.meganslaw.ca.gov.

Human Trafficking [BP/AR 6142.1]

In accordance with California Education Code 49381, SLCUSD provides to parents of students in grades 6-12 the following information on human trafficking. <https://ccsso.org/resource-library/dept-state-15-ways-you-can-help-fight-human-trafficking>

Emergency Response Plan for a Nuclear Power Plant Emergency

In cooperation with the San Luis Obispo County Office of Emergency Services, the district has developed a comprehensive plan to respond to an emergency at the Diablo Canyon Nuclear Power Plant. The plan includes detailed information on procedures to ensure the safety of students and staff, including sheltering and relocation if necessary. Emergency communication equipment is tested monthly and each school practices sheltering and relocation annually. In addition, the district participates in a countywide biannual exercise coordinated by the County Office of Emergency Services. Information on the plan is updated annually and provided to students/parents at the beginning of each school year with the school registration packet.

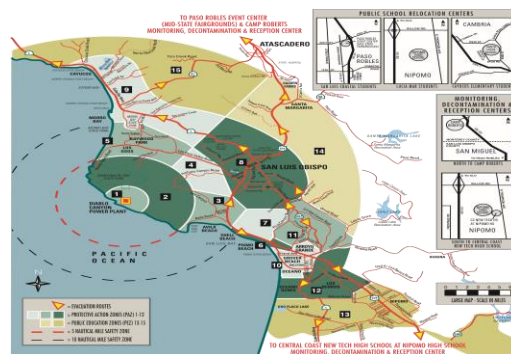
The District's complete Emergency Response Plan in the event of an emergency at the Diablo Canyon Power Plant is available for inspection in the Superintendent's office, school sites and posted on the District website: <https://www.slcsd.org/departments/safety>. Each school also has a site-specific plan available for inspection in the school office. Parents and guardians are encouraged to inspect and become familiar with these plans.

Each family is encouraged to develop a general emergency plan addressing relocation, sheltering in place, and emergency supplies; i.e., battery-powered radios and flashlights, water, and food.

PAZ	Zone Area	Zone Description
1	Two-mile radius from plant	Identified residences, isolated hill areas within a two-mile radius from the plant.
2	Six-mile radius from plant	Identified residences; plant access road; upper segments of See Canyon and Prefumo Canyon Road; Montana de Oro State Park; and isolated hill areas extending to a six-mile radius from the plant.
3	Avila/San Luis Bay/ See Canyon/Sunset Palisades/Shell Beach/Squire Canyon	Bellevue-Santa Fe Charter School; Avila Beach; Port San Luis; Pirate's Cove; San Luis Bay Estates; Avila Beach Drive; Ontario Road; San Luis Bay Drive; See Canyon Road outside the 6-mile radius; Squire and Gregg Canyons; and Sunset Palisades/Shell Beach north of Spyglass Drive.
4	Prefumo Canyon/ Los Osos Valley	Prefumo Canyon Road outside 6-mile radius; Los Osos Valley Road between Turri Road and Foothill Boulevard extending out to approximately 10 miles from the plant.

5	Baywood/Los Osos	Baywood, Monarch Grove elementary schools; Los Osos Middle School; Baywood Park; Los Osos; Turri Road; Los Osos Valley Road west of Turri Road; Clark Valley extending to the north approximately 10 miles from the plant.
6	Pismo Beach	City of Pismo Beach, Shell Beach south of Spyglass Drive (including adjacent beaches). This area is more than 10 miles from the plant.
7	Indian Knob/Price Canyon	Price Canyon Road and isolated hill areas north of Pismo Beach. This area is more than 10 miles from the plant.
8	San Luis Obispo Area	Bishop's Peak/Teach, Hawthorne, Pacheco, Sinsheimer, C.L. Smith, Los Ranchos elementary schools; Laguna Middle School; Pacific Beach and San Luis Obispo high schools; City of San Luis Obispo; Cal Poly; California Men's Colony; Camp San Luis Obispo; Cuesta College; O'Connor Way; Orcutt Road north of East Corral de Piedra Creek; Edna; Country Club; Crestmont Drive; and Davenport Creek area. This area is more than 10 miles from the plant.
9	Morro Bay/Cayucos	Del Mar Elementary School; Morro Bay High School; Highway 1 west of Cuesta College; Morro Bay; Cayucos; Whale Rock Reservoir area. This area is more than 10 miles from the plant.
10	Five Cities, Southern Part	City of Arroyo Grande, City of Grover Beach, Oceano, Halcyon, and Pismo State Beach. This area is more than 10 miles from the plant.
11	Orcutt Road/Lopez Drive/Route 227	Canyon area north of Five Cities (bounded by Price Canyon, Orcutt Road, Huasna Creek, and northern limits of Arroyo Grande and Pismo Beach). This area is more than 10 miles from the plant.
12	Nipomo North of Willow Road	Nipomo Mesa north of Willow Road; Cienaga Valley; Oceano Dunes State Vehicle Recreational Area. This area is more than 10 miles from the plant.

PAZs 1-12 (Protective Action Zones)



PEZs 13-15 (Public Education Zones)

PEZ	Zone Area	PEZ Description
13	Nipomo	Nipomo Mesa south of Willow Road; Nipomo Valley; Santa Maria Valley north of Santa Maria and Cuyama Rivers.
14	Cuesta Pass/Santa Margarita	U.S. 101 north of San Luis Obispo; Santa Margarita; isolated hill areas north and east of San Luis Obispo within 20 miles of plant.
15	Route 41/Old Creek Road	Route 1 north of Cayucos; Old Creek Road; Route 41; isolated hill areas north and east of Cayucos and Morro Bay within 20 miles of the plant.

In the event of an emergency at a school, parents should not try to pick up children from the school unless directed to do so. This could cause major traffic and safety problems for children who are being moved. Children may already be at the Public School Relocation Center before parents even arrive at the school.

IF AN EMERGENCY AT DIABLO CANYON OCCURS DURING SCHOOL HOURS

- 1. UNUSUAL EVENT** No action on the part of the school district is required.

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| 2. ALERT | The school district will be notified by local officials that an Alert has been declared. No protective actions will be required, but precautionary actions such as school relocation may take place. Any precautionary action taken by the school will be announced on the Emergency Alert System and broadcast over local TV and radio stations. |
| 3. SITE AREA EMERGENCY | The school district will be notified that a Site Area Emergency has been declared. Protective actions, such as school relocation or sheltering-in-place, will vary according to the radiological nature of the emergency, meteorological conditions, and school location. Any precautionary or protective action taken by the school will be announced on the Emergency Alert System. |
| 4. GENERAL EMERGENCY | The school district will be notified that a General Emergency has been declared. Protective actions, such as school relocation or sheltering-in-place, will vary according to the radiological nature of the emergency, meteorological conditions, and school location. Any precautionary or protective action taken by the school will be announced on the Emergency Alert System. |

IF AN EMERGENCY AT DIABLO CANYON OCCURS DURING NON-SCHOOL HOURS

If an *ALERT, SITE AREA EMERGENCY or GENERAL EMERGENCY* is declared outside of school hours, schools will remain closed. School closure information will be announced on the Emergency Alert System, through the local media, and the district’s telephone notification system.

The District is NOT responsible for transporting students from school-sponsored activities during non-school hours except for those students taken to activities by district transportation.

IF AN EMERGENCY OCCURS OUTSIDE OF SCHOOL HOURS BUT DURING SCHEDULED BUS ROUTE HOURS

If an *ALERT, SITE AREA EMERGENCY, or GENERAL EMERGENCY* is declared after 6:30 a.m., bus drivers will complete runs and deliver students to their respective schools. Precautionary or protective actions will then be taken by the school as necessary. Radio and television stations will announce that school is closed for the day. Students remaining at a bus stop 30 minutes beyond their regular pick-up time should return home or proceed to an alternate care location. An alternate care location should be prearranged between parents and students and the arrangements, telephone numbers, etc. should be familiar to the students.

If an *ALERT, SITE AREA EMERGENCY, or GENERAL EMERGENCY* is declared after school hours but while buses are still running, bus drivers will complete their runs and drop off all students.

PRECAUTIONARY OR PROTECTIVE ACTIONS WHICH MAY BE TAKEN INCLUDE

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| 1. RELOCATION | Unless conditions make it inadvisable, the Superintendent/designee will order relocation of schools to begin upon notification of a <i>SITE AREA EMERGENCY or GENERAL EMERGENCY</i> . Depending on the situation, relocation may also take place at the <i>ALERT</i> classification as a precautionary action. Students of schools relocated, accompanied by teachers and school staff, will be bused to the Public School Relocation Center at the Paso Robles Event Center (home of Mid-State Fairgrounds). Parents should stay tuned to local media stations to receive information about school district actions and should plan on picking up their children at the relocation center when necessary. |
| 2. SHELTERING IN PLACE | Sheltering-in-place may be ordered by the Superintendent/designee at any notification level. The principal may also order sheltering-in-place. Students will be sheltered inside a school building equipped with sufficient emergency supplies to last 3-6 hours. Parents should stay tuned to local media stations to receive information about school district actions. Once the decision to shelter-in-place has been made, school buildings will not be reopened to release students to parents until an “ALL CLEAR” is issued through the San Luis Obispo County Emergency Operations Center. |
| 3. “ALL CLEAR” ARRANGEMENTS | Parents may pick up their children who have been relocated to the Public School Relocation Center (Paso Robles Event Center) any time during an emergency. Children remaining at the relocation center when the emergency has been mitigated may be returned to their schools by bus. If students are returned to school after the regular dismissal time, they will be kept at school until parents pick them up or arrange with the school office a way for them to get home. |

***Please Note:** Relocation is the preferred precautionary or protective action for schools. Sheltering-in-place will only be considered if circumstances do not allow for a safe relocation of school children. Relocation is likely to be undertaken early in the emergency, allowing schools ample time to safely relocate their students.*

In the event of an emergency at a school, parents should not try to pick up children from the school unless directed to do so. This could cause major traffic and safety problems for children who are being moved. Children may already be at the Public School Relocation Center before parents even arrive at the school.

Pesticide Use [E.C. 17612, 48980.3; AR 3514.2]

The district is proactive in the reduction and management of pesticide use at school sites. The goal is to use the least toxic methods and only as needed. The insecticides used are less toxic than most national brand products on the shelf at the local store. The Board of Education has voted to not use Round Up/Glyphosate on any of our campuses. The State of California has mandated that all school districts annually notify parents of the pesticides intended for use on school grounds within the coming school year, and the active ingredients of these products. That information follows:

Material Safety Data Sheets (MSDS) on these products are available for review during business hours at all school offices and at the Buildings, Grounds & Transportation office. The district only applies these products in situations where the application is a best/last resort or in the case of health and safety emergencies. Applications are not made in the presence of students. Applications are performed on weekends, before or after school, or other times when students are not present. Parents may request to be personally notified before an application by contacting the Buildings, Grounds & Transportation Department at 596-4105. Information on these products is also available at www.cdpr.ca.gov.

MOST FREQUENTLY USED PESTICIDES – ACTIVE INGREDIENT		
Terro Ant Bait	Insecticide	Sodium Tetraborate Decahydrate (Borax)
Tomcat Bait Chunks	Rodenticide	Diphacinone
SELDOM USED PESTICIDES		
Drive 75 DF-	Herbicide	Dichloro-8, Quinolinecarboxylic acid
Fusilade II Turf And Ornamental	Herbicide	Fluazifop- p-butyl Technical
Turf Supreme Plus Trimec	Herbicide	Dichlorophenoxyacetic, Propionic Acid, Dicamba
The Giant Destroyer	Rodenticide	Sodium Nitrate/Sulfur/Charcoal
Essentria IC3	Insecticide	Rosemary and Peppermint Oil, Geraniol
Cheetah Pro	Herbicide	Glufosinate-ammonium
RARELY USED PESTICIDES		
Ace Foaming wasp and Yellowjacket	Insecticide	Cypermethrin
Maxide Spider	Insecticide	Permethrin
Yellow Jacket Traps	Insecticide	Heptyl Butyrate
D-Con	Rodenticide	Diphacinone
Gopher Getter type 2 Bait	Rodenticide	Diphacinone
Kaput Ground Squirrel Bait	Rodenticide	Diphacinone
Termidor HE/SC/Dry	Termiticide	Fipronil
Delta Dust	Insecticide	Deltamethrin
Ranger Pro/Roundup Weather max	Herbicide	Glyphosate
Ranger Pro/Roundup Pro Max	Herbicide	Glyphosate

Authority to Overload Buses [E.C. 39834]

The superintendent is specifically authorized by law to allow buses to be overloaded beyond the limits of the normal seating capacity when s/he determines that a natural disaster or hazard exists which requires that pupils be moved immediately in order to ensure their safety. In this community, a state of alert or greater accident classification at Diablo Canyon Nuclear Power Plant may be deemed such a hazard and might call for pupil evacuation under this policy.

Management Plan for Asbestos-Containing Material in School Buildings [40 CFR 763.93; AR 3514]

The district has available a complete and updated management plan for asbestos-containing material, which can be obtained from the Buildings, Grounds & Transportation Department, via SISC (Self Insured Schools of California) our property and liability insurance carrier.

FOOD SERVICES

SLCUSD Food proudly participates in the National School Lunch and School Breakfast Programs. Thanks to Universal Free Meals in California, one free Breakfast and one free Lunch are offered daily at every school site. A third supper meal is also served at eligible school sites at no charge. All school meals meet and/or exceed the strict nutrition standards of the state and federal child nutrition programs. Students do not need to sign up for meals in advance and can always go to the school cafe during meal times for their delicious free meal. Elementary students are tallied (no ID # or barcode needed), but secondary students need their ID number or barcode to account for their meal. Since breakfast is offered before the bell and during nutrition for secondary students, ID numbers/barcodes are required to ensure accountability.

Student health is our top priority and we know that food matters! We focus on freshly prepared meals made in house by trained school food professionals. We are proud to bring fresh, locally sourced foods to our students and feature daily garden bars with an array of seasonal fruits and vegetables at all sites. We work with many local farms and farmers to source the best possible ingredients for our program. All of our grains and bread products are whole grains (at least 51%) and meet or exceed our added sugar standard (12g or less per 2oz grain serving). Milk is optional, but offered at each meal service and is always low in fat and free of antibiotics and added hormones. Foods are never fried and trans-fats are avoided. If your student has special dietary needs, please fill out the meal accommodations form on our website and our RD Nutrition Coordinator will reach out to you for modified menu options.

Menus and information about the Food & Nutrition Services Department are available online on Meal Viewer at <https://www.slcsd.org/departments/food-services>. You can also download our mobile menu app (Meal Viewer To Go) on the App Store or Google Play. You can find current menus, photos and nutritional information!

Interested in providing meals to students at school? Contact SLCUSD Food for FREE student catering options, including field trips, class parties, and more! Learn more about our district's Wellness Policy at <https://www.slcsd.org/departments/food-services>.

School Meals remain free of charge for the 2024-2025 school year. The district is still required to obtain income information for all students for both the meal program as well as state and federal funding. Instead of the free and reduced lunch application, parents are asked to complete an alternative income form. This form is part of the annual registration/student information update that parents complete in Aeries each fall prior to students starting school. In addition to free meals at school, household benefits still apply for qualified students and families. Students who qualify for free and reduced lunch also receive discounts on transportation, testing fees, and college application fees. While we know that many families do not qualify, by having everyone fill out the form, we can ensure we are maximizing the benefits to our students and the funding for our school programs. Those extra programs assist all students at the school.

Students may categorically qualify for free school meals based upon any of the following:

- Household meets income guidelines, as set by the federal government;
- Household receives food stamps, Medicaid or CalWORKS;
- Family does not have a residence; or is doubled up
- Child is a participant in the Migrant Education Program.

The Child Nutrition and WIC Reauthorization Act of 2004 (P.L. 108-265) expands federal child nutrition programs in several ways to assist homeless, migrant, and runaway children and youth by providing:

- Automatic eligibility for free school meals
- Streamlined procedures for documenting eligibility
- Full school year eligibility for free school meals
- Federal nutrition funds for shelters that serve children and youth up to age 18

If you have any questions or concerns regarding your child's meals at school, please contact The Food & Nutrition Service Office at 805-549-1234 or email slcsdfood@slcsd.org.

HOMELESS STUDENTS

Families in Transition/Homeless Education

Definition of “Homeless”

- The term “homeless” means individuals who lack a fixed, regular, and adequate nighttime residence. The definition includes:
- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- children and youths who have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children who qualify as homeless because the children are living in circumstances described above.

Rights of Homeless Students

The school district shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and youth not living with a parent or guardian, applies to all services, programs, and activities provided or made available.

All Homeless Students:

- **Immediate school enrollment:** A school must immediately enroll students including unaccompanied youth, even if they lack health, immunization or school records, proof of guardianship, or proof of residency.
- **Enroll in:** The school s/he attended when permanently housed (school of origin), within the school of residence located within the current homeless attendance area, or the school in which he/she was last enrolled (school of origin).
- **Remain** enrolled in his/her selected school for as long as s/he remains homeless or, if the student becomes permanently housed, until the end of the academic year.
- **Participate** in a tutorial-instructional support program, school-related activities, extracurricular and cocurricular activities and/or receive other support services similar to those offered to other students.
- **Obtain** information regarding how to get fee waivers, free and reduced lunch, and low-cost or free medical referrals.

Transportation Services:

A homeless student attending his/her school of origin has a right to transportation to go to and from the school of origin as long as s/he is homeless.

Dispute Resolution:

If you disagree with school officials about enrollment, transportation or fair treatment of a homeless child or youth, you may file a dispute with the school district. The school district must respond and attempt to resolve it quickly. Any complaint regarding Homeless Education should be filed in Student Support Services.

TRANSPORTATION AND SCHOOL BUS SAFETY [E.C. 39831.5; AR 3540.1, 3541, 3541.1, 3543]

The school district may provide transportation for elementary pupils to and from school who live more than one and one-half miles from school; and, for secondary school pupils who live more than two and one-half miles from school. The district is allowed flexibility to draw the limiting lines with variations from the exact distances to allow for consistency of treatment of residential neighborhoods or other reasons deemed appropriate. Disabled students requiring special transportation will be bused over private roads as long as the roadway is paved. In cases where transportation is needed, but school bus transportation is not considered feasible, contracts may be established with parents to furnish transportation so as to:

- Provide for maximum safety of pupils;
- Supplement and reinforce desirable pupil behavior patterns;
- Assist disabled pupils appropriately; and
- Enrich the instructional program through carefully planned field/study trips as recommended by the staff.

School bus drivers are highly trained professionals who provide the world's safest form of land transportation. Cooperation and understanding of the rules and procedures will help the transportation team (students, parents, school staff, and transportation staff) with this important responsibility. To ensure that each student's school bus experience is safe and positive, parents should discuss this section with their children.

Authority of the Driver [5 CCR 14103]

Pupils transported in a school bus or in a school pupil activity bus (charter bus on a school field trip) shall be under the authority of, and responsible directly to, the driver of the bus; and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway, or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the school bus while traveling between home and school or other destination.

Governing boards shall adopt rules to enforce this section. Such rules shall include, but not be limited to, specific administration procedures relating to suspension of riding privileges and shall be made available to parents, pupils, teachers, and other interested parties.

School Bus Stops [13 CCR 1227; V.C. 22112]

Consideration must be given to homeowner's property at and near the bus stop. There should not be excessive noise or any destruction of property. Complaints by homeowners may result in moving or eliminating a stop. Students must observe safe, responsible conduct at all times while waiting for the bus.

Students must walk safely to and from the bus stop. They must walk on the sidewalk or as close to the edge of the road as possible. Younger children should be given instruction on what to do if an adult is not at their stop or at their home. The bus driver cannot wait for parents to arrive at the stop.

Students should be dropped off on the same side of the street as the bus stop to avoid crossing the street. Students should be at their bus stop five minutes prior to the scheduled pick up time. Parents are requested to park behind the bus if need be. If students cross the street, they must be escorted by a school bus driver under the protection of the red light cross over system.

The driver shall stop to receive or discharge pupils only at school bus stops designated by the school district superintendent or authorized by the superintendent for school activity trips. When pupils must cross the highway or private road upon which the school bus is stopped, at a location where traffic is not controlled by a traffic officer or official traffic control signal, the bus driver will:

- Activate the flashing red signal (cross-over) lamps.
- Before opening the entrance/exit door, ensure that it is safe for pupils to exit the school bus and/or to cross the highway or private road.
- Escort all pupils who attend a pre-kindergarten, elementary or middle school across the highway or private road. The driver must use an approved handheld stop sign while escorting any pupil. The driver is not required to escort any pupil at a location where traffic is controlled by a traffic control signal, unless required to do so by the school district.
- Require all pupils to walk in front of the bus as they cross the highway.
- Ensure that all discharged pupils who must cross the highway have crossed safely and all other discharged pupils are a safe distance from the bus before setting the bus in motion.

Parent-Pay Transportation Fees

The cost of providing student transportation exceeds state funding. Therefore, the governing board finds it necessary to charge fees for home-to-school student transportation. Information on transportation fees is provided to parents at the beginning of each school year. There is a two-week grace period at the beginning of the school year for parents required to pay transportation fees to comply. This decision is based on free/reduced lunch status.

Bus passes will be issued and in the possession of the student and must be presented to the driver prior to boarding bus in the morning and in the afternoon. Student will not be transported without a bus pass present. NO PASS – NO RIDE.

Buses for School Team Sports

It is the intended desire to provide transportation to all league activities and CIF playoffs whenever possible and at the discretion of the Assistant Superintendent – Business Services. Muni transport for school bus holds nine passengers. All others will be self-transport and not transported on a school bus. Conduct and behavior expectations are the same on these trips as on a home-to-school ride. While teachers and chaperones are expected to maintain appropriate conduct of the students, the bus driver is the ultimate authority on the bus at all times. Regardless of material, cleats will not be allowed on buses and must be replaced with appropriate foot coverings. Dangerous objects, such as starting guns, shot puts, and other loose projectiles will only be transported if the items can be safely stored in a baggage area or stowed within a seating compartment. Other equipment must be loaded so as not to protrude into exit areas, the aisle, or the stepwell of the bus. Items cannot be transported in the aisles or be carried where they could block an emergency exit. Seat belts must be worn if the bus is equipped.

School Rooter Buses [AR 3541.11]

School buses may be used for school groups to attend scheduled athletic contests if requested by the principal and approved by the superintendent. A guaranteed number of participants is necessary to have a rooter bus. They will be charged the standard hourly rate plus mileage if a driver is available.

School-Sponsored Field/Study Trips [BP/AR 6153; 13 CCR 1212.5]

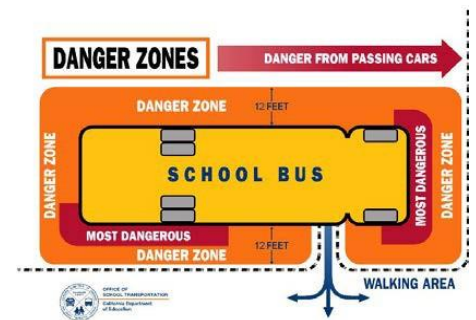
Transportation will be provided for approved district- and site-funded trips for groups to attend selected festivals, concert tours, and conferences. When at all possible, all such trips should be scheduled to leave after 6 a.m. and return no later than midnight the same day. The organization will be responsible for the expense of approved housing and meals for the bus driver for overnight trips. General rules of conduct applicable to regular home-school/school-home transportation apply to educational, athletic, and other trips. A faculty member or parent is required on each bus for each field/study trip.

Use of School Buses for Community Service

Because of insurance risks, the district will not rent or lease school vehicles for community service.

School Bus Danger Zone

The area directly around the school bus is called the **danger zone**. The danger zone is created because of the size of the bus and the obstruction of vision it creates. The two most dangerous areas around the bus are directly in front of the bus and near the rear tires and back of the bus on the passenger loading side. Students should never be in the danger zone. They must stay out of this area at all times. After leaving the bus, students must walk away from the bus and not return. If they drop or lose belongings, they must make eye contact with the driver and wait for help. Students must never go under the bus or touch the wheels. The driver is trained to watch for any activity around the bus before putting it in motion.



Parents dropping off or picking up students at the bus stop must not create a safety hazard by parking where the bus needs to unload. Parents must keep toddlers, strollers, and pets far away from the unloading area so that the bus can park safely.

TK - Kindergarten Students

TK - Kindergarten students must be met at the bus stop by a parent. If a TK - Kindergarten student is not met at the bus by a parent, the driver will return the student to school one-time only. The second incident will result in law enforcement notification. A parent can authorize the driver to leave a TK - Kindergarten student unattended or with designated adults by completing and signing an Authorization to Leave Child Unattended form and providing it to the Transportation Department. The form is available at each school site.

General Bus Information

Parents of Special Needs Students and/or Kindergarten students must be available to receive their student at student's school release time.

• Which Bus to Board:

Students must ride only the bus to which they have been assigned. Riding an unassigned bus, or boarding or leaving a bus at an unassigned stop, will result in the driver issuing a bus citation. Bus stops are assigned with the student's home address only. **NO EXCEPTIONS.** Students not registered to ride a bus may not ride home with others even with parent permission. School sites may not authorize students to ride a bus. Alternate bus stops for child care, sports, practice, jobs are not options.

- **School Bus Departures:**

Students must be at the bus stop before the bus arrives, but no more than five minutes before departure time. For the safety of all students and to avoid children chasing after a moving bus, once a school bus has departed from the curb at either the school site or bus stop, the driver is not permitted to stop the bus to board late students.

- **When the Bus Doesn't Show Up On Time:**

If a student is reasonably sure that the delay is not due to weather conditions or traffic, s/he should allow at least 15 minutes before leaving the bus stop. School buses have to endure the same rush hour traffic conditions that plague commuters. A traffic snarl, traffic accident, minimum days, or a longer-than-scheduled loading at a previous school bus stop can easily throw a bus 10 to 15 minutes off schedule. On extremely foggy or rainy days, the buses will run late. Students should be patient. The school will be notified of the late arrival. If, at the end of 15 minutes, a bus has still not arrived, students or parents may call the Transportation Department at 805-549-1391.

- **Two-Way Communication:**

For student safety and route control, each bus is equipped with a two-way radio. The Transportation Department is in constant communication with each bus on its scheduled runs. If there is a problem, such as a late bus or perhaps a student riding the wrong bus, the Transportation Department will be able to contact the bus and make the necessary corrections.

- **Video Cameras:**

For student safety and security, each bus is equipped with a video camera and recorder.

- **Lost Items on the Buses:**

If a driver finds a lost item on a bus, s/he will attempt to return the item to the student the next day. The school district does not maintain a lost and found department. Drivers will not be contacted while driving concerning lost items on the bus. The Transportation Department will not request a driver to stop en route for lost items. Items left on the bus can be picked at the San Luis Obispo Corporation Yard @ 937 Southwood Drive between the hours of 9 AM – 4 PM, Monday – Friday.

Things for Students to Remember

- Leave home early enough to arrive at the school bus stop five minutes prior to stop time.
- Form lines facing the direction from which the bus will approach the bus stop.
- Wait back at least twelve feet from the edge of the roadway until the bus has come to a complete stop and the front door has opened.
- Remain silent at all railroad grade crossings.
- Be courteous to the school bus driver and to fellow passengers.
- Get off the bus only at the designated stop.
- Observe safety procedures and be alert for traffic after leaving the school bus.
- Go directly home after getting off the bus.
- Do not talk to strangers and do not accept rides from strangers.

School Bus Rules [E.C. 5131.1]

- Fighting or provoking a fight, stealing, possessing and/or using tobacco (including, but not limited, to vaping), alcohol or drugs, destroying or defacing property, using vulgar language, obscene gesturing, opening an emergency exit at an inappropriate time, or any other unsafe actions that would jeopardize the safety of anyone on the bus could result in immediate suspension of bus-riding privileges. The appropriate school administrator will determine the length of time the student will be suspended from the bus.
- Before the bus arrives, students are to line up in an orderly line. At the school site, this would be behind the yellow bus loading lines. Students must be at their morning stop five minutes prior to the scheduled bus arrival time.
- Students are NOT permitted to ride different buses. When boarding the bus, students will proceed directly to an available seat. If another student wants to sit down, a student will move over promptly. The bus driver is responsible for determining how the bus will be loaded.
The bus driver has the authority to assign seats to ensure orderly conduct on the bus (Title 5 § 14103(a)).
- Once seated, students will face forward and remain in the same seat until reaching their destination.
- When entering or exiting the bus, there will be no shoving, jumping, or swinging off the steps, tampering with bus controls, or any other dangerous or unsafe action.
- When exiting the bus, students will be aware of the danger zones on the preceding diagram and, if crossing the street, students will always cross in front of the bus.
- Throwing an object from the bus, in the bus or littering is not allowed.
- All parts of the body must remain inside the bus at all times.
- No eating or drinking is allowed on the bus.
- No loud, noisy, or boisterous conduct is allowed.
- Pets, animals, creatures of any kind, glass containers, or dangerous or unsafe objects will not be allowed on the bus at any time.

- Skateboards may only be transported if completely enclosed in a sports bag, back pack or similar carrying case. No Hover Boards.
- Cell phones or electronic devices are to be used at the discretion of the driver.
- Seat belts must be worn if the bus is equipped.

In addition to these rules, any rule that applies to pupils on the school grounds will also apply while a student is on the bus, leaving the bus, and waiting at the bus stop.

School Bus Referral Consequences

All bus referrals are in place for the academic year, and not removed until the end of the school year. Transportation fees paid will not be returned if a student is suspended from riding the bus. If the offense is serious, the pupil may be suspended at any time. When bus riding privileges are suspended, the pupils involved will be expected to attend school as per the California compulsory attendance law.

Elementary Consequences

First Referral	Conference with the principal and parent.
Second Referral	1- to 3-day suspension of bus riding privileges.
Third Referral	3- to 10-day suspension of bus riding privileges.
Fourth Referral	Bus riding privileges suspended for the remainder of school year.

Secondary Consequences

First Referral	Conference with the assistant principal or dean. Parent notification as appropriate.
Second Referral	2-week suspension of bus riding privileges.
Third Referral	4-week suspension of bus riding privileges.
Fourth Referral	Bus riding privileges suspended for the remainder of school year.



OTHER IMPORTANT INFORMATION

Visitors on School Campus

The Board of Education and staff encourage parents and interested members of the community to visit the schools and participate in the educational program. The superintendent or designee shall invite parents and community members to open house activities and other special events. Visitations during school hours shall be arranged with the teacher and/or the principal or designee. If a conference is needed, an appointment shall be set with the teacher during non-instructional time. To ensure the safety of students and staff and avoid potential disruptions, all visitors must identify themselves to the principal by reporting to the school office prior to going to any classroom or any other place on the school campus. A district-approved visible means of identification shall be provided to and worn by all visitors while on school premises. No electronic listening or recording devices may be used in a classroom without permission of the teacher and principal.

Members of the San Luis Coastal Unified School District staff will treat parents and other members of the public with respect and expect the same in return. The District is committed to maintaining orderly educational and administrative processes by keeping schools and administrative offices free from unprofessional, improper or unlawful interactions. [Board Policy/Administrative Regulation 1313]

Student Lunch/Recess at School

Each principal will establish a lunch/recess time for students, depending on that school's schedule.

Open Campus [E.C. 44808.5; BP/AR 5112.5]

The district allows students in grades 10 through 12 to leave campus during their lunch break. Students are responsible for adhering to the district rules and local law while off campus during the lunch period. The district and district employees shall not be liable for the conduct and safety of students who leave school grounds during this time. Students are subject to school disciplinary action based upon conduct on and off school grounds during the lunch period.

Cell Phones, Electronic Signaling Devices [E.C. 48901.5; BP 5131]

Students may possess and use personally owned electronic devices including, but not limited, to laptops, tablets, smartphones and cellphones provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities. The use of personally owned devices may be encouraged for teaching, learning and educationally related communications at the discretion of the classroom teacher, school rules and regulations as defined in BP/AR 6163.4 – Student Responsible Use of Technology. Education Code 51512 prohibits the use of electronic recording devices at school without the teacher's or the principal's knowledge and consent.

In accordance with BP/AR 5145.12 – Search and Seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

Video Surveillance: San Luis Coastal School District conducts video surveillance of its premises, with exceptions being private areas of restrooms, showers, and dressing rooms. Video cameras will be positioned in appropriate places within and around school sites and are used in order to help promote the safety and security of people and property.

Waterways Protection

Storm drains, parking lot run-off, and gutters drain into our creeks and ocean. Most drain grates on district property have been marked with a fish symbol to remind people that nothing but clear water should be allowed into the storm drain system. Parents and students should all do what they can to protect our creeks and coast. Additional information on what is being done to protect these waterways from pollution is available at www.stormwaterinfo.org.

Civil Rights

Title II Coordinator: Stephanie Shepherd 805-549-1225
Title V Coordinator: Chris Dowler 805-549-1264
Title IX Coordinator: HR Director 805-549-1252
504 Coordinator: Joyce Hansen 805-549-1218
1500 Lizzie Street
San Luis Obispo, CA 93401

CCR Title 5 Coordinator: Chris Bonin 805-596-4105
937 Southwood Drive
San Luis Obispo, CA 93401

In accordance with Federal Civil Rights Law, San Luis Coastal Unified School District is prohibited from discriminating based on race, color national origin, sex, disability, religion, or age.

ABBREVIATIONS

PLEASE NOTE: throughout this booklet, the term “parent” refers to natural or adoptive parent, legal guardian, or legal caregiver of the student. Abbreviations used in this booklet:

BP/AR	Board Policy/Administrative Regulation	HS	Health & Safety Code
CC	California Civil Code	NCLB	No Child Left Behind
CCR	Code of California Regulations	PC	California Penal Code
CFR	Code of Federal Regulations	USC	United States Code
EC	California Education Code	VC	Vehicle Code

Board policies are available on the district website at www.slcusd.org. California law references are available at <http://www.leginfo.ca.gov>. USC references are available at <http://uscode.house.gov/>.

WHERE TO GET MORE INFORMATION

Further information regarding our district schools, programs, policies, and procedures is available to any interested person upon request to our schools or district office and on the district’s web site, www.slcusd.org.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT STAFF DIRECTORY

BOARD OF EDUCATION

	TERM	PHONE
Robert Banfield	2022-2026	805-471-3693
Mark Buchman	2006-2026	805-441-9553
Brian Clausen	2023-2024	805-439-7850
Eve Hinton	2020-2024	805-440-3479
Marilyn Rodger, Clerk	2002-2026	805-528-4248
Ellen Sheffer, President	2010-2026	805-471-1137
Chris Ungar	2000-2024	805-235-1939

ELEMENTARY SCHOOLS

	PRINCIPAL	PHONE
Baywood	Kirstin May	805-534-2856
Bishop's Peak	Diana Jones	805-596-4030
Del Mar	Chelsea Smiley	805-771-1858
Hawthorne	Brittany Tricamo	805-596-4070
Los Ranchos	James McMillen	805-596-4075
Monarch Grove	TBD	805-534-2844
Pacheco	Marcelo Huizar	805-596-4081
Sinsheimer	Jessica Miller	805-596-4088
C.L. Smith	Aaron Black	805-596-4094
Teach	Jeff Martin	805-596-4100

SECONDARY SCHOOLS

Laguna Middle School	Nathan Meinert	805-596-4055
Los Osos Middle School	Heather Contreras	805-534-2835
Morro Bay High School	Scott Schalde	805-771-1845
Pacific Beach High School	Chris Dowler	805-596-4023
San Luis Obispo High School	Rollin Dickinson	805-596-4040

ADMINISTRATION

Superintendent	Eric Prater, Ed.D.	805-549-1334
Assistant Superintendent - Business Services	Ryan Pinkerton	805-549-1331
Assistant Superintendent - Educational Services	Lisa Yamashita	805-549-1205
Assistant Superintendent – Human Resources	Greg Puccia, Ed.D.	805-549-1233
Director - Facilities, Operations & Transportation	Chris Bonin	805-596-4105
Director - Fiscal Services	Catherine Ecklund	805-549-1280
Director - Food Services	Erin Primer	805-596-4064
Director - Elementary Learning & Achievement	Stephanie Shepherd	805-549-1247
Director - Sec. Learning & Achievement/Adult Ed.	Dan Neff	805-549-1277
Director - Innovation (Information Services & Technology)	Jeremy Koellish	805-549-1224
Executive Director - Student Support Services	Janet Gould	805-549-1220
Deputy Director - Student Support Services	Chris Dowler	805-549-1363

2024-2025 LATE START MONDAY SCHEDULE TEACHER

COLLABORATION TIME

At all schools throughout the district, school will start on Mondays, generally an hour later, to accommodate our Teacher Collaboration Time (TCT). The bus will pick up your students an hour later on Mondays. This staff time will allow our teachers to meet weekly to discuss our students' academic performance and teaching strategies in order to improve our instructional program. The benefits of this weekly collaboration time will directly impact our students' learning.

Our schools will be sending home information about their new school schedules. If you have any questions, please call your school's office for the specific start and ending times and the bus schedule.

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT

2024-2025 CALENDAR

August 15	School Begins
September 2	Labor Day Holiday
November 1	Student-Free Day, Elementary Teacher Work Day/Secondary Professional Development Day
November 11	Veteran's Day Holiday
November 18-22	Elementary Conference Week/Minimum Days
November 14-15	SLOHS Minimum Days
November 15	SLOHS End of Trimester 1
November 25-29	Local Recess/Thanksgiving Break
December 4	Elementary Minimum Day; Professional Development
December 17-18	MBHS Minimum Days - Finals
December 19-January 6	Winter Break
January 6	Student-Free Day - LOMS/MBHS/PBHS Teacher Work Day
January 17	Student-Free Day - LAMS
January 20	Martin Luther King, Jr.
February 10	Lincoln's Birthday
February 17	President's Day
Feb. 24-Feb. 28	SLOHS Minimum Days
February 28	SLOHS End of Trimester 2
March 3	Student-Free Day (K-6) and SLOHS Teacher Work Day
March 11-14	Elementary Conference Week/Minimum Days
March 24-28	Spring Break
April 2	Elementary Minimum Day; Professional Development
May 26	Memorial Day
June 4-5	MBHS/SLOHS Minimum Days
June 5	LAMS/LOMS Minimum Days
June 5	Last Day of School
June 6	Teacher Work Day

MINIMUM DAYS [E.C. 48980(c); BP 6111]

Parents will be given at least one month's notice of student-free days for staff development and minimum days. The dates known at the printing of this booklet are shown in the above calendar.